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## **Editorial**

Nearly a year has gone by since the first issue of *Educate ~* appeared. We are delighted with the success of the first two issues, and with their positive reception within and beyond the community of doctoral students at the Institute of Education. Many doctoral students have already taken the opportunity to publish aspects of their research in these first three issues, and we hope that many more will feel inspired to send papers, critical reviews and research notes based on ongoing or recently completed doctoral work.

This issue, like the first, contains a number of papers derived from presentations given at the Doctoral School Summer Conference. We are very pleased to be able to continue the conversations begun at the conference by enabling some of the presenters to publish their work. As you will see, contact details for each author are provided so that readers can respond to, and enter into dialogue about, the work published in *Educate ~*.

The range of articles published in this issue reflects the breadth of research interests here at the Institute of Education.

Delighted as we are to be able to showcase the breadth and quality of doctoral work undertaken at the Institute, we recognise also that one of the reasons for undertaking a research degree is to finish it! We are particularly pleased to include in this issue of *Educate ~* a list of doctoral graduates who have completed their studies this year, and we extend the very warmest of congratulations to them. Contributors to *Educate ~* are amongst those who have recently gained their doctoral degrees, and in this respect, the journal can provide an ongoing record of their work at the Institute of Education, as they move on to the next stage of their lives.

Since the journal was begun, the membership of the Editorial Board has undergone the constant change that was originally hoped for: some people have moved on, while others have joined the board, bringing new talents and energy. We would like especially to thank those who have now left the Editorial Board for the work they put in to getting *Educate ~* up and running. As always, we would be very pleased to hear from current doctoral students who would like to join us. We would also be pleased to hear from students and staff who are interested in joining our large and growing panel of referees: reading and commenting on other students' papers can be an invaluable learning experience, and workshops are planned for the Spring Term to support current and potential referees in reading and commenting on papers submitted to the journal.

We hope that you enjoy reading this issue of *Educate ~*, and we look forward to receiving your contributions to the next issue.

The Editorial Board  
December 2002