Editorial

This is the third issue of Educate~ to appear exclusively online and easily the biggest so far. When Educate~ was published exclusively on paper, such a large issue (over 100 pages) would have caused much consternation as to the budgetary consequences. However, the readership statistics would have caused amazement. In the first six months of this calendar year, Educate~ has had over 10,000 unique visitors from over 100 countries. On 24th May alone, 963 people visited the website. The success of Educate~ in broadening its readership has been reflected in the diverse submissions that have been made. In this issue, there are articles submitted from India, the United States of America and the United Kingdom.

The first paper is a research note from Y. Malini Reddy of the ICFAI Business School in Hyderabad, India that details the doctoral research proposal titled 'Investigating the Effect of Assessment on Enhancement of Student Learning in a Business Program: A Rubrics Approach'. The second paper is also a research note, but from the Faculty of Education at the University of Cambridge. In this paper, Jenny E. Symonds outlines her doctoral research investigating 'Year 11 Pupils' Education and Employment Possible Selves: The methodological challenges of measuring representational constructs'. Research notes are intended to alert the research community to research in progress. This type of article offers an opportunity for those just starting their work to invite comments on particular research questions or to make requests for information about specific areas of study so comments from readers are positively welcomed via email.

Jean Dillon of Middlesex University has written a critical review on 'All change within the academy: dissonance and role conflict, or the potential for new forms of professionalism?' The author is currently researching issues related to widening participation policy as part of her doctoral studies at the Institute of Education.

Savia A. Coutinho of Northern Illinois University, United States of America provides the first research paper on 'The relationship between goals, metacognition, and academic success'. The second paper is by Kate L. McCauley who is Head of Performing Arts, Wyggeston & Queen Elizabeth I College and is also studying for a PhD at the University of Leicester (as well as being a School Teacher Fellow Commoner, Selwyn College, Cambridge University). This paper is on 'Looking Through the Lens: A Level Drama and Theatre Studies and the changing phases of Post-16 Education'.

Then, we have four reviews of books of particular interest to those engaged in doctoral studies. First, Angela Dustagheer reviews 'Succeeding with your Doctorate' by Jerry Wellington, Anne-Marie Bathmaker, Cheryl Hunt, Gary McCulloch and Pat Sikes. Next, Olympia Palikara reviews 'Doing Postgraduate Research' by Stephen Potter. Then, Elena Papamichael reviews 'Qualitative Research in Education: A User's Guide' by Marilyn Lichtman. Finally, Karl R. Wall reviews 'Critical Reading and Writing for Postgraduates' by Mike Wallace and Alison Wray. All these books were kindly supplied by Sage Publications and further reviews of their books will appear in future issues. However, we hope that other publishers will also supply their books for review and that this section of Educate~ will become a great resource for researchers beginning doctoral studies.

This issue ends with abstracts from two student orientated conferences. The first is the Doctoral School Summer Conference 2007, which is held every year at the Institute of Education. The number of papers submitted has increased every year and an examination of the abstracts reveals the breadth of the research taking place at the Institute of Education. The second set of abstracts is from the Kaleidoscope Postgraduate Conference 2007, held at the University of Cambridge. Last year's abstracts from the Kaleidoscope Conference

were also published in Educate~ and we hope that the developing links between the Institute of Education and the University of Cambridge will lead to further articles in Educate~.

The Editorial Board
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