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## EDITORIAL

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For our third issue of *Art/Research International* we again placed an open call and received submissions on numerous topics. Yet, as has occurred with prior issues, we have identified a thread that runs through the articles: the arts are used in various ways to amplify the voices of outsider or marginalized perspectives. This is also a common theme in the larger world of arts/research.

Susan Finley (2008) has suggested art in/as research is a moral and political enterprise. Whose perspectives are typically privileged in research practice?

What topics are included and excluded? What methods and mediums are valued? Art/research practices, sometimes referred to as arts-based research, provide new pathways and thus open up the possibility of new answers to those questions. With these practices, there is great potential to contribute to research on identity politics (Holman Jones, Adams, & Ellis, 2013) and political justice work (Finley, 2008), as well as research that aims to increase compassion (Freeman, 2007), all of which require inclusive practices and perspectives.

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Research practices at the intersection of art and science are often employed as a means of creating critical awareness or raising consciousness, which can in turn challenge dominant ideologies (Leavy, 2009; 2015). Whether relating the trauma of recovery from brain injury or featuring an underexplored medium for artwork, the arts have a special capacity for amplifying voices that do not dominate mainstream discourses. We hope, as you work through the pieces in this edition, you come to a deeper appreciation of the unique capabilities of the arts to decenter.

We have two articles in the Theoretical Musings section. **Qingchun Wang, Sara Coemans, Karin Hannes** (U Leuven, Belgium) and **Richard Siegesmund** (Northern Illinois), in *Arts-based Methods in Socially Engaged Research Practice: A Classification Framework* develop a framework to help socially engaged artist-researchers position themselves within the expanding field. **Mei-Hsin Chen** (U Navarra, Spain), in *The Matter and Imagery of Air in Eduardo Chillida's "The Comb of the Wind XV"* explores air as a material object in a sculptural installation in Spain.

The In Action section is comprised of four articles. **Jerome Cranston** (U Manitoba) and **Kristin Kusanovich** (Santa Clara U) in *Engaging Pre-Service Teachers in the Drama in Teacher Leadership* discuss an ethnodrama workshop with pre-service teachers looking at the emotional toll of teacher leadership. **Kathryn Roulston** and **Kathleen deMarrais** (U Georgia) in *"I Prefer Face-to-Face": Comedic Moments in Teaching On-line* offer an ethnodramatic skit that takes a humorous look at the challenges of learning to teach online. **Danielle Peers** and **Lindsay Eales** (U of Alberta) in *Moving Materiality: People, Tools, and this Thing Called Disability*, from a critical disabilities perspective, share their personal narratives, performances and theorizations of (im)mobility. **Bonnie Nish** (UBC) in *With Open Eyes: Returning to an Academic Life* relays her story of returning to graduate studies after suffering brain injury.

In the Reviews section, editor **Monica Prendergast** (U Victoria) has taken a creative approach with a series of what she calls snapshot reviews, which she explains in her *Introduction to Snapshot Reviews*. The seven snapshot reviews included review two conferences, an essay, a research-based play, a master's thesis, a book, and a book series: **Carl Leggo** (UBC) *Review of "Cultivating the Ethical Imagination in Education: Perspectives from Three Public Intellectuals"*; **Alexandra Fidyk** (U Alberta) *Review of "Inviting the Body into the Classroom:" A Dance Teacher's Resource*; **Mindy Carter** and **Hala Mreiwed** (McGill U) *Review of "Sing the Brave Song: This Isn't Over"*; **Jessica Smartt Gullion** (Texas Woman's U) *Review of The Marie Curie Sequence*; **Esther Fitzpatrick** (UAuckland, New Zealand) *A Review: Writing Academic Fiction*; **Graham W. Lea** (U Manitoba) *Revisiting Questions from the 2017 NYU Forum on Ethnodrama*; **Pamela Richardson** (Royal Roads) and **Kathryn Ricketts** (U Regina) *Review of Arts-based Contemplative Practices in Education: 2017 Canadian Society for Studies in Education ARTS Pre-conference*.

We hope you enjoy this issue. We're looking forward to our next issue, which will be a special issue on Poetry and Social Justice guest edited by Sandra Faulkner and Sheila Squillante.

Diane Conrad and Patricia Leavy, Co-Editors-in-Chief

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