

# Editorial

---

This volume offers the reader two articles and an interview with which to engage. Aligned with the objectives of *Reconceptualizing Educational Research Methodologies* the authors variously unfold and problematize conventional qualitative research philosophies and practices in unexpected ways. By undertaking and highlighting how transdisciplinary work might disrupt objective truth claims formed from particular research ideals - the authors avoid generalisations and glorification of their research data. Though the articles approach research practices differently, what unites them is the capacity to capture complexity within entangled assemblages of forces and intensities in which the individual subject is disrupted and rethought. Collective assemblages of desire are created by writing together, thinking together, and creating together - the yet not known. Dynamic elements work together to connect multiple literacies, artistic photos and transgressive writings that evoke liveliness and rhizomatic thinking.

This collection of papers might bring readers to new philosophical thought about educational research methodologies – philosophical thought resonant with the works of Isabelle Stengers, Donna Haraway; philosophical thought of composition. The papers capture a philosophy borne of response-ability (Barad, 2007) that rejects neo-realist or neo-rationalist definitions. Each paper captures uncertainty, in the worldly terms offered by Donna Haraway (2007); and through relationships of intra-acting offered by Barad (2008, 2014) and within/through/ and of entanglements as captured by Haraway's (re-)figurations of naturecultures and pastpresences. Increasingly we see research concerned with, and undertaken on a molecular and sub-molecular level. As these articles underline, such microscopic attention to material-semiotic onto-epistemological entanglements opens up spaces to consider how all materials and beings (human, non- and more-than-human) are inter- and intra-acting. Touching each other as they touch themselves, and come into the world alive through this touching, rather than previous to it (Karen Barad). In these livable worlds, the broad division and classification of species and sub-species appear less fruitful, less topical and less useful to researchers studying research processes across species, across the nature/culture, mind/body and even plant/animal dualisms (Dolphijn & van der Tuin, 2012)<sup>1</sup>.

All those involved in the creation of the pieces in this issues (authors, interviewers and interviewees) are simultaneously stretching multiple senses whilst creating spaces for sensuous dimensions of reality to transpire through research processes. The provocations and multi-modal/sensorial experimentations captured in these papers activate different knowledge's, uncertain spaces through images and photography, which open for the immanent - the not yet actualized; and for unintended ideas about research methodologies. Through their experimental approaches the researchers are entangled within inventive becomings as they set research in motion as affective potentialities.

Diana Masny's article *Problematizing qualitative educational research: reading observations and interviews through rhizoanalysis and multiple literacies*, problematizes conventional qualitative educational research through a process of reading observation and interview data in rhizomatic research. Through this approach Masny brings together Multiple Literacies Theory and rhizoanalysis - innovative practices with transdisciplinary implications. Masny's article presents a way to experiment in disrupting conventional research concepts, in this case, observations and interviews. Rhizoanalysis provides a non-hierarchical and non-linear perspective to conducting

---

<sup>1</sup> Rick Dolphijn and Iris van der Tuin (2012) <http://quod.lib.umich.edu/o/ohp/11515701.0001.001/1:4.3/--new-materialism-interviews-cartographies?rgn=div2;view=fulltext>

qualitative research. In a similar manner, Multiple Literacies Theory seeks to release school-based literacy from its privileged position and unfold literacy as multiple and non-hierarchical. This theoretical and practical stance to educational research is deployed in an assemblage that includes a study of multiple writing systems with five- to eight-year-old multilingual children. Reading observations and interviews through the lens of rhizoanalysis and Multiple Literacies Theory becomes an exploration in reconceptualization of qualitative research.

Hanna Guttorm, Riikka Hohti and Antti Paakkari's contribution to this issue is entitled "*Do the next thing*", which is an interview with Elizabeth Adams St. Pierre on post-qualitative methodology. Throughout the interview St. Pierre focuses upon critical and poststructuralist theories of language and the subject and, what she has called, *post-qualitative inquiry* or *post inquiry*. She asks what might come after conventional humanist qualitative research methodology. She is especially interested in the new empiricisms/new materialisms as well as new research practices enabled by the ontological turn. St. Pierre encourages researchers to constantly question the prevailing truths and the traditions they have learnt too well.

In the article *A Pink Writing Experiment* authors: Teija Löytönen, Mirka Koro-Ljungberg, David Carlson, Amy Orange and Joshua Cruz offer a research experiment in collaborative writing. The collaborative writing experiment explores spaces of diverse encounters that began at a research conference held in the Flamingo hotel in Las Vegas; spaces where knowings emerge in the (shared) moment, in-between (them)selves, prompted by different (research) questions and entanglements of matter and meaning. Through these multiple and emergent writing encounters the authors explore ways towards collaborative scholarly writing and accessible ways of working and knowing beyond the immediately known or sensed. In addition, this collaborative writing experiment serves to inspire and engage participants (qualitative researchers and ethnographers alike) to explore, share, and disseminate knowledge across contexts differently. They call for writing in qualitative research that senses, figures out, and "reveals" via moving and sensuous bodies, and emerging embodied encounters within particular spaces.

Editors

Ann Merete Otterstad

Jayne Osgood