Letter from the Editor:
Shifting Borders

_____

CHARLES SCOTT
Simon Fraser University

Once again, in this its second issue, the *SFU Educational Review* offers a further forum for the various ideas generated at the annual Education With/Out Borders (EWOB) conference. **Fiona McKeller's** somewhat iconic image on the cover illustrates the dual nature of borders in both providing reasonable and directive boundaries and, by their very nature, the possibilities of breaching or bending those boundaries. Relatedly, her fascinating video of Education With/Out Borders and its genesis provides a fascinating retrospective on the evolution of EWOB, and it is interesting to see the various perspectives taken on the concept of borders, on the conference itself, and, in a larger sense, how these might define or at least question notions of scholarship and scholarly activity: a necessarily perennial and evolving consideration.

This issue of the journal sees six worthy contributions whose themes overlap, covering narrative, complexity, sites of learning, and, yes, borders. **Susan Barber** explores the ways in which teachers' own stories can help them develop their senses of themselves as teachers; she proposes a new genre: *pedagogical literature*. She goes on to write: "If students who are becoming teachers can access a variety of stories about how identity is changing as they are in the process of becoming teachers, as well as learning about how they might handle situations they have not yet come across, they might be able to translate some of this knowledge into real life." Further, Barber takes a holistic approach to the roles and identities of teachers, seeing them develop in and through the relationships in the classroom and surrounding social spheres. She offers a practical end: "If students who are becoming teachers can access a variety of stories about how identity is changing as they are in the process of becoming teachers, as well as learning about how they might handle situations they have not yet come across, they might be able to translate some of this knowledge into real life."   The intersections of literature, identity, and pedagogy which, interacting together, shift the borders of each.

This is exactly the theme that **Craig Newell** works with in his paper on the applications of complexity theory to education. He asks us to consider a synergistic shift from the student to the collective class and its interactions as the systemic locus of learning. Further, in exploring the work of Brent Davies, Dennis Sumara, and Elaine Simmt, he suggests this system may be adaptive: we no longer consider individual learners but a self-organizing, collective learning system. Citing Davies and Summara, Newell notes that complexity cannot be scripted into the classroom but it can be occasioned. Just such an occasioning occurred with the publication of his paper. He had included an image of sandpipers taking off as a flock from a beach to illustrate the principle of emergence, and had found the image on the website of a Bed-and-Breakfast in New Brunswick. (One of the reviewers of Newell's paper had commented: "A beautiful and excellent choice of image to show concepts of self-organization in complex systems.") The owners of the website gave their consent to use of the image in what might represent a charming first: likely the first time the owners of a Bed-and-Breakfast have ever had their intellectual property acknowledged in an academic journal.

Acknowledging the possible limitations of complexity theories and their educational applications, Newell nevertheless strongly asserts that they have at the very least enlivened and stretched our conceptual borders with regard to the locus and curricular directions of education.

Karen Kurnaedy offers us an historical examination of modern dance artists—but from the unique perspective of a consideration of the relationships between these dance artists, the development of dance education, and the concerns of the roles of dance education in society. Her historical portrait includes the efforts and effects of such dance notables as the Russian ballet entrepreneur, Serge Diaghilev; of Francois Delsarte, Emile Jacques-Dalcroze, and Rudolph von Laban, all of whom helped develop European and Expressionist Dance; of Irmgard Bartenieff, who brought these ideas to New York; and of the Americans who developed American Modern Dance: Loie Fuller, Isadora Duncan, Ruth St. Denis, Doris Humphrey, and Martha Graham, infusing it with ideas gathered from around the world. Kurnaedy herself was fortunate in being able to work with two of these notables, Gertrud and Magda Hanova, who were instrumental in bringing modern dance to Vancouver. Kurnaedy's analysis continues with an examination of dance education and its value to us, not only physically, and emotionally, but, as she stresses, intellectually. She asserts that " . . . a society of people who do not go for walks, run, or ride bikes regularly won't see a polluted stream or a dying forest." Do we border ourselves off from our world through a lack of felt embodiment? Borders of the body; borders to or from the world.

Rosa Chen carries the theme of identity formation forward, embarking on a journey to the self through the narrative of poetic expression; her poetry reveals one of multiple means of making clear the personal, academic, and social selves—and their borders. In the poem one sees the tensions to which we academics can relate: while she feels the need to "loosen my institutional pulse," she yet sees that it is a "pulse that ripens my becoming." Shaping and shifting borders of the (academic) self.

One of the advantages of the online format is being able to use the digital tools that are unavailable in print. Thus along with Fiona McKeller's EWOB video, we also have a PowerPoint presentation by **Jan MacLean** which provides a singular perspective on identity and inclusion, offering yet another glimpse into the ways we variously develop our stories and through them our identities, and, just as significantly, how educational relationships facilitate that storying, especially within a postmodern ethos where diversity and inclusion can co-exist. The presentation challenges us to consider borders and bounds—and tensions—of identity and relationality. Her presentation has us consider the tensions we face in balancing diversity with inclusion: creating an inclusive community that can yet honour the porous borders of diversity. Community borders which serve to protect and shelter while at the same time remaining permeable, open, and inviting.

Stephen Campbell's work takes us to an educational border—educational neuroscience—in outlining the development of a graduate program in a quantitative analysis of brain behavior in learning. He offers the rationale, the theoretical foundations, and the methods of inquiry and analysis in this relatively new program, pointing out that the program is designed not only to generate research findings but also a growing cadre of researchers for this new field of inquiry—who will become familiar with the educational contexts of neurological research, the theoretical foundations, and who can develop in the program the "hands-on" experience of carrying out the research themselves.

I would like to acknowledge the significant contributions of Johanne Provençal and Mark Weiler to the journal; their journalistic, academic, and technical expertise have made this issue of the journal a reality. Thanks to Peter Kovacs for his copyediting efforts and expertise. Thanks also to Fiona McKeller for her video and images, as well as members of her production team, Jay Wilson and Wendy Li. And I especially want to acknowledge all those who submitted articles to the journal; we were not able to publish all that was submitted, but we certainly noted the considerable effort and expertise which went into each of the submissions. The reviewers also contributed generously and conscientiously; as a novice editor I was very impressed with the care and attention (not to mention the considerable time) they contributed to their reviews. There were a number of extended telephone

conversations and emails in which we considered the details and orientations of the submissions; these conversations often developed into considerations of the boundaries and borders of scholarship itself.

At the beginning of this editorial, I had noted how the changing dimensions of EWOB reflected larger shifts around notions of scholarship. In his paper on complexity, Craig Newell points out that administrators, parents, and even students themselves " . . . may not tolerate for long periods of time the dissonance, ambiguity, and unease that are part of the bottom-up emergent process. Is the complex classroom an actual educational goal sought by many of the stakeholders in schooling?" This is, I think, an increasingly relevant question in a large and diverse faculty of education which is having to grapple with the boundaries of inclusivity and epistemological diversity. It is also an increasingly relevant question in a world ever more complex, ambiguous, and seemingly driven by these bottom-up, emergent processes. I can only echo the words of the previous editor, Susan Barber, when she wrote in these pages last year: "There is a sense that the crossing of borders is more significant than most of us originally realized and that it may be one of the most prominent and profound defining factors of the times we live in." One recalls the words of Friedrich Nietzsche, who, in his essay "On Truth and Lies in a Nonmoral Sense," defined truth as a "movable host of metaphors, metonymies, and anthropomorphisms: in short, a sum of human relations which have been poetically and rhetorically intensified, transferred, and embellished, and which, after long usage, seem to a people to be fixed, canonical, and binding." These words seem to encapsulate the fluid and the fixed: the very challenges of borders and what they embody.