

Editorial Special Issue

Horizons and Time: The Researcher as Voyager

Research is a never-ending journey during which the researcher will visit many different sites of their subject, explore numerous paths leading to their destination, and overcome countless obstacles along the way. The conceptual mountains climbed, and the intangible horizons reached for, contribute to the discovery of new intellectual landscapes, and the experience gained by the researcher. At times this journey is like a solitary pilgrimage, on which the researcher travels to seek their own truths. During this meaningful search, encounters and dialogues with fellow pilgrims can lead to crossroads of uncertainty and ambiguity, instigating the inclination for re-visiting milestones and traces already passed and created on the journey so far.

The current issue of *Educate~* offers an opportunity to announce its transition into a virtual journal with its first online publication; opening up unlimited destinations, and reaching out to a wide range of fellow travellers. Furthermore, it provides the space to celebrate the first student led conference '*Horizons and Time: the researcher as voyager*' at the Institute of Education in the School of Lifelong Education and International Development (LEID) that took place in November 2005.

The aim of the conference was to create an event that would bring together all members of the LEID research community in a collaborative venture, crossing the areas of specialisms within the School and the wider research community of the Institute. The conference provided a forum to celebrate the value and contribution of doctoral research to the School's research community, and to highlight new ways of collaborative practice and cross-territory dialogue. The sessions were often personal and autobiographical in order to communicate the recognition of educational research.

The three articles included in the special section of the current issue convey the journeys each research student undertook, and reflect on different intellectual paths, which led to their individual destination. Although all students shared the same aim: of attaining a doctorate within the field of education, the individual process of achieving this was unique.

Denise Batchelor and Roberto Di Napoli, two former LEID students, offer two different perspectives on the unique process and experience of the doctoral journey. In '*The voyage out*' Denise Batchelor frames research as 'a voyage of vulnerability', discussing ontological and epistemological changes, in relation to alternative interpretations of the identity of each individual research student, when undertaking the long journey of doctoral research. Whilst Batchelor's reflections adopt a more philosophical viewpoint, Di Napoli focuses on the notion of self-authorship in his paper '*The possibility of (another) island: Ontological and epistemological spaces in the doctoral journey*'. He discusses this concept in the context of the current climate in Higher Education referring, in particular, to the audit and quality culture.

Andrea Creech's reflections on her travels through the doctoral process are of a more methodological nature. In her paper '*Every picture tells a story: pupils' representations of learning the violin*', she discusses her methodological journey from qualitative to quantitative research as well as the challenges of combining these two different philosophical traditions.

Ann Carroll-Boegh and Hiroyuki Takagi travel from Denmark to Japan in their paper '*Internationalization and University Curricula in Denmark and Japan*', which not only highlights the challenges of an internationalized curricula, including language of delivery and culture, but also underlines the similarities between two countries that are essentially very different. Both authors generated a dialogue of experiences during the seminar held at the

conference, and provided a good example of the boundary-less territory of higher education, which has opened up its borders through globalization. They emphasized the concept that 'knowledge does not recognize borders', enabling researchers to create new horizons within educational research.

We have been privileged to act as guest editors to the special section devoted to the conference papers and would like to thank *Educate~* for providing the platform to disseminate these papers. We would also like to take this opportunity to thank our fellow travellers; all those who contributed to the LEID Conference in November 2005, both students and staff from the LEID School; all those who participated in and enlivened this event; the Institute of Education, especially the LEID and the Doctoral School, who welcomed and supported the idea of such an event, as well as the Society for Research into Higher Education (SRHE). Last but by no means least; we would like to acknowledge the input from all members of the organizing team who embarked on this exciting venture.

We hope that a new team of travellers will continue the voyage we began, opening up possibilities for new intellectual journeys, resulting in another event celebrating the diverse research culture within the School and the Institute.

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