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Editorial

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Editorial

Arlene Dallalfar



Can travel study develop our aptitudes for deeper understanding and authentic education and are you a 'Lumper or a Splitter'? Can a faculty member integrate mobile devices and contemplative pedagogy in educational practice? Can poetry and graphics enhance our aesthetic and artistic sensibilities? Can restorative practice in schools create discipline systems that facilitate learning, while also supporting long term investments in academic achievement and success? Can a dialogic practice grounded in circle practice help foster responsive classrooms and caring schools? Can serious flaws in the conceptualization of dominant quantitative methodologies used to analyze international terrorism lead to unsubstantiated results? Are tiny structures a subversive gesture that challenges existing paradigms around notions of space, home and family in urban settings?

The articles in this issue of JPPP provide a challenge to traditional paradigms and ontological frameworks across disciplines and offer an engaging perspective in responding to the aforementioned questions. I am grateful to the editorial team for their consistent support in providing detailed constructive feedback in reviewing articles resulting in the quality journal we have today. In addition, a special thanks to the outstanding efforts of the online team, particularly Peter Kneck, Erin Nichols, Danielle Powell and Sharon Winston for working above and beyond their assigned tasks to problem solve, improve our content management system and create a new look for both the Special Poetry issue as well as this regular issue. As always, I appreciate our Dean of Faculty Lisa Fiore's efforts to create stronger collaboration with the Center for Teaching, Learning and Scholarship as well as providing funds to help improve and redesign our web presence.

Frank Trocco, in the article *The Road Less Travelled: Leading Students Into Messy Learning*, examines his pedagogy in designing and teaching courses that allow students to engage in learning outside of the traditional classroom setting. He uses examples from courses he has taught 'on the road', for example

with a group of students in Second Mesa, Arizona on the Hopi Indian reservation, to illustrate the dynamics of designing courses that allow exploration of philosophical mysteries. He utilizes case studies from courses he has taught to illustrate transformative learning and his pedagogical approach, 'messy learning', to enhance depth of understanding and scholastic creativity in educational practice.

Nicky Duenkel, in the article *Balancing Inner and Outer Technologies: Mobile Devices and Contemplative Practice*, uses an experiential classroom assignment to have students assess and observe their patterns of engaging with social networking and mobile devices, in an effort to raise awareness of their daily practices in using technology and its impact on their lives. She examines the pedagogical value of engaging in contemplative activities in evaluating their usage of mobile devices to positively influence learning and to raise awareness about aspects of social networking that were identified as problematic by students.

Anne Pluto's poems and Bryson Dean's graphics are an illustration of the power of collaboration in *Summer*, *Lantern Festival* and *Benign Protection*. All three poems and graphics explore an aesthetic sensibility encouraging the reader to embrace the sensory experience.

Estelle Archibold, in the article *Restorative Approach in Schools: Systemic Approaches to Building Positive School Climates*, provides an overview of the principles of restorative justice and the practices that grew out of the restorative justice movement, particularly the philosophical practices of the interconnectedness of humanity and processes of reconciliation, found in belief systems in communities of American Indian nations, indigenous African communities as well as among New Zealand aboriginal communities. She clarifies the importance of the intentional focus on investing and creating processes that deepen relationships and connections among individuals in various communities by also learning how to address conflict with one another. She focuses on restorative approaches to re-conceptualize traditional approaches to school discipline and instructional strategies, examines systemic challenges to restorative movements in public schools and expands on strategies for implementation of restorative practices in schools.

Carmen Veloria and Carolyn Boyes-Watson, in the article *Learning in Circles: The Power of a Humanizing Dialogic Practice*, examine the unique characteristics of circle practice that distinguish it as a dialogical pedagogical practice and how it can be incorporated in educational settings to inform, guide and enhance academic content as well as the experiences of educators and students. They examine the goals of circle practice, particularly fostering emotional literacy to examine a range of possibilities in how circles can be incorporated in classrooms and the broader school community to foster relationship building and instill a sense of belonging that often leads to an increase in academic success, and importantly a decrease in behavior issues among students. In addition, they provide a template of elements inherent in circle practices to illustrate an alternative to disciplinary practices and zero-tolerance policies to help foster a sense of community based on mutual respect.

Bryan Brophy-Baermann, in the article *Democracy Causes Terrorism: Methodological Flaws, a New Approach, and a New Answer*, challenges hegemonic and dominant paradigms in relation to the presumption that democracies are particularly vulnerable to acts of terrorism. He poses and examines a series of questions about how the democracy/terrorism hypothesis has been tested, what data is used, how generalizable the results are, and whether the paradigm actually is empirically verifiable. He provides an in-depth literature review to illustrate research on terrorism and expands on Young and Findley's meta-analysis to provide a detailed analysis and challenge to the democracy/terrorism hypothesis. He expands on methodological concerns about commonly used independent control variables to advocate for more contextually driven comparative multivariate models to utilize both available data and appropriate methodology to better understand political violence.

Leila Bozorg and Abbilyn Miller, in the article, *Tiny Homes in the American City*, define and examine how tiny structures (often referred to as tiny homes) are increasingly becoming visible in urban, suburban and rural landscapes. In particular, they explore the emergence of tiny homes in urban settings, and consider how several local governments have begun to consider tiny homes as a potential solution to pressing urban issues such as affordability, losing homes to foreclosures or homelessness. Furthermore, they examine how government interventions in housing have historically shaped communities and how recent initiatives are establishing tiny structures as a creative alternative to traditional

notions of space and architecture as normative standards for building homes in urban settings.

Our student submission is a honors thesis by Alexander Zhitnik titled *Eden and Erikson: Psychological Theory and the Garden of Eden*. Alex was an honors student in Professor Mary Mindess' s Child Psychology class. Alex examines parallels between psychological theory and biblical stories and considers Eric Erikson's description of the first and second stages of psychosocial development and draws parallels to the Bible story of Adam and Eve. He also presented this paper at the Lesley University Community of Scholars day.

It is my hope that the articles in this issue challenge your thinking and provide rich discussion with colleagues across disciplinary areas. The editorial board is enthusiastic about encouraging submissions for our next regular issue. We are particularly interested in directly addressing linguistic pluralism by publishing articles in languages other than English, when possible. Authors who can submit two versions of their article, one in English are encouraged to do so. For further information, please contact us at jppp@lesley.edu.