

Forwarding the Vision

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Editorial

Many years back when I was studying in a nondescript primary school of the North Indian Himalayas, I crammed a quotation to spell out as the required “thought for the day” in the school assembly. It went like this: “Education is the controlling grace to the young, consolation to the old, wealth to the poor, and ornament to the rich.” That was the age of no internet, so my parents or teachers must have found the words in some collection of quotations. Today, I find the point of narrating such quotations rather pointless (at the most), and worth examining critically (at the least), having grown into a scholar of education and literature. But for all my discomfort, the citation has stayed with me, and I have enjoyed remembering it every now and then for the four-part bounciness its articulation invariably entails. Additionally, over the years, its equalising tendency has also seeped into me.

For the third century Greek philosopher Diogenes Laertius’s claim remains as valid as it was almost two millennia ago. Education humbles and sensitizes, and in doing so, provides an irreplaceable support system, a second life, that helps us make sense and value our general existence through connections and critiques. When I formally entered education research as a literary scholar, I was compelled by its meta-critical dimensions, for it was the first time that I understood the significance of educating about education. This meant going into the behind-the-scene narratives of the ingredients that constituted disciplines, their content, their pedagogies, and their research. Nothing could be taken for granted, as subjects were shown to have a socio-historical, economic-cultural, and embodied-affective basis. It is this basis that gets rigorously, variedly, and accessibly explored by the articles and research notes in this volume of CORERJ.

Here, Alexander Borodin reflects on human reasoning by interrogating the two types of cognition underlying it, and under the rubric of dual process theory, ties the

insights with research in mathematics education. The field of numbers and formulae again takes precedence in Farhat Syeda's piece, which aims to understand students' emotions, perceptions, beliefs and vision about Mathematics, whose findings are contingent on gender and attainment levels. Further, Yanyue Yuan and James Underwood shed light on the significance of using multimodal expressions to communicate research in creative and effective manners. Multimodality again springs up in Rebecca Nambi's article investigating the intricacies of literacy learning from a school in Uganda. The subsequent research notes by Erini Veroni, Laura Oxley and Jacqueline Gallo continue studying educational characteristics of specific communities affected by disorders, behaviour management and glocalisation, respectively. A general regard for interdisciplinarity, creative and empathetic means of interrogation, and a faith in collectivity and togetherness unites all the seven pieces.

As with these studies, so with the publication. Publishing *Volume 3* has been nothing short of a massive collaboration of scholars (primarily students) from many different arenas of education research, and this exercise in togetherness is, I feel, itself a fine illustration of interdisciplinarity and coming together of diversity so crucial for our field. My heartfelt gratitude to all the peer and open reviewers for painstakingly going through the articles, as well as to the seven enthusiastic contributors for their year-long commitment. Working with all of them has been a matter of joy and learning. I thank my Deputy Editor Mingfei Xu for her unstinting support during the entire venture; Sarah Hardstaff and Matt Illett for their wonderful, ever-available help with all things technical; and the future Editorial Board of Meghna Nag Choudhury and Charleen Chiong who have already been so sympathetic to the endeavour. Last and certainly not the least, my special gratitude to a great friend and inspiration, Megan Wal, the founder of CORERJ and its Editor-in-Chief for the first two volumes. It has been my privilege knowing her and learning from her right from the initial days of CORERJ more than three years back, and I am only too happy to forward her outstanding legacy. Thank you, Megan.

Wishing you all a stimulating read.