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Editorial

This issue of *Educate ~* continues the approach established in earlier issues by presenting a range of papers written in different styles, from a number of different national and international perspectives and covering a range of topics. Educational research, as evidenced in this work by Doctoral students at the Institute of Education reflects the diversity of research interests within the Institute itself and more broadly that of educational research in general.

The issue begins with the research note section in which Patrick Mulhern discusses 'how teachers' views of 'inclusive education' may reflect the tensions, contradictions and dilemmas of classroom practice'. This is followed by a paper in the critical review section by Marion Long which draws on a range of research from a number of different fields to 'explore the effect of temporal integration as a means of improving learning in schoolchildren'. This exploration leads the author to propose 'stamping, clapping and chanting as a means of achieving improved temporal integration' in children's learning- an intriguing way of looking at learning and how it may be supported. The research paper section presents four papers. The first, by Duncan Crawford, draws on the 'notion of critical pedagogy' and Giroux's notion that schools are 'pedagogical cultural borderlands' to examine identity development in an International school near The Hague in the Netherlands. The second paper focuses on evaluation in music education and is by Georgia Markea. Her work takes Swanwick's views about the role of various aspects of music education and musical development and uses them to develop an evaluative structure for music education. This is followed by a third paper, by Hector Pantoja-Ayala, on architectural students' views about their experiences as they undergo preparation for a career in architecture. His paper seeks to both identify issues about the processes involved and to describe methodological aspects of how such views may be researched. Finally in this section, David Sims, offers an examination of recent developments in Social Worker education and the influences of global and national priorities on these changes. He uses Spain and England as contexts in which to examine the processes and influences at work in this crucial area of social activity.

In the book review section, two reviews are offered. The first, reviews Shereen Benjamin's, 'The Micropolitics of Inclusive Education' bringing readers back to the topic of the first research note in this issue. This is followed by a review of Colin Robson's recently re-written and updated edition of 'Real World Research'. An important text when so much hinges not only on the methodology adopted for a particular piece of research but also how that methodology is adapted in service to the research questions being investigated.

We wish to thank all those who have contributed to the production of this issue. We particularly thank those who submitted work for publication even if has not been published in this edition. Please continue to send work in for review! We hope you find this issue stimulating, interesting and thought provoking.

The Editorial Board
June 2003