

Editorial

This issue of Educate ~ whilst continuing the pattern of previous issues in presenting a range of papers written in different styles, and drawn from contexts across disciplines and geographical locations, marks the beginning of a change in direction.

The existing Editorial Board is in the process of changing. Many of the existing Editors have completed their Doctoral work and have moved on to disseminate and develop that work. Some are in the process of submitting their thesis and looking forward to the viva that will mark the culmination of their efforts over the preceding years.

To replace those editors who have left or are leaving, new editors have joined the Board. This new Editorial Board will seek to continue to fulfil the founding aims of the original journal: to offer a platform for the publication of work relating to doctoral research at each of its stages, from initial ideas and the posing of research questions, to the critical review of aspects of pertinent literature and its associated theorising, and finally, in the publication of full research papers based on gathered data, analysis and reflection.

The new Editors reflect the diversity apparent amongst those undertaking doctoral research at the Institute of Education, not only in their backgrounds and nationalities, but also in the range of interests and disciplines which they study. They bring with them also, a commitment to a range of different qualitative and quantitative methodologies as befits those working in the diverse methodological environment of modern education related research.

While the underlying structure of the Journal will remain the same, readers may expect themed issues focusing around particular topics with expanded sections addressing particular issues, either of methodology or of aspects of a particular discipline. However the multi-discipline nature of the Journal will continue as will the practice of contextualising papers for readers outside of a particular discipline. This reflects the Editorial Boards belief in the importance of looking in depth within a particular discipline, but as importantly, in looking *across* disciplines, so that knowledge is less fractionated and more coherent. In doing so, a research culture in which researchers can usefully access and support the work of each other may be encouraged, for it is in the exchange and challenging of ideas in such a context from multiple perspectives that research can thrive and its quality be assured. The Journal is committed to accessible writing which allows specialists to look across the boundaries that seem to separate disciplines and to draw inspiration from those working in other fields.

To increase the possibilities for such cross discipline interactions and to extend its availability to readers, the Editorial Board will be exploring the development of an on-line version of the Journal in which on-line peer review will be a key part of how submitted work is evaluated. For the present however, the Journal still needs to increase the range of topics for which it has reviewers. If readers are willing to undertake refereeing and reviewing work, or are interested in pursuing other aspects of the Journal's work, including the development of the on-line version, they should contact the new lead editor for the next issue, Kay Marshall (kay_marshall@talk21.com).

Turning to the current issue, the Research Notes section has a note by Karl Wall suggesting an extension to the Vygotskian notion of the Zone of Proximal Development through a consideration of the roles that 'witnessing' may have in accessing the affordances of others' behaviour.

The Research Paper section contains four papers. The first, by Alexandra Ghoulia, considers some of the issues around teachers' evaluation of their own learning and teaching in a Greek context and some of the factors that influence their decisions and interpretations of those experiences. The second paper, using a very different methodological approach, examines

parent / carer / child / teacher relationships in a special needs context, drawing on a critical response to the ideas of Bronfennbrenner and Wenger, to inform the analysis and discussion of a series of multi-way participant interviews. Following this is an account, by Elspeth Page, of data gathered in her research on gender equity in the education system of Madhya Pradesh, India, and its implications for the role of teacher commitment and pupil aspirations in achieving educational success, and through this avenue, increased life opportunities. Looking in a different sense at the aspiration of teachers, the fourth paper by Irene Simon raises the issue of how autobiography may be used to develop inspirational approaches to supporting teachers' continuing development, both in critically appraising their own practices and motivations and by linking these to the input of others' views, of those same experiences.

Finally, Judy Hemingway reviews Christine Fanthome's account of the development and implementation of Channel 5. A book that sheds light on the processes and practices of establishing a key media channel and more broadly on our understandings, as consumers, of the purposes and implications of the increased influence of the media on our everyday lives. From a pedagogical point of view the role of the media, an active area of research in its own right, is brought into focus by this review as Judy directs out attention to the educational implications of Fanthome's research.

We wish to thank all those who have submitted work to the journal including those whose papers are still being developed for future publication. Many people are routinely involved in the reviewing, preparation and production of each issue of the journal and ours thanks go to them for their continuing hard work.

Please continue to send in your work and consider joining the journal as a reviewer or to work upon the new developments outlined earlier. We hope you find the papers presented here interesting and stimulating.

The Editorial Board
2003