

Editor

Letter from the Editor

J. X Seaton

University of Saskatchewan

This special issue of Education Matters was inspired by the Wâhkôhtowin Conference held at the University of Saskatchewan in September 2014. The theme of the conference was indigenizing practice in post secondary education, which continues to be an important challenge across Canada. The conference brought together a diversity of scholars, which advanced many interesting discussions. Our hope for this issue is to continue this dialogue by sharing some of the amazing research that was presented at the Wâhkôhtowin Conference.

Much of the writing in this issue is themed around the difficulty in conducting indigenous research. This was a shared struggle for indigenous and non-indigenous scholars alike. Communication issues abound as researchers tried to negotiate cultural understandings between the research team and institutional policy, and even among the research team themselves. However, the process of negotiating and seeking shared understanding ultimately enriched both the quality of the research and those engaged in the process.

In creating this issue, the editorial team too was not exempt from the necessity of negotiating cultural understanding. Specifically, the question of what is a research article was challenged. Some of the research papers submitted were formatted as narratives, which did not fit the traditional format of a research article. This presented a challenge for the peer reviewers, who understood the importance of sharing the work, but questioned the appropriateness of the format. After many deliberations, the editorial team decided to include narrative research formats under the heading of research articles as the authors intended. We were concerned that rejecting the papers, or labeling them as essays, would silence this debate. Instead, we would like to shed light on this challenge and open this question up to the public. If we are to succeed in indigenizing education, I suspect that we must also strive to indigenize the educational research paradigm.