

Editorial

Welcome to Volume 8, Issue 2 of Educationalfutures. This edition has been produced for the 13th British Education Studies Association Conference, where I will be outlining some of the administrative changes to Educationalfutures to ensure we comply with the Research Excellence Framework and re-launching Transformations, our sister publication for undergraduates and new researchers. This edition features a series of excellent research papers, again expertly reviewed by our Peer Review Panel, and which all contribute to academic knowledge in the field of Education Studies. We also have reviews of three informative educational books. I would like to thank the contributing authors, the editorial panel members and the publisher for working very hard to make this edition available for the conference and the excellent and supportive feedback they have all given to the contributing authors. We now have a back catalogue of articles at various stages of review and production and I am already working on Volume 8.3 which will hopefully contain a number of articles from the conference theme - ethics.

This edition broadens the educational debate and the contributions consider the importance of school meals as a forum for socialisation and social learning, introduces the subliminal messages about disability contained in fairy tales, looks at the benefits for people who might study education without wishing to teach, and considers the importance of socialisation for attainment in non-traditional university students. Our book reviews look at pedagogy and practice in ICT for primary schools, climate change and how to do a systematic literature review for researchers. It consists of four articles and three book reviews.

Our first article is by Catherine Simon from Bath Spa University. It considers one of the dilemmas faced by many Education Studies students; what to do if you don't want to teach but enjoy the academic rigour and complexity of studying education. Catherine takes us through the journey experienced by two groups of Education Studies students on placements, one group aspiring teachers and one who don't wish to teach in a formal sense. She identifies the notion of 'boundary crossing' from university to the setting as the students interact with their settings and the professionals working with them. She suggests the impact of placement experiences creates a professional career identity which stems from social interaction with professionals in the workplace. As some of my own personal

research is in this field I found this contribution to knowledge informative and interesting in its own right, and the article is a must for anyone dealing with education student placements.

Our second article by Vivienne Newton and Sarah Telfer from the University of Bolton is a fascinating study of how students from non-traditional backgrounds engage with university to form a 'habitus' and the effect this has on their self-identity, academic literacy and study skills. Writing from a study support perspective the author's offer an informative study of the way social background and self-perceptions associated with that background prepare students for academic life at university. They find that non-traditional students are more likely to drop out of programmes early in their studies as they fail to create an appropriate 'habitus,' one which sees the student as belonging and prepared for university with an appropriate learning identity. They suggest an early study support interventions for non-traditional students taking the formation 'habitus' into consideration which focusses on academic literacy, may prove useful in developing an early learner identity. This in turn could aid retention and improve attainment amongst non-traditional students.

Our third contribution is by Jemma Park and Alan Hodgkinson from Liverpool Hope University. This is a proto text analysis of five common fairy stories recommended for primary teaching by the national curriculum. It looks at the subliminal and not so subliminal messages about disability contained in fairy tales and the way disabilities are linked to the villains or less desirable characters in the books, while the heroes and heroines are portrayed as 'good looking' able bodied or flawless creatures. This is a fascinating read and uses textual analysis, critical discourse analysis and semiotics to uncover the way these books shape our views of disability in society at a very early age. The perspective this article puts on what may seem to be the most inoffensive of children's stories makes it a first rate thought provoking article which should be mainstream knowledge in primary teaching programmes. I doubt if I will look at fairy stories in the same way again.

Our final article is by Gulpinder Lalli from Wolverhampton University. It looks at the way school meals have been re-designed at an all though school to provide opportunities for commensality; eating together in a way which signifies unity and sharing. In an ethnographic study, the author identifies the way in which the re-design of the traditional school canteen into a café style school restaurant with a

buffet provided opportunities for an increased level of social interaction and cohesiveness. Using Lave and Wenger's concept of Community of Practice he identifies the beginning of a community or communities which creates cohesiveness and possibly a learner identity, and suggests the need to plan school meals as communal gatherings rather than a nutritional exercise. This in itself is an interesting concept as the knowledge of informal or non-classroom learning is a developing field which should encompass wider school based experiences.

Our book reviews are by Richard Farr, Stephen Ward and myself Joe Gazdula. Richard gives a glowing and insightful review of the second edition of Gary Beauchamp's book *'Computing and ICT in the Primary School: from pedagogy to practice'*. This book provides practical advice on using the most modern forms of mobile technology including i-pads and deals with pedagogical and practical approaches which will be of use to teachers, lecturers and students of education alike. Stephen reviews *'A Climate Change Companion: For family, school and community'* by David Hicks. This book describes some of the more complex technical aspects of climate change in easy to understand terms and is a 'superb book' to use with even younger children. Finally, my own review is on the second edition of *'Systematic Approaches to a Successful Literature Review'* by Booth, Sutton and Papaioannou. This is a big book in specific sections and would probably make good textbook for researchers. I suspect it is aimed more at Masters or Doctoral students or even experienced researchers because of the level of detail and technical aspects covered but it is packed with activities and a supportive website with useful information that may make it appropriate for undergraduate researchers with a little guidance.

We have some great articles in this edition and with the 13th BESA Conference imminent I will be at the conference looking carefully for interesting and informative papers for Volume 8 (3). I hope you enjoy this edition as much as I have preparing it and I look forward to discussing papers or ideas at the conference for publication in the next edition. Remember if you wish to contribute to emergent debates and ideas in education, Educationalfutures or Transformations is a great starting point and all papers submitted to the journals will be given a professional and sympathetic review.

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