

## Editorial

Networking is a crucial part of the doctoral learning journey. It provides opportunities for testing out ideas, learning about related resources, picking up inspiration, and benefiting from other people's experiences. Conferences and symposia are typical academic networking vehicles that are especially valuable for post-graduate researchers to position their research within the wider field of their discipline. The Kaleidoscope Postgraduate Symposium, organised by students of the Faculty of Education at the University of Cambridge, stands out in that it is specifically targeted at post-graduate researchers in the broad field of education, which is also the main target audience of *Educate~*.

Regular readers have been able to witness the growing links between *Educate~* and Kaleidoscope. In both 2006 and 2007, we have published abstracts from the Kaleidoscope Postgraduate Symposium presentations and this fruitful collaboration has now culminated in this special issue of *Educate~*. This issue contains four critical reviews derived from Kaleidoscope presentations, and Kaleidoscope participants have actively contributed to the review process. Such pragmatic outcomes are good indicators for the benefits of networking.

A presentation at the Kaleidoscope Symposium in Cambridge is not the only commonality of the critical reviews in this special issue. All four papers are also addressing international issues in their own way. In the area of education policy, Olena Fimyar of the University of Cambridge provides an analysis of 'governmentality as a conceptual tool' and applies it to the post-communist Ukrainian context. Then, Paulo A. Meyer M. Nascimento of the Bahia State Department of Education in Brazil considers school resources and student achievement looking at worldwide findings and methodological issues. Andres Sandoval-Hernandez of the University of Bath reviews research on 'school effectiveness' and suggests approaches to address limitations of current practice. While his own research focuses on the Mexican context, the review itself is independent from geographic boundaries. Finally, Runar Sigthorsson of the Iceland University of Education outlines a conceptual model for analysing classroom practice in the context of national tests and the national curriculum in Iceland. These reviews highlight the dynamic breadth of the Kaleidoscope Symposium, and we hope you will consider attending the next symposium as a postgraduate researcher – and submit your paper to *Educate~*.

In addition to the critical reviews, we have two reviews of books by doctoral students of the Institute of Education, University of London. Sean P Whittle reviews 'Teaching, Learning and Study Skills: A Guide for Tutors' by Tom Burns and Sandra Sinfield, which is particularly relevant to students and aspiring lecturing staff at UK universities. Maria Papapolydorou reviews 'Qualitative Research in Education: Interaction and Practice' by Peter R. Freebody, a book that directly addresses important research methods in the field of education. Both books were again kindly supplied by Sage Publications.

Postgraduate researchers at the Institute of Education have their own networking opportunities. The annual Doctoral School Poster Conference, moved from the traditional date in December to February to coincide with the residential week of Doctor in Education (International) students was held on 15<sup>th</sup> February 2008, and 54 posters were the prompts for academic debates and discussions as can be seen in the pictures on the next page. The current issue of *Educate~* concludes with the abstracts of all poster submissions.



Networking, though, is not confined to symposia and conferences. *Educate~* itself is, according to our latest website statistics, increasingly used as a networking hub. With the integrated email function, registered readers can contact authors through our website to start discussions on their work. And the number of readers is still growing exponentially. In 2007, we had website visitors from 119 countries, and the average number of monthly visits exceeded 5,000 for the first time in January 2008, up from 1,800 visits in January 2007. The increase in popularity can also be attributed to the fact that *Educate~* is now listed in major journal directories, library catalogues, and fully indexed in academic search engines such as Google Scholar. *Educate~* is on the academic map – and thus leverages the opportunity for doctoral researchers to disseminate their work world-wide and be part of the academic debate. Take advantage of the opportunity and submit your research note, critical review, research paper or media review.

This year marks our third year of online publishing. Apart from extending the reach, we are now able to manage the publishing process better and can provide further information for potential contributors. In 2007, 42% of peer-reviewed submissions were accepted, with or without minor amendments. We requested major revisions for 32% of peer-reviewed papers and had to decline 13%. The remaining papers were still under review in 2008. About a third of all submissions were not accepted for peer review for a variety of reasons relating to issues of formatting etc. We thus want to urge authors to follow the guidelines published in the 'About' section at [www.educatejournal.org](http://www.educatejournal.org). At the Institute of Education, we offer seminars for authors, reviewers and editors, which are delivered by members of the Editorial Board.

An average peer review time of 65 days and a publication time of 91 days from the first submission to the final decision to publish put *Educate~* among the more efficient peer-reviewed journals. This is mainly due to the hard work and commitment of all people involved including: the authors, an extending body of reviewers to which you can contribute by registering on our website, the editors, and those who work behind the scenes. Their contributions are gratefully acknowledged. Finally, we wish to thank the Doctoral School at the Institute of Education for their continual and expanding support.

The Editorial Board  
March 2008  
London