

**Dear Colleagues**

**Call for papers: *Morning Watch***

Deadline for submission of papers: January 27, 2013

Publication: March, 2013

This call is for a special edition of the *Morning Watch*: **Narratives of becoming a researcher**.

We welcome submissions from faculty, educators, graduate students and others with a particular interest in this topic.

In this text we foreground the self as data and recognise the multiple *stories of self* (Arnold, 2011) at interstices with time, context and place. For this call, we are accepting narratives of the journey of becoming a researcher. Narratives not only give meaning to our lives, they also shape our experience. Throwing aside abstract, distanced, non-emotional analytical frameworks, we embrace an embodied, interconnected, sensuous approach to understanding ourselves as researchers (Essen & Varlander, 2012) and how we reached the unsettled destination we find ourselves at. Stories of liberation, loss, love, survival, trust, emergence and becoming are welcome in any of the following forms: autoethnography, narrative, self-study, autobiography, art and visual storytelling. Uncloset the 'I' in the text, unleash the self-conscious and bear witness to yourself as researcher (Nash, 2004). Perhaps the arts strengthen your research (Knowles and Cole, 2008)? Link the personal with the theoretical, the individual with the universal, factual with imaginary, and word with image to reclaim the inevitability of the personal in academic lives. Collectively this text will enact a methodological proposition that the personal, the academy, ways of knowing, pedagogy, theory and practice are conjoined (Arnold, 2010; Elbaz-Luwisch, 2002).

Please submit a paper of between 3000-5000 words with an abstract, your name, institutional affiliation and email address to [cbadenhorst@mun.ca](mailto:cbadenhorst@mun.ca) or [hmcleod@mun.ca](mailto:hmcleod@mun.ca). Submissions should be formatted in APA 6<sup>th</sup> edition, Times New Roman, 12 font.

**Longer Term Book Project:**

We would like to use the *Morning Watch* edition as a first step in a possible longer term book publication project.

**Editors:** Cecile Badenhorst and Heather McLeod

**References**

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Elbaz-Luwisch, F. (2002). Writing as inquiry: Storying the teaching self in writing workshops. *Curriculum Inquiry*, 32 (4), 403-428.

Essén, A. & Värlander, S.W. (2012). The mutual constitution of sensuous and discursive understanding in scientific practice: An autoethnographic lens on academic writing. *Management Learning*, 0(0), 1-29. DOI: 10.1177/1350507611431529.

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Nash, R.J. (2004). *Liberating scholarly writing: The power of personal narrative*. New York: Teacher's College Press.