

# Emerging Educational Scholars

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*Educational Perspectives* has just celebrated its fiftieth year of publication. In this new issue (Vol. 51), we are pleased to present Emerging Educational Scholars as our theme. This will be the first in a series of upcoming issues to highlight some of our most committed educators, dedicated researchers, and transformative leaders among our current students and graduates in the College of Education, University of Hawai'i at Mānoa.

Emerging Educational Scholars centers the voice and perspectives of learners and vividly represents the diversity and quality of our educational programs and our commitment to student-centeredness. Traditional approaches have tended to view the work of learners' as having less professional or scholarly value. Therefore, their voices have often been underrepresented. Consciously or unconsciously, such an approach diminishes learners' full participation in educational discourse, consigning them to a marginal status. Our approach in this emerging scholars issue allows the authentic voices of learners to be liberated, articulated, heard, and honored. This empowers both learners and teachers in the educational process as interactive and collaborative scholarly inquirers and creators. As a result, it encourages a broader vision of meaningful collaboration, reflection, connection, and sustainable transformation, especially when these emerging scholars and educational leaders are on the frontline of teaching and learning and in direct interactions with new generations of learners of immense diversity and talents.

Our Emerging Educational Scholars theme reflects our professional goals and values in the College of Education. That is, for any education or educational theory to be meaningful and effective, they must be integrated, combined, and infused with practice. By bridging educational theories and practices, we have a better chance of addressing the pressing challenges in our educational systems in Hawai'i, the US, and the world in the twenty-first century and beyond. We are more likely to make consistent, positive, and lasting efforts to enhance educational quality, equity, democracy, and social justice as John Dewey, Paulo Freire, and James Banks advocate.

Educational application is an organic and interdependent relation between educational theories and practices. Educational application provides the living and breathing context for the theories and examines their feasibilities in the real world. Education is life

itself. As active participants, we do not need to wait for some abstract future to live the principles we believe. A deliberate and applied theoretical approach elevates practices that might otherwise function as dull ritual or lifeless routine, to a mindful and soulful reflection, recreation, and reconstruction of teaching and learning. New theories often emerge out of such praxis that reflect and illuminate time and place, revealing our own self-imposed historical limits so that we might go beyond them.

It is in this spirit that we present seven original contributions from emerging educational scholars. Kirsten Bush's article builds on the philosophy for children (p4c) movement, which is rooted in Dewey's pragmatic and progressive philosophy. Through extensive reflection on participant experiences, she expands the p4c model to develop a "Philosophy for Teachers (p4t)" framework, strongly advocating for teacher candidates to have the opportunity to engage with p4t. Amy Sojot uses new materialism to examine sensation and the thingness of pedagogy through a unique object of inquiry: Slimer, a character from the 1984 *Ghostbusters* film. In doing so, she creatively explores the meaning sensations hold for reconceptualizing educational studies. In response to increasing threats to liberal arts disciplines, April Goodwin focuses on this heated debate in a timely manner. By using the Delphi technique to facilitate productive group inquiry, she expertly gathers insightful recommendations and discussion from a wide range of experienced leaders in higher education. Beth Taone develops a philosophical model for education by integrating and synthesizing existing schools of thoughts with her rich educational experiences. Called "Tri-Excellence," her personal philosophy of education emphasizes the importance of engaging students, teachers, and family/community to ensure success. A student's reaction to a firefighter outfit spurs Heather Tabios's inspired investigation of the influence reflective and interactive pedagogical practices has on learners, teachers, and parents. Her article underscores the impact of student-centered philosophies of education. Trevor Baba discusses the importance of p4c when infused in curriculum development. By specifically centering on "intellectual safety" he shows how this perspective influences both teachers and learners through interactive teaching and learning practices and active engagement. Finally, Jacquelyn Chappel presents a book review on *Literature Education*

*in the Asia Pacific: Policies, Practices, and Perspectives in Global Times (Routledge, 2018)*, examining the challenges and trends in literature education in Asia, which reflects the rest of the world.

With diverse scholarly perspectives and lenses, these scholars offer fresh, rich, critical, and insightful scholarly works that address some of the most urgent and significant issues in the fields of education. Their

papers engage us to focus, question, ponder, and act with them in a persistent human quest to learn, teach, and grow together to make the earth a better place for all. As *Educational Perspectives* is poised to redirect and redevelop with scholarly vigor and practical impact in teaching and learning as well as life, these authors are our leaders, who are standing on our ancestors' shoulders and becoming taller.

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