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According to its mission statement, “*InterActions* seeks to promote alternative and liberatory visions, methodologies and practices” (Mission, Aims). In issue 4.2, a remarkably coherent affirmation of the journal's vision emerges from the articles collected here. Liberatory visions, to borrow a phrase from one of the authors, are based on “the premise that theory should be practical and practices should be theorized” (Stehle, 2008, p. 6).

In an article describing an initiative used by a teacher educator to create dialogue between pre-service teachers and students in K-12 classrooms, Louis Rodriguez links Freirian pedagogical theory and Participatory Action Research. “‘I’ve Never Heard of the Word Pedagogy Before’: Using Liberatory Pedagogy to Forge Hope for Teachers in Our Nation’s Public Schools” details the value of combining research and theory to create opportunities for pre-service teachers to identify pedagogical understandings and the implications of those understandings for student success, especially in the methodological choice of Participatory Action Research to give marginalized students a voice.

In “Cultural Probes in Transmigrant Research: A Case Study,” Shanthi Robertson describes and reflects upon her use of cultural probes in her qualitative research on skilled migrants in Australia. Adding to the growing literature on the use of cultural probes, Robertson strives “to find a balance between the probes as inspiration and as information” (Robertson, 2008, p. 7).

Maria Stehle’s “Psychogeography as Teaching Tool: Troubled Travels through an Experimental First-Year Seminar” develops a method designed to provoke the exploration of new mindscapes. Her course syllabus provides a roadmap of her students’ attempts to master and transform the spaces in which they live, work, and think.

Brian Johnstone has contributed to this issue a thought-provoking analysis of Cuba's educational achievement, which is uniquely complicated by the historically tense relationship between the US and Cuba. In “Cuba’s Education System: A Beacon of Light in Latin America Facing an Uncertain Future,” Johnstone uses data gathered by UNESCO’s global “Education for All” policy to provide a platform for inquiring about educational success in developing countries that can be compounded by relationships with developed countries. He argues for recognition of the successful fruits of transformative labor in Cuba’s educational system.

InterActions hopes to continue to bring together articles that marry theory and practice and that resist appropriation by any one discipline or community. In so doing, we hope to engage in an ongoing exploration of critical scholarship.

References

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