

Editorial

This issue of Educate~ includes a critical review, a research paper, three book reviews and the abstracts from the Doctoral School Poster Conference 2013 at the Institute of Education, University of London. Michael Tzanakis' critical review of Bourdieu's, Coleman's and Putnam's views on social capital is particularly interesting. He critically reviews past research related to these three well-known and influential theorists and argues that social capital cannot be aggregated to regional or national levels, which typically characterises quantitative research inspired by Putman's tradition.

This issue's research paper describes Calvin Nite and John N. Singer's original research in sport management doctoral programme research requirements and maps the different perspectives doctoral schools maintain regarding doctoral sport management programmes in the United States and Canada. Based on a document analysis of all available doctoral degree plans and semi-structured interviews with key stakeholders in various sport management programmes, the researchers revealed distinct differences between programmes in Canada and the United States.

The book reviews in this issue of Educate~ address issues of critical importance to doctoral students. Being a doctoral student herself, Lynn Nygaard gives us a review of Jerry Wellington's *Making supervision work for you* with many of Wellington's chapters aiming at maintaining a productive and fulfilling relationship with your supervisor relevant to her, as well as to every other doctoral student. Maria Savva's review of Burton and Bartlett's *Key issues for education researchers* guides us through a very useful resource book for both fledgling and experienced doctoral students in education. The book is also suitable for introductory courses on research methods in education and Savva shows us why, and how, it can be used. Trish Rooney reviews Wright's edited volume *Sociology and music education*. Rooney offers an in-depth review of the themes, structure, scope sociological perspectives in music education analyzed in the book.

As expected, the Institute of Education Doctoral School Poster Conference 2013 abstracts vary widely in methods, theoretical perspectives and scope. Yet, they offer an indelible view of the rich background that research at the Institute draws on. Themes ranged from experimental studies by Joanne Camp, cohort-based longitudinal studies by Tammy Cambell to epidemiological studies by Russell Dudley-Smith, to an analysis of pedagogic strategy in mathematics using Dowling's Domains of Action by Jeremy Burke to signature pedagogy for synchronous online tutorials by Michael Hallissy. Contributions came from a variety of institutions in addition to the Institute including Department of Politics, SOAS, London Centre for Leadership in Learning, Centre for Brain and Cognitive Development, Birkbeck, School of Psychological Sciences, Birkbeck which attest to the growing importance of the Doctoral School Poster Conference over the years.

The Editorial Board
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