

Editorial

This issue of *Educate~* presents papers drawn across disciplines; some that locate their discussions amidst the wider socio-political dimension of educational practices and institutions and others with a more familiar focus on learning interactions. *Educate~* continues its established approach of presenting high quality doctoral research carried out at the Institute of Education and encouraging contributors to present research from different national and disciplinary contexts, adopting a variety of research designs, methodologies and styles.

Following the changes in the Editorial Board new ideas have emerged with reference to the future content and form of the Journal. In this issue, we present a 'Bulletin' by Katherine Marshall on students' perception of the doctoral experience at the Institute of Education. In this piece, the result of students' work during the 'Ethnography in Practice' workshop in the spring semester ran by Dr. Elizabeth Brooker, several important issues are raised pertaining to student life at the Institute and should be of interest to students and faculty alike. We believe such exercises are an important part of institutional self-awareness. In addition, *Educate~* is developing its web pages which will shortly contain the abstracts and table of contents of all back issues; we hope this will broaden the reach of *Educate~* as a journal.

Turning now to the papers presented in this issue, a diverse range of approaches and perspectives is represented. The first article by Paulo Botas examines students' perceptions of teachers' pedagogical style in higher education from a Foucauldian perspective concerned with power and voice. Changing the focus and level of analysis Germ Janmaat discusses the politics of nation building in Ukraine via an analysis of school textbooks. He suggests an interesting link between pedagogic texts, varieties of nationalism and the state's role in nation building. Anastasia Dimitriadou illuminates our understanding of refugee students on ESOL courses at two further education colleges by applying social capital concepts to this under researched area. Her analysis suggests that the ESOL classroom might be usefully conceived of as a site of social capital formation.

Eileen O'Connor's article explores the emotional dimension of post-primary leadership in the light of recent changes within Irish society and its educational system. There is a critical literature review by Ron Smith which reconsiders the research on children's and adolescent's perceptions of the meaning of peace in the context of Northern Ireland. Finally, Paulo Botas reviews John Briggs' account of 'quality' teaching and learning in higher education; a book that illuminates and surveys the area of teaching practice in Higher Education. While an informed and well written exploration, Botas suggests that the book might appeal more to 'reflexive' practitioners rather than those looking for a more theoretically orientated assessment of the field.

We would like take the opportunity to thank everyone who has assisted with the production of this issue; Dr. Elizabeth Brooker and her students, Professor Ingrid Lunt for her organisational support and Dr Andrew Brown. We would also like to offer our apologies to Jackie Laluevein for misprinting her surname and the title of her article included in volume 3, issue 2. The correct title, which will appear on the web pages of *Educate~*, is ' "The lunatics have taken over the asylum": A phenomenological perspective on parent-teacher relationship'.

We invite current doctoral students to get involved with *Educate~* either through editing or reviewing papers. Readers who are interested in becoming editors or reviewers should contact the current lead editors, Ayo Mansaray (a.mansaray@ntlworld.com) or Anastasia Dimitriadou (anastasia_dim@yahoo.co.uk). In addition, doctoral students who wish to submit

papers should contact the lead editors. Finally we wish to thank our readership; we hope you find the papers thought-provoking and inspiring.

The Editorial Board, 2004