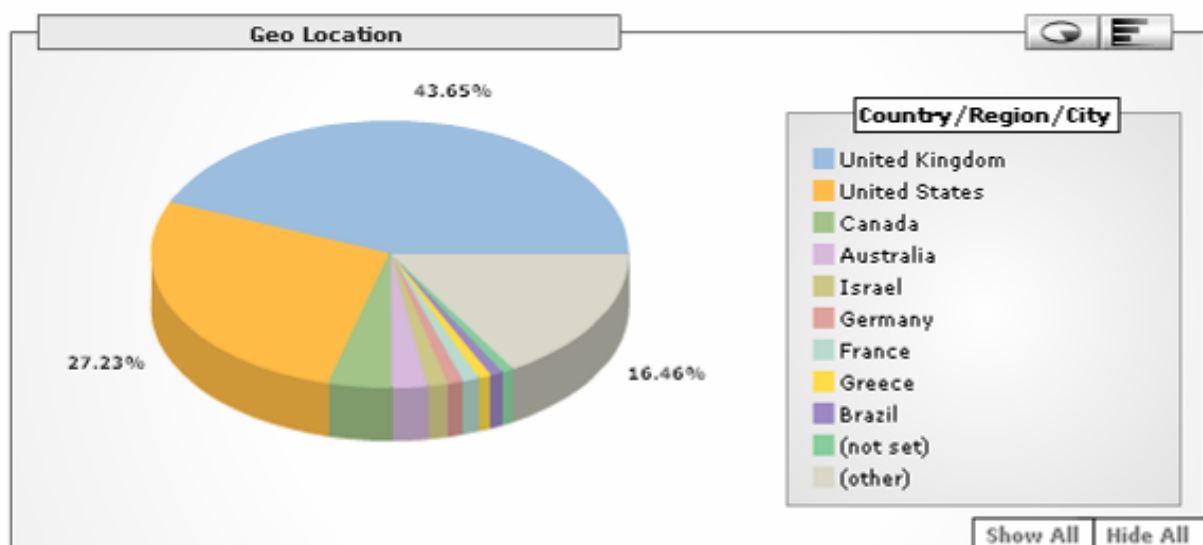


Editorial

When the decision was taken to shift Educate~ to an online-only presence, the Editorial Board hoped that doing so would increase both the audience for Educate~ and the range of contributors. In terms of the audience, we have been delighted by the online success of the journal. To date, we have had over 5,000 unique visitors, making over 8,000 visits and looking at over 35,000 pages. What is particularly pleasing is to examine the location of those visitors. Below, you can see where the most recent 500 visitors were located when they accessed Educate~ - so far we have had visitors from over 80 different countries.



And below you can see the relative numbers of visitors from different countries.



The diversity of the audience is mirrored in the diversity of the papers in this edition with contributions examining various aspects of education in Portugal, the United States, Sierra Leone and Malta.

Appropriately, given the above map of the world, we begin with a research note by Maria Helena Esteves examining "Curriculum changes and teacher training: the pedagogy of geography teaching in Portuguese schools". This is followed by Brian Barrett's research paper on "Accessing and activating social capital resources in Buffalo's public high schools". Brian's work was presented by him at the University of Cambridge's 3rd Annual Postgraduate Symposium in Education in June 2006 and the abstract can be found in the previous edition of Educate~ in the published abstracts for that conference. Brian's paper summarises and presents conclusions from his PhD dissertation completed at the Faculty of Education, University of Cambridge.

Next we have Mikako Nishimuko's paper on "Access to Primary Education in Sierra Leone: the perceived gap between policy and practice, and the role of religious affiliation and British aid". Then, we have Lara Said's paper investigating teaching of mathematics in schools in Malta.

Finally, Karl Wall provides a review of *Achieving Your Doctorate in Education* by Hilary Burgess, Sandy Sieminski and Lore Arthur published this year as part of the Sage Study Skills Series. This is the first of a series of reviews of Sage Publication's books that we hope to include in Educate~ since Sage Publications have kindly given us over 40 of their recently published books for review. To support Educate~ within the Institute of Education, Karl Wall and Richard Freeman have provided training on writing a paper, reviewing a paper, editing a journal and producing book reviews. Such was the popularity of the training, that it will be offered again early in 2007 and it is hoped that sessions will be provided at neighbouring universities who wish to participate in Educate~.

The Editorial Board
December 2006
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