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Continuity and interaction: Editorial

Kerry Earl Rinehart & David Taufui Mikato Fa'avae

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New Zealand.

A lot can happen over the course of one year. In light of the global pandemic that continues to (re)shape and (re)conceptualise our notions of time and continuity as well as social interactions, 2020 has been that kind of year. We are pleased to present our first issue as co-editors of *Waikato Journal of Education* (WJE) in November 2020, acknowledging the uncertainties, weirdness, challenges, and threats to health and democracy experienced by citizens across the world.

WJE is a well-regarded peer-reviewed journal published by Wilf Malcolm Institute of Educational Research (WMIER), University of Waikato, New Zealand. Since the journal's first publication in 1995, it has contributed to scholarship on a wide range of topics in the field of education; in particular, issues connected to curriculum, learning and teaching. Consequent publications have included reports on educational research, pedagogical practice, and viewpoints on education policies, theories and methods. The final published version of every article (or Version of Record) is always freely available online for anyone, anywhere, to access and read. There are no charges for submitting or processing any manuscript to this journal.

In the 1995 editorial of the first issue, Clive McGee, editor at the time, acknowledged in his editorial "the encouragement of the [then] Dean of the School of Education Professor Noeline Alcorn", and we are especially delighted to have Professor Alcorn write for Volume 25 Issue 1 in 2020, our 41st issue. We also acknowledge and honour other previous general editors of WJE, Rosemary Deluca, Deborah Fraser, Beverley Bell, Toni Bruce and our immediate past-editor Noeline Wright, along with all the editors of various special issues and special sections.

As new co-editors, David and I have some big shoes to fill. Here we provide an introduction into who we are, what we bring to WJE and our aspirations moving into the future.

David is of Tongan ancestry, born in Niue, raised and educated in Aotearoa with heritage links to Samoa. He has only just returned to Aotearoa with his wife 'Elenoa and their son Daniel after serving at the Institute of Education at the University of the South Pacific. He continues to serve his kāinga (extended family) in the diaspora. As a former secondary school teacher in South Auckland, David continues to support in-service teachers, schools and Pacific communities.

David believes in establishing and maintaining international, regional and national collaborative partnerships with people, educators and organisations. As a passionate educator and researcher, he believes the co-editor role and its responsibilities will enable him to develop and grow as an academic and leader for Pacific educators, scholars and researchers. He values strong work ethics as well as strategic engagement with academic organisations and societies, maintaining publication outputs and research collaborations since submitting his PhD thesis in October 2016.

David is an active member of international, regional and national societies like the Oceania Comparative International Education Society (OCIES), Vaka Pasifiki Education Conference (VPEC), Critical Autoethnography Society (CAE), and the Post Primary Teachers Association (PPTA). He is a



leader and mentor for early career academics and researchers within the OCIES and VPEC societies. As a mentor, he has worked together with Pacific colleagues to support Pacific and non-Pacific academics and researchers with the conceptualisation and crafting of their articles and book chapters at USP, University of Auckland and the University of Waikato.

Kerry was born in Canterbury and studied there before setting off for a late OE (overseas experience). Trained as a primary teacher at the Christchurch College of Education and gaining a BEd from Canterbury, she fondly remembers those early opportunities to learn from some 'big names' in NZ education of that time. Kerry appreciates that New Zealand continues to grow 'big names' to be looked up to and learned from as giants whose shoulders the work of new generations of educators and researchers stand.

Kerry was previously Managing Editor of *Teachers and Curriculum* journal (TandC), a position she took up in 2016 after having been on the Editorial Board since 2011. Kerry is a teacher educator, senior lecturer in Te Kura Toi Tangata, Faculty of Education University of Waikato. She was awarded the TEFANZ emerging educator award in 2008. Her research interests are in children's and adults' experiences of assessment and evaluation, postgraduate education research and qualitative inquiry.

Having attended the International Congress of Qualitative Inquiry, Kerry has had the chance to see and learn from other big names and expand her ideas of what research is, what educational research is, what a thesis is and how our inquiries can be communicated to their audiences. Kerry sees being co-editor of WJE as an opportunity to encourage contemporary research theory and practice by providing a place and space for publication and dissemination of the non-traditional and the other-than-conventional with readers benefiting from authors with many years experience and new voices in the field. Kerry claims living in Raglan is conducive to deliberation and creativity in research and in writing.

As co-editors, we wish to uphold, as Clive McGee wrote, "[the] goal of the Waikato Journal of Education [which] is to publish on topics that are relevant to various audiences, including tertiary academics, teachers at all levels of education, students of education, and those involved in education policy and administration" (1995). With WJE having an established reputation, we seek to strengthen three threads evident in current practice.

One thread is to ensure all published material is disseminated and shared with Teacher Education institutions, classroom teachers, school leaders and policy makers. We hope to expand our readership into the Moana (Oceania) through partnerships with the Institute of Education (IOE) and the University of the South Pacific (USP). We envision the journal providing a robust space for critical discourses and dissemination of Indigenous and Pacific methodologies, methods, models, frameworks and approaches to be explored and articulated within educational research contexts and praxis in Aotearoa and the Global South. This is important work for WJE.

Another thread holding potential for growth in WJE is the conceptualisation around the word 'education' in the journal's title. By re-positioning education' in the broadest terms (aims, systems, contexts, practices, trends and challenges locally, nationally, in Australasia and the Pacific, and internationally) we hope to invite further networks of authors, reviewers and readers to extend our scope and reach.

As Brian Gould, the University of Waikato Vice Chancellor, said in his Foreword to the first issue of the Waikato Journal of Education, it "... represents ... the maturity of the School of Education" and is an "indication that the school will play ... [a] significant role in the study of education in New Zealand, and Internationally" (1995). As co-editors of WJE, we seek to ensure the contribution of the Wilf Malcolm Institute of Educational Research (WMIER) and Education at University of Waikato to the study of education in New Zealand and internationally.

We seek articles that explore and illustrate particular theoretical, conceptual and empirical research frameworks and design that explore different and cutting-edge methodologies, researcher standpoint epistemologies, ethical practices, processes of analysis and presentation of evidence. As new co-editors, we aim to strengthen the visibility of critical, theoretical, ethical and transformational research discourses and approaches that would benefit the broader education and research community. We provide a platform for diverse perspectives, voices, knowledges and practices, as well as carve out a space for deep exploration and interrogation of research methods and methodologies. We encourage

contributions from a wide range of research contexts and communities and support new and emerging scholars to join the ongoing conversations.

We are delighted to introduce authors and papers who illustrate the proud history and strengths of WJE and represent the breadth and depth of our readers' interests. Looking forward, we have a backlog of manuscripts in various stages of the process, a profusion of riches from authors in many different countries. We thank all the authors for their patience and anticipation of future issues. We also thank our reviewers and, in particular, thank the reviewers who have contributed their time and efforts to the quality of this issue during 2020, an extraordinary year.

Introduction to papers in this issue

Noeline Alcorn, having previously written histories of the New Zealand Teachers Council (available through NZCER), the University of Waikato (*Ko Te Tangata*, 2014) and, for this journal, [Teacher Education in New Zealand](#) (2015) and [Teacher Education policy in New Zealand](#) (2013), has brought her skills to look at key moments in educational research in New Zealand: *100 years of Educational Research in New Zealand: Landmarks and Directions*. Noeline has roughly divided these moments into themes, or landmarks as she refers to them—New Zealand Council for Educational Research (NZCER), publishing, doctoral study, New Zealand Association for Research in Education (NZARE), and research funding with a section specifically for PBRF—before setting us up with a sense of the nature of our path and the direction of educational research. John Dewey and Michel Foucault both argued that history matters “because it helps us specify the conditions of the problems we face in the present, and helps us to specify in such a way that we might then go on to improve the problematic situation in which we find ourselves” (Koopman, 2011, p. 559). John Dewey said history is “not only of the present but of that which is contemporaneously judged to be important in the present” (Dewey, 1938b, p. 234) and Michel Foucault also argued that history matters because it helps us specify the conditions of the situations we face in the present. In this way we can then identify and perhaps seek to improve aspects of our current situation (Koopman, 2011).

Dr Telesia Kalavite is a Tongan academic and community leader whose scholarship has focused on centering Tongan and indigenous Pacific approaches to learning, teaching and education in Aotearoa and the moana. As a proud University of Waikato alumni, Telesia's work has fuelled and empowered many tertiary students in the development of alternative ways of thinking and doing research through post qualitative methods and methodologies. Her paper *Toungāue cooperative pedagogy for Tongan tertiary students' success* unpacks 'toungāue' as a cooperative pedagogical practice that is conducive to meaningful learning. Telesia also honours her long-time colleague Timote Vaoleti, whose 'Talanoa method and methodology' revolutionised the ways in which indigenous Pacific approaches conceptualised and implemented qualitative interviews in more respectful, meaningful yet contextually dynamic ways within dominant research practice. WJE was the vehicle that disseminated Timote's groundbreaking work which supported Telesia's scholarship and mentoring of the next generation of Pacific scholars. Telesia's paper is a reminder that even under social distancing and across distance between research sites, revisiting connections is at the heart of education.

As described by Aue Te Ava, a scholar of Cook Island Māori descent, inclusive and quality education within Pacific developing nations require close interrogation of culturally responsive pedagogical and sustainable approaches. His paper utilised *tivaevae*, a Pacific indigenous pedagogical model, to capture sustainable education, curriculum, inclusive and quality education in the Cook Islands context. An important question raised by Te Ava is: what does sustainable education look like in Pacific developing nations? For the Cook Islands context, *tivaevae* is a relevant model for the unpacking of sustainable education that provides context-specific insights and evidence linked to the sustainable development education goals for the region.

Education Research in Primary settings is a regular feature of WJE contents' pages. Yusuf Kiziltaş and Mustafa Yildiz present their study of reading fluency and comprehension skills from research of 428 4th grade students conducted in the province of Tuşba in Van, Turkey. Differentiating students by

mother tongue and gender, these researchers found students with the same mother tongue as the language of instruction performed better. While these results confirm what is known in other contexts, the literature and tools used in this research along with the insights into Turkey's educational system will be thought provoking for anyone interested in language learning and bilingual education.

Science learning continues to affect student success as they move into the senior years of schooling. In particular, attitudes towards Science learning in secondary schooling can be attributed to differences in relation to gender and ethnicity. Certainly, in the case of Fijian secondary schooling, Mani Naiker and Bibhya Sharma present their study based on the use of the Test of Science Related Attitude (TOSRA) tool to capture and present attitudes towards Science learning through the variables of being male or female, and i-Taukei (indigenous Fijian) or Indian (Fijian of Indian descent). What they highlight is the need to design interventions or initiatives, especially in the senior years to maintain and support students' success in Fiji.

Around the world, more and more universities have adopted microteaching as the valued form of simulation experience for their pre-service teachers. In Hem Dayal's paper on 20 pre-service teachers in Fiji, self-evaluation does not always lead to improvement in teaching. Instead, we are again reminded of the significance of feedback by peers and lecturers that also contribute to student teachers' reflections and self-evaluation. Dayal also shares the use of written forms of feedback and digital tools like video recordings to utilise pre-service teachers' microteaching experiences.

The opening sentence of the abstract of Claire Coleman and Tim Lind's piece, *Calculating for creativity*, states "classrooms are sites of growing complexity". As a reader you will nod in profound agreement or exclaim at the obviousness of this statement. However, this fact continues to present teachers with challenges. The challenge addressed by Coleman and Lind is that of finding time for all curriculum subject areas in a busy school day. They focus on student engagement in mathematics through a drama ("a pedagogy of exploration"). With an emphasis on the practical and the process rather than performance outcomes, playfulness returned to mathematics sessions with effect.

Part of the mandate we have for WJE is to continue to support emerging scholars to publication. In this issue we have five articles specifically written for this issue from doctoral candidates who consider research during a global pandemic.

Atif Khalil and Bronwen Cowie set up this section with a research note based on recent literature and interviews conducted with doctoral students via Zoom. Relationships and communication between researcher and participants are considered along with technological aspects. This article will serve as a good starting point for people developing their research design under conditions of social distancing and bans on international travel.

We then have three articles which form a collection focused on the challenges of gathering data from the researcher's home country while being enrolled in a different country for doctoral study.

Farzana Hayat Ahmad presents an illustration of a project using video conferencing in her article *Using video-conferencing for observations and interviews*, which is based on her research in her 'home' country of Pakistan while enrolled in her PhD and teaching in New Zealand. Farzana's research design originated in other considerations such as travel costs and family disruption and yet proved highly suitable, if not without challenges, for an international context under COVID-19.

Vu Thi Tuyet Nhung writes of the decision making involved in returning to Vietnam with her family to undertake data gathering for her doctoral research on Primary language teachers' experiences of the use of technologies in their teaching. In her article *Lessons learnt from being an "insider" to the research context: Gathering data*, 'at home' while enrolled as a PhD student overseas, Nhung writes of the timing for data collection in terms of important events as well as the school year and of how being an insider helped her negotiate the approval requirements and relationships with participants.

Lina Gao travelled back to China for an extended period on site at the school where she conducted her intervention research. Lina talks about the unanticipated opportunities that can arise in the field and the flexibility and communication needed with supervisors to work through any ethical tensions. In her article *Collecting data in one's home country: Negotiations, supervisors and ethics*, Lina includes a recommendation that doctoral students use a reflective journal email habit for maintaining a shared understanding of the scope of the project with supervisors and continue this supportive relationship even at a distance.

It is clear from these items that doctoral students, especially women with families, negotiate their relationships and complex situations involving many factors in order to complete the evidence gathering stage of their research. We think these articles give supervisors as well as other doctoral students food for thought.

A fourth co-authored article titled *Going back and doing research in Pacific communities*, unfolds how Pacific doctoral scholars 'Elisapesi Havea, Farita Tepora Wright and Alvin Chand have experienced the implementation of Pacific indigenous methods and methodologies. The collaboration highlights and acknowledges the diverse use of 'talanoa' and captures their personal experiences within online research engagement. The paper honours diversity and foregrounds the critical voices of three Pacific scholars from Tonga, Samoa and Fiji, seeking to find some forms of certainty amidst the uncertainties of engagement and connection with their Pacific communities involved in their projects in 2020. Going back and doing research in Pacific communities has provided insights into the ways in which the online space has shaped our communal connections and engagement.

If you are interested in the experience of researching and writing a thesis, Sue Middleton's article titled *A thesis in the house: Family matters* was published in WJE Issue 8, 2002. Middleton's interviews with PhD graduates in Education sought accounts of how women and men managed their time and organised space. Her question being 'How did they reconcile the spatial, temporal, and relational demands—simultaneous and competing—of thesis research and domestic life?' Middleton's article is available [here](#).

We are delighted to conclude this issue with a literature review that illustrates our ongoing desire for WJE to inform readers on educational research that interprets 'Education' in broad terms. Helen Lelean and Frances Edwards explore literature (2012–2019) on *The impact of flipped classrooms in nurse education*. As Helen and Frances point out, the pedagogy of flipped classrooms (in a variety of forms) is becoming more common in tertiary education and training environments. This is also true of education across compulsory sectors. With a focus on empirical studies, the authors look at advantages, evidence of student responses, and how leadership and teachers in policy and practice can ensure appropriate support.