

Editorial

This special issue was born out of ongoing conversations with JEE co-editor Tom Stehlik who I first met in Samos, Greece at an International Education conference in 2011. Tom willingly accepted to step into a role for a performed piece of research I had developed to share at the conference. Since then we've discussed pedagogical implications of engaging in performing research within educational contexts. Arts-based research in education has gained a great deal of momentum over the last few decades, and I am delighted to share some of the leading voices in this field in this guest edited issue that focuses on developing monologues as a form of performed research.

This issue of JEE brings the voices of twelve international scholars who are committed to bringing artistry, research, and teaching into their educational work. In the first article Janice Valdez offers a comprehensive preview of the six main articles. Her piece is followed by articles written by Claire Ahn, Graham W. Lea, Mindy R. Carter, Richard Sallis, Monica Prendergast, and myself. Four pieces of poetic writing are then shared from authors Carl Leggo, Tetsuro Shigematsu, Kedrick James, and Esther Fitzpatrick. The issue then closes with a reflective piece on performed research by Christine Sinclair.

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