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Editorial

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This edition of the *Polish Journal of Educational Studies* focuses on diversity. This includes diversity in the range of topics addressed and in the styles and forms of the articles that have been published within it.

This journal is among the oldest continually published journals in Poland. However, in the last few years, and especially the last decade the definition of what an academic text is, have radically changed. Therefore in response to this we as academics must ask questions about the ongoing purpose and function of the traditionally presented academic article within an academic journal. Indeed more than this, if we believe that it still has a function in our own writing and in the writing of the students who we are training to be future academics we must make a case for this form of publication and argue for it strongly. The case we make must also be more compelling than simply stating that – we disseminate knowledge this way because this is the way it has always been done.

This is not a rejectionist position, as an editor of this journal and as a successively published writer, both of which are a great personal privilege to us, we believe that articles do still have their place. However, the traditional academic article must be seen as one possible choice, just one of many valid forms of dissemination that a writer and academic could select from.

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It is simplistic, narrow-minded and naive to criticise the academic who chooses to disseminate ideas *via* blogs, personal platforms, video streaming (whether live or recorded) or a range of cross-over online publications that stand in an ever growing nexus of high quality journalism and traditional academic journals. The goal of any ethical writer, passionate about their field of expertise (rather than simply keen to tick institutionally contrived boxes) must be to reach engaged readers. Here it is particularly important to bear in mind the needs of education professionals who are looking for research in order to inform their practice, but written in simple, accessible, and easy-to-understand language. A depth of research now suggests that alternative and online methods of communication such as those listed above engage readers more often, with more repeat reads, and with greater sharing than academic articles published in traditional journals typically do (Greenhalgh et al., 2020).

Fortunately and pleasingly the writers of the articles in this journal have provided a convincing and persuasive argument for the role and validity of the journal article – arguments that are strongly implied within all the articles contained within.

Importantly, they have implicitly and collectively embraced the fact that in a world of increasing diversity in forms of communication that there is no single structure that all articles must follow. Collectively they have strived for variety, accessibility, and engagement.

Goy's article fuses elements of reflection, documentary analysis, and political analysis into a thoughtful discussion document, intended to provoke debate among early years practitioners across the United Kingdom. Whilst Blyth engages in constructive reflection for a piece that borrows stylistically from a long history of personal narrative writing but brings this into the academic tradition. Its audience of leaders and teachers on English courses in university settings is also clear. Similarly, Chapman's holistic exploration of the teaching of physical education in England comes from a practitioner stand-point and with the clear goal of speaking to fellow practitioners.

This is another strength of this collection of articles. Within each article the writers have readers in mind. They are not simply writing to demonstrate their own ability and expertise but instead they are writing for a purpose, for a clearly defined audience who their work will reach and engage. In doing so have given purpose and direction to this edition. These articles have also created a sense of purpose by engaging in current and contested areas of debate, and in doing so a sub-theme of equity and inclusion runs strongly throughout this edition.

Fakile's article explores the experience of Black students in universities in England, in her case through the more conventional vehicle of an empirical study, whilst Goh and Tan, explore the potential for inclusion within early years centres in Singapore. These two articles taken together illustrate how even within diversity, commonalities emerge. One explores adult education, another early years teaching, one racial justice,

the other inclusion for children with disabilities. However, in their common search for fairness, inclusion and the affordance of opportunities these articles promote similar values, with the same degree of conviction.

Kulikowska's study also explores related issues of challenging and understanding discrimination but in this case in the context of secondary schools in Poland and *via* an empirical quantitative study, which has enabled a data driven lens on to this issue. Whilst, Kasprzak explores similar issues but at the highest end of university education with an article focusing on support for PhD students with disabilities. As these articles make clear these issues of inclusion and equity are pertinent at every stage of education and of our lives. As this also illustrates, this is also a truly international collection of writers, focusing on global issues even if through the lens of specific cases and contexts.

The articles by Van et al. and by Maciejewska address issues that touch upon the complexity presented in the opening of this editorial of a rapidly changing technological environment that lecturers, teachers and learners have to negotiate. Maciejewska's study investigates the online experiences of students during the COVID-19 pandemic; whilst, Van et al., explore the ways in which social media affects classroom culture globally and the ways in which teachers worldwide may choose to respond to this. Again, an audience of practitioners, for whom this article will be meaningful, has been identified. Along with the article by Goh and Tan this article reveals the importance of co-writing as a shared, creative process. Another co-written article by Pilch and Danilewicz looks at the distinct and long-established role of folk high schools and explores their role in contemporary society. In doing so it enables an important discussion into the function of long running traditions and institutions in our rapidly changing world.

We are confident that the readers of this volume will find the topics addressed and the means of addressing them to be diverse, challenging and thought-provoking. In every edition the *Polish Journal of Educational Studies* is asked to justify its position in our wider academic debates, as every journal is, once again through diversity of topic, structure, style and purpose this question has been responded to with confidence and positivity.

In conclusion to this editorial, we would like to express my gratitude to Marta Kowalczyk-Wałędziak who has completed her three-year term as an associate editor of the journal. It is thanks to her commitment, hard work, and extensive international network, that the *Polish Journal of Educational Studies* has successfully made the transition from a Polish to an international journal.

References

Greenhalgh, S., Rosenberg, J., & Russell, A. (2021). The influence of policy and context on teachers' social media use. *British Journal of Educational Technology*, 52(5), 2020–2037.