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# Editorial

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The first issue of *Reconceptualizing Educational Research Methodology* in 2016 offers three experimental pieces that hold the potential to produce monstrous entanglements when encountered by the reader/listener/viewer/: the in-between. We invite you to be open to the possibilities that the contributors to this issue have created through their experimental work. Each piece seeks to stretch what might be understood as data, as research, and as method.

The first article by Louisa Allen offers an explorative approach to thinking about images as data in a study concerned with sexual cultures of schooling, by focusing on photos that appear to belong in the delete folder. In *"Photos of (no)thing: The becoming of data about sexuality at school"* Allen works with photos taken by 'student photo-diarists' that would usually be discounted as data in most research studies, as they hold 'no identifiable people or objects, are blurry' and hence would be typically classified as 'mistakes'. Inspired by feminist new materialist philosophies she asks what 'newness' these perspectives might produce for thinking about images as data in research about sexuality in school when dealing with absent presences. In the paper she argues that feminist new materialism holds the promise of challenging the nature of what counts as data about sexuality and thereby the ontology of data about sexuality itself.

In the second paper *"Plugging into the Umbra: Creative experimentation (in)(on) the boundaries of knowledge production in ECEC research"* Nikki Fairchild is inspired by posthumanist theorizing when she explores processes of de-centring the human-as-researcher through the notion of the 'methodological umbra'. She writes of the methodological umbra as a 'shadow space', where traditional thoughts on research can open out new forms of inquiry into thinking-in-movement; a 'living' inquiry. She uses diary entries from her entanglements with methodology, gathered through her doctoral journey, as sites in which the umbra becomes evident to work in/on the boundaries of knowledge production. Inspired by Deleuze and Guattari (1987) and other posthumanist thinkers, she explores what form of life might emerge in the umbra, the shadow of a smooth space, and she suggests that what emerges are vitality and interconnection positing a new form of posthuman inquiry.

The third piece by Mirka Koro-Ljungberg, Justin J. Hendricks, Terrence S. McTier Jr. and Enrique Bojórquez Gaxiola is a sensory publication introducing different sound encounters conjured with undocumented students' experiences. "Face me I face you" consists of various encounters and videos presented to 'users' through YouTube as a multimodal assemblage experimenting with sound, video, and data from undocumented students. The assemblage is introduced with a *Cover letter to the users* where the evolution of the project is presented. Here Koro-Ljungberg, Hendricks, McTier Jr. & Bojórquez Gaxiola argue that problematic stratifications are produced through relations between social justice research and representation, hence their project is an attempt to resist representation by allowing for maximum heterogeneity and the production of multiplying and diversifying representations. Their purpose of this creation is to put forward some provocations, some free associations and create spaces for 'unformed potential to emerge and to allow users to create their own experiences sounds, images, thoughts, and politics'. This issue will stay with you – as Haraway (2016) urges us to 'Stay with the Trouble' we would encourage generative engagements with these pieces and welcome papers, projects, poems, productions – that continue to push reconceptualizations of educational research and pull into focus the persistent worldly challenges that face us.

The Editors

Camilla Eline Andersen, Jayne Osgood & Ann Merete Otterstad.