

Editorial

The first issue of Educate~ to be published in 2009 heralds a change in our publishing schedule with regular issues being published in March and September. In part our decision reflects the new pattern of Doctoral School conferences at the Institute of Education. The Doctoral School Poster Conference now takes place in late-February and abstracts from this year's conference are included in this issue. At this year's Poster Conference doctoral students from the Institute of Education had the opportunity to present posters detailing their research projects, plans and findings to an eclectic audience of fellow students, supervisors and other members of the Institute's academic staff and receive interesting and constructive feedback. The Doctoral School Summer Conference will be taking place on the 19 and 20 June 2009 and abstracts from that conference will appear in the September issue.

The current issue of Educate~ brings together some very interesting papers from different disciplines within the wider context of educational research and from a diverse range of cultures. We are pleased to begin with three Research Notes from China, Australia and New Zealand. In the first, Britt Edwards introduces a study involving an alternative research methodology that encourages the collaborative work of parents and educators in relation to the behaviour management of children with autism. In the second, Anita Trisnawati Abbott sets out her proposed, and very timely, study that will examine the unification of the roles of the International Financial Institutions (IFIs) and the World Trade Organization (WTO) as well as the possible links in the roles of the two types of organisations. The third research note by Qiong Xu details research that will examine the changing relationships between fathers and daughters during girls' adolescents in urban China by exploring the views of both fathers and daughters.

Next, we have a Critical Review from Victoria Crisp who works for Cambridge Assessment addressing the question of whether assessing project work enhances the validity of qualifications, looking in particular at the case of GCSE coursework. Then, we have a research paper looking at the schools system in Arizona, USA, from Faith Andreasen. Faith has investigated which factors are the most important aspects of teacher education that affect student success in Arizona Public High Schools. However, the issue of the relative importance of the different aspects of teacher education is one that affects all interested in improving the teaching of children.

In the Media Review section, we have five reviews of various recently published books. The first four reviews are especially useful for those about to embark on doctoral study or already engaged in doctoral study who are looking for support and guidance on effective ways of working, and in particular developing their writing, throughout their doctorate. The first review is by Bipana Bantawa who is currently a DPhil student at the University of Oxford. Bipana provides an overview of 'The Dissertation Journey: A practical and comprehensive guide to planning, writing and defending your dissertation' by Carol Roberts. The next review is by Olympia Palikara of Gail Craswell's book '*Writing for Academic Success: A postgraduate guide*'. The third review is by Faezeh Seyedarabi on Allan Glatthorn's and Randy Joyner's book 'Writing the Wining Thesis or Dissertation: A Step-by-Step Guide'. The final review of this 'writing trilogy' is provided by Birendra Singh who reviews Paul Oliver's '*Writing your Thesis*'. Finally, Spyros Themelis turns from writing to the fundamentals of research in his review of the '*Sage Handbook for Research in Education: Engaging Ideas and Enriching Inquiry*', edited by Clifton Conrad and Ronald C. Serl.

We would like to thank all those who have submitted their work to Educate~. We would also like to extend our thanks to those who were involved in reviewing, editing and preparing this issue of the journal. We would also invite those interested in becoming a reviewer to sign up on the website and to send the Editorial Board an introductory email so that they can participate in putting together the next issue.

The Editorial Board
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London