Foreword

It is indeed a privilege to be able to publicly affirm this book, *Transforming the Future of Learning with Educational Research*, written by academics within or associated with the Flinders Educational Futures Research Institute located within the Flinders University School of Education.

My comments arise from first-hand observations of the book’s inception, beginning with the bringing together of diverse academic voices, through to the crafting and editing of original research articles, and culminating in this collaborative publication. The construction of this book is evidence of our commitment to a relational way of being within the academy where academics work with shared understandings towards mutually beneficial aspirations. It is noteworthy that 11 chapters in this book are co-constructed.

This book is noteworthy for other reasons. We are a school that seeks to “model and advocate for critical and humanistic concerns within education and teacher education” (School of Education, n.d.). Our modeling of such concerns, and our advocacy within and beyond the university campus, are enabled and evoked by our research endeavours.

In my opinion, our School of Education has made significant leaps forward in *building* a research culture that is responsive and permeates academics’ everyday discourse and activity. Within this culture, we acknowledge “individual” effort, creativity, and excellence. Equally important, we acknowledge “collaborative and collegial” endeavour between staff within the School of Education, across the many Schools within Flinders, and with our many national and international colleagues, who partner with us for changed educational futures.

So often in our “publish or perish” academic world, we hear the expression, “show us the evidence.” This book is one such response. When the “publish or perish” mantra is advanced unthinkingly within our tertiary institutions, sadly, we observe a creep towards the view of relationships as time-wasters, collegial endeavors as inefficient, and innovation as stifling. With a slight change to the mantra, towards “partnering or perish,” we find a more hopeful stance where, as a community of scholars, we share a concern for *shaping and building* the “future of learning” with educational research. Such is the case within the School of Education.

Closely associated to ideas of *building* a different future for learning is the notion of a trans-form-ing agenda. Our work as academics, scholars, and researchers must critique the current purposes of education while also speaking to the co-construction of alternative, critical, and humanistic *forms* of education. The real challenge for the academy lies in our ability to go beyond the “speaking” of such ideas to embodying different *forms* in such a way that a transforming agenda is “shown” in our everyday interactions: Academics “being the change they want to see.”
Foreword

The breadth of these chapters and the synergies across the chapters are evidence of academics who engage in the “what if” dialogue essential to our future. I commend this book to your reading, contemplation, and engagement.

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REFERENCES