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Editorial Introduction to *Pedagogy & (Im)Possibilities across Education Research*

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Editorial Introduction to *Pedagogy & (Im)Possibilities across Education Research*

Abstract

The editorial board is excited to publish our first issue of *Pedagogy & (Im)Possibilities across Education Research*. We have spent nearly a year conceptualizing, shaping, and producing the journal and this first issue. We hope you find it engaging and thought provoking. We, therefore, formally welcome submissions to the journal and look forward to facilitating the advancement of research in education.

Concepts, Ideas, People

Education, Pedagogy, Education Research



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In future issues, we plan to use the editorial section to discuss current critical topics in education, and invite responses to those topics. For this issue, we wanted to briefly discuss the articles as a whole that represents the possibilities for this journal. The articles in this issue address:

- Research in traditional content areas, as well as non-traditional educational settings;
- Developing and supporting teachers, as well as developing and supporting researchers and scholars;
- A range of epistemologies, methods, and theories to provide perspective recognition, ways of engaging, and ways of understanding in the ecological context of education;
- Different ways of contributing to our knowledge base from colloquium and reflection, to content analysis and participatory action research;
- Moving from notions of social justice that are transcendental, institutionally dependent, and deductive to notions of social justice that are decolonizing, loving, and based on an ethic of radical care;
- Traditional and collective authorship;
- Transnationalism, multilingualism, intersectionality, gender, race, ethnicity, and identity.

The articles in this issue also share two central foci of the journal:

- Justice, in all its forms for the purpose of equity, inclusion, and equality;
- Positionality.

Our inaugural issue demonstrates our belief that knowledge-making is a dynamic process, and we look forward to submissions that continue to address these central foci in diverse and multifaceted ways.

Editorial Board

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