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Foreword

Welcome to Volume 13 Issue 1 of *Educational Futures*, our first volume for 2022 and the conference edition for our 17th Conference on Education and Social justice in Manchester. Once again we are absolutely delighted to be able to offer our readers a great edition, thanks to the hard work of the authors, reviewers and BESA staff. As I am also an author in this edition and can't be involved in the editing and review of my own paper, I invited Zeta Williams-Brown, a member of Educational Futures Editorial Board, to co-edit this edition and have found her help and support fantastic throughout the year and hope she can continue to work with the journal in the future. As always, we have had super support from Stephen Ward as publisher of the journal and as a member of the Editorial Board. Behind the scenes we have a number of unsung heroes on Editorial Futures, and Caroline Lewis and Cathal O'Siochru have been instrumental in the production of this edition. Thank you all!

Further news involves our sister journal *Transformation* for new career researchers. After many years of exceptional service our *Transformations* Editor, Sarah Evans, has moved on to concentrate on her career and research. Sarah joined as Editor in 2016 the same time as I took over *Educational Futures* and re-invigorated the journal during her time with us, giving outstanding support to new authors and introducing guest editors. Sarah will be greatly missed by all those at BESA and we all wish her the very best of luck in the future. Going forward we have been exceptionally lucky to secure the services of one of our long-standing BESA members as our new Editor. I am very pleased, therefore, to announce that Julia Everitt of Birmingham City University has taken over as Editor for *Transformations* and has already started reviewing articles -

Welcome Julia! Please continue submitting your articles to both of our journals and contribute to the growing reputation of BESA.

Our research articles begin with an international flavour. Megan McGee, myself and my son Elliott have been researching the differences in policy and practice between Danish *udeskole* (Danish primary school-out-of school learning) and English primary Outdoor Education (OE). 'Preservation of learning outside the primary classroom: A comparison of policy and practice in Danish *udeskole* (outdoor school) and English primary Outdoor Education (OE)', surprisingly finds that the policy for outdoor education is more formal and set in the curriculum in England, but not in Denmark. However, this policy inhibits teaching approaches and limits the use of OE, while Danish teachers feel they have more space for creative use of the outdoors in their education. Our second academic article is by Julia Everitt and looks at the importance of finding and working with the right people when collaborating with schools. 'Collaborating in school networks: The realities of navigating the professional boundaries of schools', finds that partnerships with schools can be dependent on finding and dealing with the person in school with the power to make partnerships. This is an important article for anyone involved in school partnership development. Our third academic article is by Matt Smith and Amanda Turner. This article 'Flipped classrooms: Action research to improve practice within an HE nursing context', explores the use of asynchronous and synchronous approaches to teaching nurses. As our first health education paper this is particularly welcome.

In this edition we have two articles in our Doctorina Excellentia section outlining excellent teaching practice. Our first is by Steve Dixon and intriguingly entitled 'Old wine in new bottles: Utilising audio feedback for summative assessment', gives a great outline of the way audio feedback has been used to enhance student development. Our second article is by Susie Marriott, 'A multi-sensory approach for higher education business students: Using colour in the reading process to analyse academic writing'. This outlines the way a technique using colour coding used to help students with dyslexia analyse academic articles can also prove helpful in improving mainstream students' use of academic articles.

I hope you enjoy this edition of Educational Futures and we welcome contributions to our future volumes for any of our three sections: traditional academic articles, teaching

excellence articles and book reviews. If you are new to researching and have an article or piece of work you think we might find interesting why not contact Julia Everitt for her opinion on getting published in Transformations.

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