

Editorial

This is the largest ever issue of *Educate~* and ironically follows one of the shortest!

The first set of papers are in a Special Section. As a result of the long-standing relationship between Beijing Normal University (BNU) and the Institute of Education (IOE), the first collaborative Graduate Students' Workshop took place in the Faculty of Education at BNU from 1–3 July 2009, at the invitation of the Dean, Professor Zuoyu Zhou. The workshop's title was 'The University in the Knowledge Society'. Six IOE doctoral students: – Shuiyun Liu, Steven Quigley, Janet Bohrer, Charles Neame, Ourania Filippakou and Silke Lange – attended the workshop and presented papers, together with Professor Gareth Williams, Dr Paul Temple and Dr Denise Batchelor. Fifteen BNU doctoral students presented papers, which were jointly chaired by the IOE representatives and Dr Zhikui Niu, Dr Zhiyong Zhu and Dr Qi Li from BNU.

The presentations were grouped according to five themes: Higher education and the academic profession; Teaching and learning in the university; Higher education and marketisation; Higher education policy analysis; and Higher education quality analysis. The four papers published in this edition of 'Educate' give a flavour of the wide range of interesting topics developed in the workshop in Beijing. The Centre for Higher Education Studies was delighted to welcome BNU colleagues and students to the IOE for the second collaborative Graduate Students' Workshop from 17-18 November 2010. Subsequently, four of the attendees produced papers based on their presentations so in this section we have papers from Silke Lange, Charles Neame, Steven Quigley and Jia Xu on Knowledge Acquisition through Creative Conversations, Exploring Models of Development of Professional Practice in Learning and Teaching in Higher Education: What Can We Learn from Biology and Marketing?, Academic Identity: A Modern Perspective and Primary and Secondary School Principal Training Research Based on Implicit Wisdom.

Then, we have two Research Notes. The first is by Jim Hordern who examines Issues Arising from a Study of Workforce Development Policy in Higher Education. The second is by Katharina Schumann who is investigating Concepts of Human Nature, especially of the Child, in Three Different Disciplines: An Interdisciplinary and Comparative Contribution to Research on Science and Humanities.

This issue marks our first Commentary, where Richard Greenfield explores The Practice of Age-Grouping in English Schools: The Scope and Power of the Implicit Education Policy.

Next, we have two Critical Reviews. Hsu-Chan Kuo writes on Toward a Synthesis Framework for the Study of Creativity in Education: An Initial Attempt. Then, Michael Tzanakis explores Bourdieu's Social Reproduction Thesis and The Role of Cultural Capital in Educational Attainment: A Critical Review of Key Empirical Studies. Since his paper was accepted, we have been pleased to welcome Michael onto the *Educate~* Editorial Board.

Somewhat strangely for such a large issue, we have just one Research Paper (although there are others in the Special Section). Jane Murray explores the issue, Knock, Knock! Who's There? Gaining Access to Young Children as Researchers.

In our penultimate section, we have three book reviews by Lisha Liu, Tereza Markidou and Elham Torabian. Once again, all the books were kindly supplied by Sage Publications and all are available to purchase via Amazon using the links at the bottom of every page.

Finally, there are abstracts from the recent Institute of Education Poster Conference that took place in February 2011. It is worth noting that the Institute of Education Summer Conference will take place on 23 June 2011.

Since the last issue, the Doctoral School who is responsible for publishing *Educate*, was successful in leading a bid to become an Economic and Social Research Council (ESRC) Doctoral Training Centre. The Bloomsbury Doctoral Training Centre (DTC) is accredited by the ESRC and is one of only 21 such centres across the UK. The members - all colleges of the University of London - are: the Institute of Education, Birkbeck, the London School of Hygiene and Tropical Medicine and The School of Oriental and African Studies.

The Bloomsbury DTC has been awarded 26 annual PhD studentships to disburse over the next five years, starting in October 2011. This more than doubles the number of doctoral social science studentships available across the four institutions and makes the Bloomsbury DTC the second largest such centre in London, placing the partner institutions in the front rank of social sciences doctoral training in the UK. Further information is available at www.bloomsburydtc.ac.uk.

Dr Denise Batchelor and the *Educate* Editorial Board
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