

Call for article manuscripts:

Special issue on Enacting Reflexivity in Educational Research

6th issue to be published September 2014

The established body of work on research reflexivity highlights the challenges of paying critical attention to the ways in which researchers' selves, positionings, understandings and beliefs affect the research process and the representation of the social world produced. While reflexivity clearly demands careful and critical attention to the self of the researcher, its purpose is not psychoanalytic. Inward scrutiny of the "I" of the researcher is aimed at leading to a more insightful and useful outward gaze in social research. Increasingly the how and why of reflexivity is of concern, particularly in qualitative research, highlighting a need for building this into the design and implementation of research. Yet *how* to address the notion of self in ways that go beyond 'navel-gazing' is an area that is often missing in literature in qualitative research that claims to value reflexivity.

Our 'selves' is a key component of research for social change in contemporary South Africa as it is elsewhere if we are to take up the critical issues of self and others as represented in relation to such areas as race, gender, class, sexuality and geographic location. In focusing on enacting reflexivity in educational research, contributors to this special issue are invited to grapple with complex questions of "*Who...What...Why... Where...is my 'self' and 'the other' in educational research?*", and "*How does reflexivity influence my 'self' and my educational research?*" This special issue seeks to foreground the relational dimensions and complexities of research reflexivity through articles that offer critical perspectives on enacting reflexivity in educational research across academic disciplines and institutional contexts in South Africa and internationally. In so doing, the special issue will highlight the enactment of reflexivity both in studies that draw specifically on autobiographical, auto-ethnographic and self-study approaches to research, as well as in work that seeks to address positionality and reflexivity more broadly.

We invite submissions from educational researchers working across different disciplines and contexts, whose articles engage with topics such as (but not limited to):

- **Methods and methodologies for enacting reflexivity in educational research (for example, memory-work, arts-based methods, the digital, self-study, auto-ethnography and so on)**
- **Critical features of enacting reflexivity in educational research**
- **The significance and challenges of enacting reflexivity in educational research**
- **The enactment of reflexivity in collaborative educational research or educational research teams**
- **Ethical complexities in enacting reflexivity in educational research**
- **The relationship between enacting reflexivity and educational research for social change**

Guest editors: Kathleen Pithouse-Morgan, Claudia Mitchell and Daisy Pillay

Deadlines:

- **Extended abstracts are due on 28 February 2014.**
Suggestions for writing extended abstracts are available online at:
<http://www.nmmu.ac.za/helpingteachers/Suggestions%20for%20the%20extended%20abstract.pdf>
- **Invitations will be sent to selected authors by 14 March 2014, requesting full manuscripts by 31 May 2014.**
Visit <http://ersc.nmmu.ac.za/index.php?id=2> to obtain a copy of the author guidelines.

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