

Editorial

This issue of *Educate~* continues the tradition of presenting a range of papers written in different styles and from a number of national and international perspectives. Educational research here at the Institute of Education encompasses a diversity of research interests as evidenced by the work of Doctoral students at the Institute and reflected in this issue. Included in the issue are fifty abstracts from papers presented at the Institute of Education's Summer Conference, covering topics ranging from 'Foreign Language Anxiety' of Taghreed Alsaraj through to Michael Vogel's 'Teaching in Higher Education as a Private Affair: A Critical Discourse Analysis' and Sean Whittle's 'Indoctrination, RE and Catholic Schools'.

Helen O'Keeffe's research note addresses issues relating to facilities and systems that exist to enable fathers in prison to participate in their children's education. Approximately 150,000 children in the UK are separated from their imprisoned fathers and O'Keeffe's is a much needed investigation in a relatively under-researched area.

Michael Tzanakis' review addresses the significance of cultural specificity in perceptions of risk in a changing world. He critically reviews the major theoretical treatments of risk and related quantitative empirical evidence and argues that the full implications of the ecological dialectic of context / agency have not informed 'operationalisations and measurements' of risk in quantitative models in psychopathology and developmental psychology.

In the book review section, there are three reviews. First, Zarin Gul reviews the second edition of 'Learning and Teaching in Higher Education: The Reflective Professional' by Greg Light, Roy Cox and Susanna Calkins. She declares that the second edition is much improved and not only in terms of including new research, literature and teaching practices as themes in the book but also by incorporating changes brought about in higher education by 'technology-based learning' and the global nature of teaching and learning. The second review is by Tetsuko Watanabe – a review of 'Getting Your PhD: A Practical Insider's Guide' by Harriet Churchill and Teela Sanders. Tetsuko considers the book a reader-friendly one and suggests it is especially useful for those who are about to embark upon a PhD programme and those who are at the initial stages of their PhD journey. Last but not least is a review by Gemma Hannan of 'Accelerated Leadership Development: Fast Tracking School Leaders' by Peter Earley and Jeff Jones. In a thoughtful mood Gemma suggests that chapter eight is perhaps the most interesting and relevant in a changing economic climate where funding can suddenly stop for teachers from some schools.

We wish to thank all those who have contributed to the production of this issue. Please continue to send in your work and also consider joining our panel of reviewers. We hope that you will find this issue interesting and stimulating.

The Editorial Board
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