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Foreword

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Welcome to the December 2016 issue of the International Journal for Transformative Research (IJTR), which includes articles from Australia, New Zealand, USA, UK and Ireland. The articles communicate the stories of the authors themselves and the innovative nature of their learning, teaching and research.

I would like to thank the authors who have submitted articles to *IJTR* and who have encouraged other authors to submit their research to the journal. I would also like to thank members of the Editorial Board who have provided constructive feedback on articles, and members who took time to engage in an interactive dialogue with authors. This ensured that the review process was open and transparent and led to a more collaborative process of improving the research account.

The first article in this issue is called ‘Simpson’s Paradox in the Interpretation of “Leaky Pipeline” Data by Paul Walton of the University of York and Daniel Walton of the University of Bath. The authors illustrate how the traditional ‘leaky pipeline’ plots, used to inform gender equality policy and practice, may not be reliable due to the effects of a statistical phenomenon known as Simpson’s paradox. The aim of the paper is to make the paradox easily accessible to a wide range of people. The authors support inquiry and understanding of the paradox through hypothetical modeling as they expose some of the factors, which can lead to Simpson’s paradox being observed in data. In the process, they provide a teachable moment by encouraging practitioner and managers to ‘look beyond the data’, so they can distinguish where gender inequality may or may not exist.

In the second article, ‘An Intuitive Approach to Learning Delivery in Higher Education’, David Smith of Charles Sturt University, Australia points to how the increased focus on technology in higher education

often moves the attention away from the pedagogy used to engage the student with the learning material. He describes the implementation of a Confluence of Learning (COL) framework within a university setting, together with its style guide and mobile app to support the development and teaching of their subject area through the use of online learning. The research was conducted with a small group of lecturers to evaluate their experience of designing the teaching of their subject using the framework, the style guide and the app. From the data collected, the framework appears to have transformed the approach the lecturers in the study took to the design of their subject.

The third article, ‘The 12 Steps of Addiction Recovery Programs as an Influence on Leadership Development: A Personal Narrative’ is written by Mitchell Friedman of the University of San Francisco. In his narrative, he draws on self-assessments, personal journals and memory of life events, to show how his participation in a 12-step addiction program, based on the principles and traditions of Alcoholics Anonymous (AA), has shaped his leadership practice. He concludes that his participation in the recovery program has been the most important influence on his leadership style, and that the 12-step work was a leadership formative experience (LFE). He shares his own story, as he believes that his introspection and personal inquiry has universal appeal.

The fourth article entitled ‘Small Shifts, Big Changes: Changing the Story for Students with Sensory Processing Sensitivity (SPS)’ is from Kaaryn Cater of Whitireia, New Zealand. Kaaryn presents her transformative journey in identifying the key indicators of SPS in herself and then in her students. She discusses how in her many years of experience as a Tertiary Learning Advisor (TLA), she observed a range of behaviours in students that were not consistent with any empirical knowledge of which she was aware. These included students falling behind in their work, as they became overwhelmed, anxious and stressed about managing and completing their academic tasks. In her own words, “I hypothesized that a possible explanation for the observed students difficulties could, in part, be due to aspects of sensory processing sensitivity.” Thus began her own transformative journey and discovery of self, and

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of the many students whose lives have been transformed through knowledge of SPS.

The fifth article, named “The Creation of Multimedia Resources to Support the Gaelic Athletic Association (GAA) Coach Education Programme (CEP)”, by Yvonne Crotty, Jimmy D’Arcy and David Sweeney, draws attention to the work of two eLearning personnel in the GAA in Ireland. The article explains how participation of the eLearning personnel in the Masters in Education and Training Management (eLearning) programme in the Institute of Education at Dublin City University (DCU), Ireland is enabling them to design and develop more educationally focused multimedia resources to support coach

education in the organisation. The authors trace the challenges and opportunities faced by both professionals, who are seeking to transform the experience of the GAA Coach Education Programme from a traditional face-to-face to a more blended learning approach. The work in progress shows how collaboration with Dublin City University is developing their workplace learning and understanding of their own agency.

If you are exploring how research itself might be transformative in its outcomes, you may be interested in submitting your accounts and explanations to this journal.

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