

Foreword

Welcome to Volume 10 Issue 1 of Educational Futures. This will sadly be my final volume this year as I take a brief sabbatical due to my involvement in my own University's QAA inspection in October and work overseas. The excellent news is that I am fortunate enough to be able to temporarily hand over to Sarah Evans, our outstanding Transformations Editor for volume 10.2 due later in the year, so please keep sending in articles through the BESA website as normal, especially if you have presented one of the excellent papers we saw at the BESA 2019 Conference in Swansea. Transformations will continue as normal with a Guest Editor so do continue to encourage contributions to our sister journal as normal.

I am also very excited to announce we will shortly be issuing a call for papers for a special edition on Education and Psychology. This will be edited by Victoria Blinkhorn, a specialist in Educational Psychology and has been something we have been discussing for quite a while now. Welcome to the editorial team Victoria. BESA is certainly very lucky to have such a great depth in research talent to help new and experienced researchers get their work published.

This edition features another series of excellent articles and as ever I am extremely grateful to all the authors and the backroom team at BESA for helping to get this edition published especially the reviewers and publications expert Eileen Murphy who also runs our website.

This edition has three excellent articles. The first is an exploration of taxonomies by Jackie Greatorex, Jo Ireland and Victoria Coleman and looks at the use of taxonomy in assessments. This is a detailed investigation into the way taxonomy in assessment works and searches for a taxonomy which works with non-cognitive approaches to assessment. This is an important article in its own right as most approaches to traditional assessment focusses on a cognitive approach to taxonomies where there is plenty of current research. This article assesses a number of approaches to non-cognitive assessment types and rather intriguingly comes to the conclusion that two taxonomies are better than one.

Our second article is by Zeta Brown, Gavin Rhoades, Matthew Smith and David Thompson and looks at how students form their choices for moving into higher education. This article is based on a study of a collaborative programme set in the

West Midlands and Staffordshire called the *Explore University* programme. This outreach programme provides the focus for exploring prospective student decision making when choosing to go to University. The findings show that while most students have generally a clear idea of their destination choices and are able to make a clear decision based on the general information available to them, there are a number who would benefit from information targeted at students less confident in making such a decision. The recommendations here are highly pertinent to this category of students in helping universities guide them to clear and informed choices.

Our final article by Kate Brooks is current and thought provoking and a must read to anyone involved in the *PREVENT*, (which is probably everyone in education). This article takes a critical look at the *PREVENT* legislation and how this initiative is focussed. By carefully deconstructing key words and phrases in the legislation and guidelines, Kate compares the way it can be seen to focus largely on the Islamic community and on the way it sets people outside or away from British values through identifying them as vulnerable, needy or perhaps misguided. Kate compares this to the explanations of deviancy and criminality in history using examples of similar dialogue to explain behaviours such as the suffragettes. This article is a pertinent lesson on the dangers of using dialogue to show how people may be seen to sit outside the values and norms of society and argues that this prevents a more thorough understanding of a complex phenomenon.

Once again we have some great articles in this edition and with the 15th BESA Conference in Swansea providing the basis for articles for future volumes which will be thought provoking, current and give an insight into the educational futures we are all about to be working in.

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, *Educational Futures* or *Transformations* is a great starting point and all papers submitted to the journals will be given a professional and sympathetic supportive review.

Joe Gazdula
BESA Journals Editor