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## Prologue: The Intersectionality of Research and Practice in Addressing Challenges and Issues in Education

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## Prologue

Evidence for improved outcomes in education often emerges from the work educators do every day in classrooms. The theme for the Spring 2023 issue of the *Journal of Advancing Education Practice*, *The Intersectionality of Research and Practice in Addressing Challenges and Issues in Education*, provides a platform to critically view pedagogy from this perspective. The teaching-learning landscape reflects the panoply of challenges ranging from measuring student success and assessing teacher effectiveness to providing meaningful professional development, and instituting policies. In recent years, an important population of education professionals continues to explore pre-existing and emerging challenges inherent in the transmission of knowledge. The practitioner-researcher role in K-12 school systems and Higher Education institutions shifts the perspective from textbook learning to actual classroom practice. Thus, we are better able to inform instructional strategies and respond to the diversity of learners. This intersectionality is not limited to the earlier description that referred to links among gender, class, and race in professional and academic contexts; it now encompasses the dual role of the practitioner-researcher in education ecosystems. Self-reflection on how teaching and learning occurs may hold potent and viable solutions to addressing the challenges of practice.

How do we now make sense of knowledge transfer and application in a post-Covid world? In prior years, the influence of research on educational practice was speculative at best, opinionated at worst, and sometimes not even based on research. However, now, the body of knowledge regarding the intersection of research and practice and, by extension, emerging practitioner-researchers, increases opportunity to benefit from the work in both arenas to address pre-existing and current educational challenges. The open exchange of intellectual ideas strengthens all involved and cultivates the ground on which further study and learning is nurtured. For those engaged in the process, the horizon is broad and immeasurable.

Welcome new thought leaders, practitioner-scholars, and teaching veterans. The editors of *JAEP* view the journal as a place for emerging and established scholars to engage in learning rooted in robust inquiry; thus, K-12 scholarship is an important addition to this issue, as a broader and deeper exploration of educational challenges benefit us all. Therefore, the editorial board welcomes articles that elicit critical thought, analysis, and reflection on various topics critical to this community of practitioners and researchers.

We sincerely appreciate your commitment to contribute to the literature in the field of education, and encourage you to remain closely engaged in your specific area of research interest.

DeJuanna Parker, Ph.D.

Guest Editor