

## **Editorial**

This issue is the first 'under new management' following the merger of the Institute of Education and University College London. The former is now known as UCL Institute of Education and *Educate~* is still published by the Doctoral School therein. No doubt further changes lie ahead, but one thing that is certain is that *Educate~* will continue.

This issue features two Research Notes, one Critical Review, five book reviews and abstracts from the UCL Institute of Education Poster Conference. The first Research Note, by David Allan, focuses on the contribution of Lesson Study. The second, by Jane Insley, provides insight into the importance of crystallography in the development of chemistry. In the Critical Review, by Iryna Kushnir, provides an account of harmonization within the European Higher Education Area (EHEA). The book reviews examine a range of books and the conference abstracts cover an even wider range of topics.

Finally, we are delighted to welcome a new member to the Editorial Board: Lynn P. Nygaard. Nygaard is the author of *Writing for Scholars: A Practical Guide to Making Sense and Being Heard*, which is published in a revised second edition this year from SAGE. Currently a special advisor on project development and publications at the Peace Research Institute Oslo (PRIO), she is also a part-time EdD student at the UCL Institute of Education, focusing on academic writing and publishing, academic literacies theory, and the "leaky pipeline" in academia.