

Editorial

Welcome to Volume 8.1 of **Educationalfutures** edited by myself, Joe Gazdula, and Tom Feldges. Producing this journal has been an exciting experience full of challenges for us both and a word of thanks must go to the British Education Studies Association Executive for their continuous support throughout its production and their untiring efforts to provide the reviews necessary to inform and advise authors. We now have a back catalogue of articles at various stages of review and production and look forward to being able to produce issues twice yearly again with the next issue planned for June 2017.

We've also been very lucky to get some excellent articles for this edition which push the boundaries of Education Studies from a teaching and conceptual aspect and provide thoughtful ideas on the way education contributes and interacts with society to produce learning for a modern age. This edition enters the debate of education and art and the articles look at the way we consider education and teaching to provide exciting learning. It consists of four articles and two book reviews.

The impact of human society on the Earth and the effect on the natural child within that change is discussed in our first article by David Blundell. This article considers the impact of a new era of heightened human activity across the planet, the Anthropocene, and discusses education in an world increasingly affected by the results of industrialisation and technology. Linking the knowledge of an Anthropocene age to education, this article suggests a new framework within which environmental education, sustainability and ecology may be considered and a basis to challenge normative institutional practices.

Our second article by John Grant advocates the use of short literary interventions in the classroom to motivate and enthuse Education Studies students. Using literary examples and a novel theoretical approach, the articles provides a discussion of how literature can be infused into classes to give student a broader cultural appreciation and understanding while improving cognition and motivation. This article also provides class notes as a point of discussion to form exemplar practice for teachers of Education Studies while giving students an appreciation of the theoretical aspects of using literature in learning.

The third article is by Joe Gazdula and discusses the difficult concept of critical reflexivity and suggests metaphors may be a way of getting students to discuss their own positionality and bias while research, often an uncomfortable prospect. The article is a case study set in Africa and the UK and looks at the difficulties in teaching critical reflexivity to students who are reluctant to critique their own work. It suggests using a metaphor an African class of a hiding Hippo to develop ideas of reflexivity. This was formally investigated in the UK too and theoretical work from medical world, where research found the use of metaphors helped patients discuss their illness, is used to underpin the approach theoretically.

Our final article by Tom Feldges, Jacqueline Elton, and Sonia Pieczenko is a great conceptual paper which introduces the Educational Neuro Science (ENS) or Mind-Brain Education (MBE) neuro scientific debate. They question the scientific approach to education and argue that education remains a 'verstehen-based' art and can't be captured by an exclusively natural-scientific approach as envisaged by ENS or MBE. This is a topic area which will surely develop over the next few years as a scientific approach to measuring education through statistics and tables affects the creativity and spontaneity of great classroom practice.

Our book reviews are by Cathal O'Siochru and Alan Howe. Cathal reviews An Introduction to Child Development, by Keenan, Evans and Crowley and outlines an excellent introduction to developmental psychology. This is a book which isn't specifically directed at education students but will give education students a deeper understanding of childhood development than more general textbooks on the subject. Alan writes about Exploring Science with Young Children: A Developmental Perspective, by Terry Russell and Linda McGuigan. This text should help students who are looking for strong professional and vocational outcomes from their course and again looks at the emergent concepts around neuroscience. These two books fit well with the general themes of this journal issue and if you are interested in the childhood aspects of learning, they should provide excellent additional reading.

We hope you enjoy this edition of the journal and hope to have another edition out in June just prior to the 2017 conference at Liverpool Hope University. As I write this the call for papers for the conference has just open and I hope as many of you as possible can submit proposals as this is where a number of papers in here started out. If you wish to contribute to emergent debates and ideas in education Educational**futures** is a great starting point and all papers submitted to the journal will be given a professional and sympathetic review.

Joe Gazdula and Thomas Feldges