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Special Edition:
Being a Researcher
and Doing Research



WAIKATO JOURNAL OF EDUCATION TE HAUTAKA MĀTAURANGA O WAIKATO

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Call for papers

The Waikato Journal of Education provides an avenue of publication for quality articles on education. This peer-reviewed journal welcomes a range of topics including interdisciplinary, philosophical and applied research approaches.

Submissions are now invited for consideration for publication in the November 2011 issue. Please submit an electronic copy and a separate page with author/s contact details by **30 April 2011** to WMIER Research Manager, Carolyn Jones (cjjones@waikato.ac.nz), Faculty of Education, University of Waikato, Private Bag 3105, Hamilton 3240, New Zealand.

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EDITORIAL

The topic of this special issue of the *Waikato Journal of Education* is being a researcher and doing research.

The idea for such a volume arose from a desire to document some of the workshop presentations given to doctoral students in the Faculty of Education, The University of Waikato, and to make this teaching of research students available to a wider audience, including masters research students. Other researchers have added articles in a wish to share their experiences of being a researcher and doing research with beginning researchers.

The volume begins with two articles on theorising data. Toni Bruce discusses the “descriptive impasse” as “one of the most common challenges for researchers as they struggle to move beyond describing what they have found” (page 7). The article by Beverley Bell explores the use of theorizing to analyse and make sense of data, rather than using grounded theory.

Next are a collection of three articles on aspects of research design and associated issues for beginning researchers to reflect on. Rachel McNae and Jane Strachan discuss their experiences and thoughts on doing cross cultural research; Deborah Fraser discusses collaborative school–university research; and Bronwen Cowie and colleagues also discuss collaboration with teachers and their students.

The next set of three articles focus on data generation techniques. Bronwen Cowie and colleagues discuss multimodal ways of eliciting students’ voice; Ann Harlow discusses generating data by online surveys; and Kathrin Otrell-Cass and colleagues report on their use of videos to generate data.

The last chapter by Martin Thrupp addresses issues on the politics of research.

I hope this special issue has something of value for research students, experienced researchers expanding their repertoire and researchers wishing to update themselves on current debates in doing educational research

Beverley Bell
Guest Editor