

Pushing Boundaries, Nurturing Growth

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We are happy to bring to you the fourth volume of CORERJ, the first scholarly e-journal in the field of education to use the open-review process (Walberg, 2014). Since its inception in 2014, CORERJ has developed in unique ways. This year has been particularly exciting, as we have tried to preserve the spirit of CORERJ while also expanding its activities. We have preserved the collaborative and interdisciplinary approach, through continuing to promote open-reviewing and inviting submissions across methodologies and disciplines. However, we have also expanded our activities in two ways. Firstly, we started to re-conceptualise and broaden the kinds of articles we would like to feature. Apart from research notes, critical reviews, and research papers, this year we also invited contributions for ‘creative papers’. We felt it would provide an opportunity for exploring different ways of expressing researchers’ work – including artwork, poetry and other creative pieces that are not typically accepted in traditional journals. While we have not included any ‘creative papers’ in this volume, we feel CORERJ must push the boundaries of academic writing and give a platform for creative expression of research. We hope that this is a direction that future CORERJ editorial teams will explore.

The other area that we focused on this year was on increasing early career researchers’ participation in publishing processes. The editorial team felt that there was a need for capacity-building to enable early career researchers to meaningfully engage with both CORERJ and other journals later in their career. To this end, we brought on-board three editorial assistants to our team, expanding the editorial team from two to five; we are grateful for the help of Hogai Aryoubi (Publicity), Pia Kreijkes (Student Development) and Maria Tsapali (Conference Liaison). With their help, we organised two workshops in June 2017: one in partnership with the University of Cambridge Faculty of Education graduate student conference, *Kaleidoscope*, where students learned about the reviewing process. The second workshop looked more deeply at issues around reviewing and writing for journals. We are thankful to Megan Walberg (CORERJ founder) who came forward to help with the first

workshop, where participants learned about reviewing for journals. For the second workshop, we were fortunate to have Dr Keith Taber conduct a hands-on workshop on reviewing and publishing processes. Finally, this volume features the journal's first ever Special paper, produced by the CORERJ Editorial Team – an interview with Professor Susan Robertson, entitled 'Inside the Black-box of Journal Publishing: An Interview with Professor Susan Robertson'. Drawing on Susan's extensive experience as a widely-published academic and Editor of the journal *Globalisation, Societies and Education*, the interview helps to shed light on how to contribute articles and review for journals.

This year's volume sees once more a variety of contribution, in terms of both topics and methodological approaches. Silke Zschomler and Lini Xiao examine second language acquisition (SLA) and its interaction with the social world. Comparing SLA studies using sociolinguistic theories, they argue for a greater integration of the social and the cognitive aspects. While Xiao focuses on the notion of identity and agency, Zschomler focuses on learning processes as transformational. Abigail Branford, in her critical review of the literature of history teaching and transitional justice, discusses the complexity of how different conceptions of justice find their way into the classroom. After reviewing different conceptions of transitional justice, she discusses the relationship between official discourses of transitional justice and the teaching of history in the classroom. In a co-authored research paper by Kevin Kester and Annabel Parkinson, a comparative policy analysis is conducted to understand the kinds of discourses around primary education in World Bank and UNESCO documents. Using human capabilities and human capital theories, this paper analyses existing approaches to educational development and argues for a better way forward in international education development policy-making. The final two papers have clear implications for teacher education and practice. Dornehl Kitching's research article explores visual art teaching in South Africa, and concludes with a suggested planning framework and lesson plan for art educators in shaping students' aesthetic literacy. Louie Werth discusses the role of humour in influencing the relationships of the supply teacher with students and other teachers. While Werth uses auto-ethnography in his research, by collecting data while working himself in the field, Kitching uses meta-ethnography to critically interpret already published material. Both forms provide an alternative to traditionally imagined field ethnography.

Publishing this year's volume has been a great learning experience, full of challenges and successes in equal measure. The challenges are very much worth reflecting upon, to enable the continued development of CORERJ. As CORERJ is still fairly new, one of the difficulties has been to expand the network of open-reviewers and expand our network of article contributors geographically. This year, we have begun inviting students from universities across the world to both contribute and review. We hope that this trend will be carried forward and more departments of education across the world will find CORERJ useful. By focusing on capacity-building, and building CORERJ's network, we believe the journal has continued to progress toward becoming a high-quality student-led open-review journal.

Hope you enjoy this volume as much as we enjoyed working to bring it out!