Foreword

In a world where there is a continuing generation of knowledge, the emergence of new journals is to be welcomed, as a means of bringing new thinking and theories to the fore, and providing opportunities for the dissemination of ideas and findings.

The *International Journal for Transformative Research*, as one such new journal, will make an emerging field of inquiry more accessible within mainstream literature. The notion of ‘transformative education’ has been developing for some time; however it is only relatively recently that the idea of ‘transformative research’ has also begun to be the focus of academic consideration. There is obvious scope to grow the scholarly literature in this domain. The *International Journal for Transformative Research* will attract those researchers who are already thinking deeply about the transformative outcomes of their inquiries, and have important things to say about it.

It is also hoped that in reading these accounts, other researchers – and particularly practitioner-researchers - will begin to reflect on how they can develop their practice in ways that are experienced as transformative by themselves, and by those with whom they are researching. In writing up their accounts of their experiences and findings, and
providing an evidenced account of what this means for them, a significant contribution will be made to demonstrating how research can impact in meaningful ways on professional practices across different professions and in different settings.

In a world of rapid change there is a need to establish places for reflection and rational debate. This journal will offer the space for discussion of key concepts and ideas that help develop an intellectual understanding of how research can transform professional practice. It will encourage and demonstrate scholarly interdependence and influence across professions. It will be a journal not bounded by a prescribed academic discipline, but rather inspired by new thought, new ways of seeing the world, new horizons – and always orientated towards improved professional practices.

The climate of contemporary professional practice is often one of measured accountability systems. The recognition that there is more to evidence than that which we can measure, opens the door to the possibilities of an ever-growing inventiveness as to where we acquire valid and reliable evidence, which can be analysed to find trends and insights for improving professional practice. This journal is open in its orientation to the kind of data which counts as “evidence”, and would wish to attract new thinking wherever it arises and illuminates professional practice.

A key aspect of this is the quality of material to be published. The high quality editorial team, along with their peer reviewers, will ensure exposure to a wide range of ideas from different disciplines in different parts of the world. In a global research culture, it is essential that a journal avoids imposing limitations through only engaging with limited networks. So
the international dimension of this journal is to be welcomed. Ideas do not respect national or ethnic borders, and are not to be limited to a coterie of enthusiasts. The articles in each volume of this journal will cover different systems of education; different ethnic traditions; and different professional boundaries.

The structure of the journal will encourage dialogue amongst all those interested in transformative research, whatever their stage of practice and understanding. For example, it offers the opportunity for those starting their research; say at doctoral level, to give an early indication of their thinking, and how they have arrived at this point. This is intended to encourage early researchers to articulate their thinking and to express their ideas in ways which can help others. There is a genuine attempt to capture the spirit of enthusiasm and acknowledge the self as a significant participant on the research journey. The journal will encourage this kind of exploratory dialogue as the exemplification of the transformative and transformation processes.

The *International Journal for Transformative Research* expects to become the journal in which those who have an interest in this area will aim to have their best ideas published. There will be a passion for quality and a striving for high impact. It aspires to be a journal which itself will help inform and transform professional practices.

Those who have brought the journal to birth are to be congratulated. To those who read the journal, it is hoped that it has lived up to the high aspirations that have led to its creation.

To those who have contributed, I wish you every good wish in your current and future work. To those who are interested in contributing, I actively encourage you to reflect on your own
practice and experience, and submit accounts of your research which you consider has had transformative effects on yourself and others.

In this, its first issue, there are 5 papers. The first, *Vanishing Point - or Meeting in the Middle? Student/Supervisor Transformation in a Self-Study Thesis*, written by Dee Pratt and Beth Peat, explores the tensions involved when a doctoral student and her supervisor come from very different research traditions which appear to be irreconcilable. They tell their story of how, in sharing their different perspectives, and listening to each other, they experience a transformation not just in their understanding of research, but also more generally in the ways in which they learn.

Joan Walton in *What can the ‘transpersonal’ contribute to transformative research?*, suggests that the concept of the ‘transpersonal’, which draws on ideas from psychology and quantum physics, challenges the materialist assumptions which inform most academic research. She demonstrates how research, which is accepting of a transpersonal worldview, can be transformative for the researcher, the research participants, and for the reader.

In *Developing Researcherly Dispositions in an Initial Teacher Education Context: successes and dilemmas*, Mary Roche gives an account of the transformative learning of students through participating in a self-study action research project. She engages in an interesting debate about whether, in setting assessable work which requires students to research their own practice, she is leaving herself open to the charge of ‘colonising’ others in the institution by allowing her values to influence modules in the college programmes.
Margaret Farren and Yvonne Crotty, in *Researching our own practice: an individual creative process and a dialogic-collaborative process*, describe how their individual doctoral research enquiries have informed the philosophical underpinnings of postgraduate taught and research programmes, which led to the development of a flagship programme for future leaders in Leadership in ICT and the Knowledge Society in Africa. They report on the creation and development of the International Research Centre for e-Innovation and Workplace Learning with its influential research projects. They contend that researching one's own practice can be a transformative experience for the practitioner-researcher who is committed to generating knowledge that has personal, professional and social value.

Finally, Yvonne Crotty in her paper, *Promoting a Creative Educational Entrepreneurial Approach in Higher Education*, provides an account of how she prepares students in the Masters in Education and Training Management (eLearning) programme for the dissertation practicum journey which involves the demonstration and presentation of scholarly research using different forms of media. She describes the genesis of the Education Entrepreneurial Approach to action research and explains its key processes: Exploration, Understanding, Creating and Transforming.

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