

Editorial

Educate~ was first published in 2001 as *Educate~ The London Journal of Doctoral Research Education*. In 2006, the journal was moved exclusively online enabling it to be read free all over the world. Reflecting this shift, 'London' was dropped from the title and submissions were welcome from doctoral researchers all over the world. Moving online has been a great success with over 60,000 individual visitors each year to www.educatejournal.org.

There are four different kinds of submissions that doctoral researchers can make to the journal and it is interesting to examine the most downloaded articles for each of these categories.

Educate~ publishes research notes that 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. Sumaye Fadimatu Hamza's research note [A programme evaluation of pre-primary education reform, and policy, in Plateau State, Nigeria](#) is the most downloaded with over 17,500 downloads at the time of writing.

Educate~ also publishes more traditional articles such as critical reviews where an area of research is examined and the literature discussed. Fryni Paraskevopoulou's [Teachers of young children \(3-5 years old\) and their interaction with pupils: approaching positive classroom management](#) is the most downloaded critical review with over 23,000 downloads. Educate~ also publishes research papers and Savia A Coutinho's *The relationship between goals, metacognition, and academic success* is the most downloaded with over 24,000 downloads.

Finally, Educate~ also produces book reviews. Book reviews are an excellent opportunity for early-career researchers to develop their academic writing by producing a short piece of focused writing. Paulo Charles Pimentel Botas's review of [Teaching for Quality Learning at University](#) has been downloaded over 16,000 times making it the most downloaded review.

This issue features examples of three of the four types of article. We begin with Mirko Krüger's research note *Examining the Characteristics of Test Items in State Wide Exit Examinations - An International Comparison*. Next, Moses Orwe Onyango examines *Tutors' Development: A Case of Teaching about HIV and AIDS Education* in his research paper. In this issue there are three book reviews. Susan Khan reviews the third edition of Gillie Bolton's *Reflective Practice: Writing and Professional Development*. Robert Keatley reviews Rona Tutt's *Partnership Working to Support Special Educational Needs and Disabilities*. Finally, Andrew Sinko reviews Tina Bruce and Jenny Spratt's *Essentials of Literacy from 0-7: A Whole-Child Approach to Communication, Language and Literacy*. It will be interesting to see if any of these articles can topple the articles mentioned earlier from their positions as most downloaded in their class.

The final section of this issue is *Conference Abstracts* where abstracts from the Institute of Education's 2012 Poster Conference are presented. These abstracts reveal the wide range of doctoral research being carried out across the Institute of Education and make interesting reading. In June 2012, the IOE's Doctoral School's Summer Conference takes place (and abstracts will be published in the next issue). This conference will feature presentations from doctoral students, but not just from the Institute of Education. This year will be the first time that students who are part of the Bloomsbury Doctoral Training Centre (DTC) will be delivering presentations on their research. The Bloomsbury DTC is accredited by the Economic and Social Research Council (ESRC) - one of only 21 such centres across the UK. The members, all colleges of the University of London, are the Institute of Education, <http://www.educatejournal.org>

Birkbeck, the London School of Hygiene and Tropical Medicine and the School of Oriental and African Studies. It is the second largest DTC in London, placing the partner institutions in the front rank of social sciences doctoral training in the UK. We hope that, in addition to the abstracts, future issues of Educate~ will contain articles based on the research presented there.

The Editorial Board
March 2012
London