

Editorial

This edition is made up almost entirely of papers submitted after a very successful conference held at the University of Hull. Our annual BESA conferences go from strength to strength and all those involved in the Hull conference; organisers, speakers and presenters, are to be congratulated for making it such a fantastic event. Whilst this edition of the BESA journal is being published the details of the next conference in Swansea, at the University of are being finalised and can be accessed on the society website. The subject of education studies covers the whole spectrum of education. However totally by chance, this edition focuses entirely on higher education and pedagogical issues relating to education studies and ITT.

Our opening article was developed by Paul Standish from his keynote lecture 'Transparency, Accountability, and the Public Role of Higher Education' presented at the Hull conference. In his paper Paul examines the development of a culture of accountability in higher education and how this affects the whole concept of what we see as a 'university'. He identifies and uses two 'drives' that can characterise the university as a heuristic to providing a richer account of what the university might be about. He then goes on to elaborate on the nature of the relation between the private and the public and expands on the question of the public role of higher education. This paper sets a context for the following articles in this edition that all consider different aspects of the study of education within HE.

The second article is the first of three that have education studies at their heart. It is submitted by Patrick Ainley and in it he summarises a ten-lecture Open Access course on the post-war politics of education in England. Links have been supplied as this paper has been submitted to the BESA journal in the hope that the materials will be used by students of education studies. Patrick's paper will, we are sure, be of interest to teachers of education studies as well as students. It is certainly interesting for those of us immersed in the subject to view what others in the field see as important and how they set about making this accessible to others. It is always possible to learn and improve from the work of others.

The next contribution, from Anne O'Grady, also focuses on teaching in an education studies course. The article is about research methods and also the pedagogy of the teaching of research methods to undergraduate students of education studies. It considers the use of photographs as both a research data gathering tool and simultaneously a teaching aid. In a similar way to how the previous article gave insights into the teaching of post-war politics in education studies this paper certainly provides interesting ideas for those of us involved in the teaching of research methods to students of education. The research project that underpins the article considers how, or if, undergraduate students accumulate and transmit cultural and social capital within their experience of learning, through the construction of their 'self' and through their interactions in higher education.

In 'The potential value of student created podcasts as assessment tools in higher education' Elizabeth Hopkins looks at using podcasts as teaching and assessment tools in education studies programmes in HE. This article describes how groups of second year undergraduate students, on an education studies honours degree course engaged in a podcast creation assignment. The students were able to demonstrate enhanced levels of academic competencies when the podcasts they created and the reflective journals they produced alongside them were assessed as part of their on-going assessment towards the award of the degree classification. The findings indicate that when compared with the marks achieved in six other assignments, marked using comparable criteria, the students' achievement in the podcast creation assignment was significantly better,

In the final article of this edition Claire Checkley turns our attention to student teachers' experiences of history. This paper has been developed from data collected from students on both undergraduate and postgraduate ITT courses during sessions on pedagogical approaches to teaching history in the primary school. It is a preliminary analysis of their personal experiences of being taught 'history', and while on ITT, observing history being taught and their opportunities to teach it themselves. The author considers some first thoughts on the effect students' personal view of history teaching may have on the quality of provision in the classroom. She then makes initial considerations on exploring the 'mindset' of ITT students towards history as their experience develops.

The five papers we have brought together in this edition provide us with an interesting mix of theoretical and practical insights into the field of higher education and education studies. We hope you, as readers, find them as stimulating as we did in reviewing them.

Best wishes the Educationalfutures editorial team

Steve Bartlett, Sue Warren, Chris Wakeman, and Alan Hodkinson