

Building a Global Community in Educational Research Through Open-Review

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Editorial

It is with great pleasure that we welcome the reader to our first edition of the Cambridge Open-Review Educational Research e-Journal (CORERJ). While CORERJ is still very much in its infancy, it has come a long way, beginning as an idea that grew from over two years of brainstorming amongst faculty and graduate and doctoral students. The intention behind developing CORERJ is to provide a forum for higher degree students to share their on-going (and in some cases, completed) research work. Furthermore, the aim is to create a global student community that supports the development of critical thinking, effective communication and collaboration in education, and allied disciplines, as well as engage the general public in a discussion on educational research.

What makes CORERJ unique is that submitted manuscripts undergo a pre-selection process (traditional, double-blind peer-review), followed by an *open-review* procedure. In open-reviewing, articles are placed in an online forum where (registered) members of the public (lay persons to professionals) comment on and engage in dialogue about the material, and ultimately decide whether the paper is accepted for publication.

Interest in open-reviewing stemmed from consensus amongst students that academic publishing processes need to be more accountable and transparent. This is particularly important in the field of education, as research impacts policy and practice, as well as the experiences of future generations. Pioneers who used and wrote about open-reviewing were also an inspiration to developing CORERJ. Editors Jack Dougherty and Kristen Nawrotzki (2012) of the open-reviewed e-book *Writing History in the Digital Age, A Born-Digital Edited Volume*, for example, described open-reviewing as an emerging form of scholarly collaboration that has the potential to “speed up and improve the quality of research and

writing” and “inspire others to join in rethinking how and why and even what we publish, all in the service of improving both our scholarship and others’ access to it” (Nawrotzki & Dougherty, 2012, ¶ 10 and ¶ 39, respectively). The implications of open-reviewing cannot be discussed without mentioning the seminal work of Kathleen Fitzpatrick’s (2011) *Planned Obsolescence* (another open-reviewed e-book), which argues that peer-reviewing practices in the context of the digital age would “be a more productive, more helpful, more transparent, and more effective process if conducted in the open” (¶ 4). Several scientific journals have also embraced open-reviewing, such as *Atmospheric Chemistry and Physics* and have noted the benefits of this method (e.g., see Koop & Schiefele, 2006).

To our knowledge CORERJ is the first scholarly e-journal in the field of education to use the open-review process. Whilst we intend for this journal to remain a vehicle for building a supportive student community and an active exchange of ideas between academics and the public, we also wish for it to grow and develop over time into a rigorous, respected and high-quality journal. As one conversation between two students went: “We need to decide what type of ‘animal’ CORERJ is,” to which the other replied “CORERJ would be best characterised as a chameleon: it adapts to its environment and that’s what CORERJ needs to be able to do.” This chameleon is now born, and while adapting to its environment, will continue to provide high-quality and critical graduate and postgraduate research on issues that matter in education.

In closing, we would like to extend our gratitude to all those who have supported us along the way to help make CORERJ a reality. We hope that you find the material here fruitful for your work and/or practice, and welcome you to join this global community to help shape the educational knowledge of the future.

References

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