JANUARY

2026 V 1.0

ARTS & HUMANITIES

EDITING SAMPLE

Prepared by:

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WHERE RESEARCH FIND WINGS

ARTS AND HUMANITIES RESEARCH PAPER EDITING SAMPLE

Prepared By – ResearchEdit4u Solutions
(Includes language, grammar, and punctuation extensive editing in American English)

ABSTRACT

For several years, science and art have been viewed as separate entities in Nepalese school education. The dominant discourse on science was regulated by the Western Modern Worldview (WMW), assuming that seeking universal truth should be the central aim of exploration. In this article, science refers to the absolutist/rigid nature of different disciplines (such as Science and Mathematics) from the perspectives of Newtonian science, whereas art is viewed from three dimensions: literary arts (i.e., narratives, storing), visual arts (i.e., images, painting, sculpture), and performing arts (i.e., role play, drama). This paper argues that science and the arts, as ways of knowing, should be considered complementary. This literature-based argumentative paper also incorporates the lead author's experiences of using art as/for pedagogical approaches in collaboration with schoolteachers. Simultaneously, the authors argue for the role of critical reflection to acknowledge both science and art as epistemology. The authors used Dewey's perspective on art's role in education. In addition, Mezirow's Transformative Learning is helpful as an influential lens to showcase the ever-changing thoughts in the transformation continuum. To set the context for the argumentation, the authors discuss the existing Nepali school education system, focusing on curricula and pedagogical perspectives. This study is helpful for teachers, teacher educators, and researchers to critically reflect on their own beliefs and practices in terms of viewing the different perspectives on STEM subjects and the inseparable relationship of science and art for knowledge generation and pedagogical application.

Keywords Science · Art · Critical reflection · Transformative learning

INTRODUCTION EXCERPT

For several years, I (the first author) have been engaged in applying well-established tricks, tips, and techniques as a mathematics teacher in schools and colleges in the name of universally accepted ways of knowing. I used hypothetico-deductive reasoning [1], believing that knowledge can be developed through direct observation and experimentation. Following the same thread of arguments, I completed my master's dissertation claiming that the survey findings can be generalized for the population, which is the most valid way of knowledge generation. As I encountered different ways of knowing during my professional journey and conducted my M Phil. and ongoing PhD research using various logics and genres, such as narrative, poetic, metaphor, etc., the old belief, *universally accepted ways of knowing*, turned into disempowering and inadequate. Deep-rooted beliefs about a particular discipline (such as mathematics being a rigid subject and mathematics being learnable through memorization) controlled my ways of thinking and valuing the knowledge system. When I realized that I was hegemonized by a singular way of knowing in education, I felt that I had to explore multiple ways of knowing and advocate for change in the professional arena. Several questions arise in my mind, such as: What is knowledge? How do we generate this knowledge? Why do we value a particular knowledge system and what constitutes value? What are the invisible forces that make a particular way of knowing "mainstream"? The ideas of the Western Modern Worldview (WMW) are grounded in a narrowly conceived view of natural science as objective evidence and scientific reasoning as the basis for establishing objective truth. Such truths are considered universal and timeless [2]. This mechanistic view of scientism does not account for complex science and quantum reality, thereby controlling our educational systems and processes as elements of a system informed by technical rationality. According to this scientific view, material, objects, and facts are incommensurable dichotomies, and nature is subordinate to the triumph of human reason [3]. Such a view is insufficient in the education field, in which teachers have to deal with complex scenarios, welcoming context-based solutions and strategies in teaching and learning.

I felt that my teaching in secondary schools (grades 8–12) was guided by the notion of ready-made techniques and already established ideas of providing training and teacher education. Given this context, this paper is the outcome of my ongoing PhD study, and the other co-authors are my research supervisors. This paper was developed entirely based on the first author's lived experiences as a teacher educator and researcher. The co-authors acted as mentors of the first author by providing critical

feedback and support during the development of the manuscript in a manner that designers and draftspersons work iteratively and nonlinearly. This study explores the need to integrate science and art as pedagogical approaches in school education. More specifically, this paper discusses the needs and limitations of scientific knowledge in school education. Art is considered a way of knowing that complements scientific knowledge and vice versa. I have used the Deweyian idea of learning through aesthetic experiences in democratic practices as a major perspective throughout this paper. In addition, the idea of transformative learning by Mezirow has been helpful in terms of promoting critical reflection to analyze the existing point of view in school education and welcome multiple possibilities to improve the educational landscape [4].

DISCUSSION

As indicated in the previous sections of our writing, the present education system emphasizes narrowly conceived scientific knowledge, which is necessary but insufficient. Overemphasizing scientific knowledge produces technically skilled citizens but not critical and creative human beings. The present education system should not be limited to the workforce development paradigm. Rather, it needs to move forward in crafting critical citizens. In this context, this section argues for the need for critical reflection to welcome art at an epistemological level rather than as a tool for pleasure.

To produce inclusive practices in education, we need to adopt an inquiry-based approach to make educational practices more transformative. One of the important entry points towards transformative practices is *self-reflection,* where teachers examine their deep-rooted personal values and beliefs and question their assumptions about human potential and learning to envision better alternatives in teaching and learning [78]. School teachers typically expect easy-to-follow tips, skills, and techniques for solving routine (mathematical) problems [48]. For me, effective teaching entails much more than compiling skills and predefined techniques. Inviting students, teachers, and school leaders to

reflect on their practices is an excellent beginning for transformation. Following the concept of self-reflection as the next step in critical reflection, two concepts, self-reflection and critical inquiry, are considered foundational [78]. Critical reflection has been discussed as a matter of stance and dance [79]. It is stated that stance is an inquiry that remains open for further examination, while the concept of dance as an encounter with risk and experimentation can always be revised.

Teachers seem to be trapped in their own deep-rooted beliefs that seem common in the workplace (such as mathematics being a culture-free subject) and make choices based on personal assumptions in the classroom. Such a belief system guides their classroom reflections and teaching practices. Teachers who believe that school mathematics is a rigid and absolutist subject prefer to follow the behaviorist teaching model. [80]. Hence, teachers and educational stakeholders need to practice critical reflection to become aware of their roles and responsibilities. Making reflective practice an integral part of daily practice is a good way to engage in reflective practice. Larrivee suggests maintaining reflective journals, which allow teachers to analyze the impact of their daily activities on students [78].

Although engaging in reflective practices is essential for professionals, it is not easy. I found an approach investigated by Larrivee for examining the core belief for making strategies or moves for action in the teaching profession [78]. The first step for a teacher is to investigate the core belief system about life and assess the values, ethics, and religious beliefs of the students. The second step was to explore the framework for beliefs attached to the belief system assessed in the first step. The third step is linking teachers' beliefs to the overall plan of action. Teachers develop daily practices and actions based on their core beliefs. Finally, teachers implement their plans of action through strategies and actions. These steps of examining core beliefs are similar to transformative learning, as discussed by Mezirow, in which it is believed that individuals can change by changing their frames of reference by critically reflecting on their unexamined assumptions and beliefs and implementing new plans in their personal and professional lives [8].

Excerpt	Error type (A&H focus)	Original (black) example	Edited (light green) example	Why this matters (for Arts & Humanities publishing)
Abstract	Redundancy	"school	"Nepalese school	Removes

	+ precision of context	education in Nepal" (repetitive phrasing)	education"	redundancy and improves **cultural/geographic specificity** without wordiness.
Abstract	Broken/line-break hyphenation	"dis- course"	"discourse"	Prevents "PDF-to-Word" artifacts that make prose look unpolished and distract reviewers.
Abstract	Clarity + scholarly tone	"taken as complements of each other"	"considered complementary"	Uses **idiomatic academic phrasing**; strengthens argumentative authority.
Abstract	Parallel structure + punctuation control	"three dimen-sions; … (i. e. … sculpture)"	"three dimensions: … (i.e., … sculpture), …"	Improves **readability in definitional passages** and prevents punctuation noise in concept framing.
Abstract	Transition/logic signalling	"At the same time,"	"Simultaneously,"	Tightens logic and makes the argumentative move more **direct and formal**.
Abstract	Conceptual precision (theory statement)	"perspectives on the roles of art for experiencing… "	"Dewey's perspective on art's role in education"	Makes theoretical positioning **clearer and more discipline-appropriate** (education philosophy / aesthetics).
Abstract	Formatting completeness	Keywords line missing/unclear	"Keywords Science · Art · Critical reflection · Transformative learning"	Keywords are essential for **indexing and discoverability** in humanities/education journals.
Introduction	Tense consistency in first-person scholarly narrative	"I … was engaged…"	"I … have been engaged…"	Aligns tense with an **ongoing professional journey**, a common humanities narrative mode.
Introducti	Hyphenation	"mathemat-	"mathematics";	Restores word

on	artifacts + term integrity	ics"; "disem-powering"	"disempowering"	integrity; avoids "scanned/manually stitched" look.
Introduction	Sentence tightening (removing padding)	"knowledge generation approach" (bloated phrasing)	"knowledge generation"	Humanities reviewers prefer **economical phrasing** that doesn't dilute the claim.
Introduction	Correct academic collocation	"advocating for change" (awkward verb form in this sentence)	"advocate for change"	Produces smoother scholarly English and improves rhetorical force.
Introduction	Correct disciplinary term (critical pedagogy)	"hegemonied"	"hegemonized"	Uses the accepted term in critical theory/education discourse; improves credibility.
Introduction	Rhetorical questions: structure + capitalization	"what constitutes value?"; inconsistent question framing	"What…?" + improved parallelism ("…and what constitutes value?")	Makes the reflective sequence **cleaner and more persuasive**.
Introduction	Terminology consistency (argument coherence)	"scientistic view" (potentially unclear/pejorative in this context)	"scientific view"	Ensures coherence with surrounding sentences and keeps the critique **academically controlled**.
Discussion	Grammar: correct verb pattern	"emphasized on"	"emphasizes"	Fixes a common ESL construction; improves academic fluency immediately.
Discussion	Style: reduce nominalization / increase directness	"The overemphasis on…"	"Overemphasizing …"	Creates a sharper, more active argument—typical of strong humanities critique writing.
Discussion	Word choice: academic register	"skillful citizens"	"skilled citizens"	"Skilled" is standard in policy/education discourse; "skillful" can sound informal/odd.
Discussion	Missing	"argues the	"argues **for** the	Prevents a grammar

	preposition (logic)	need for…" (incorrect structure)	need for…"	break in a key claim sentence; improves readability.
Discussion	US English consistency	"behaviourist"; "analyse"	"behaviorist"; "analyze"	Keeps the sample aligned with your stated standard: **American English**.
Discussion	Cohesion + clarity in procedural explanation	"Linking… action is the third step."	"The third step is linking… action."	Makes instructional/analytical steps easier to follow—important in education research writing.
Discussion	Formal connector choice	"Though engaging…"	"Although engaging…"	More formal and standard in academic prose; improves register consistency.

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