

## **EDITOR'S INTRODUCTION**

Issue 12.1 of the *London Review of Education* marks a significant turning point in the journal's history. After 11 volumes (33 issues) published as a paper edition by Taylor and Francis, LRE is now part of the portfolio of IOE Press. In a sense it is coming home, or at least back in-house. LRE started life at the Institute of Education, University of London (IOE) and now both the editorial team and the publisher share the institutional facilities of our base in Bloomsbury, London.

This volume ushers in several innovations. The first is that we have gone digital so that only the web version will be provided, on the Ingenta platform. Secondly, we have opted to be an open-access journal, part of a revolution in academic publishing. There will be no subscription and access will no longer be limited to those with a university library card. The move to open access has been encouraged by governments. They make the case that since most research is funded, at least in part, from public funds it is unreasonable to deny the public access to the results of that research. LRE welcomes this approach and is also making the whole of the archive available on an open-access basis.

The move to a new publisher and open access is accompanied by a change of editor and a renewed editorial team. I have taken over from Paul Temple who skilfully and persistently negotiated the strategic shift to open access and IOE Press. The editorial policy remains in place. LRE continues to be 'an international peer-reviewed journal, which promotes and disseminates high-quality analyses of important issues in contemporary education'. We will, of course, be aiming to increase our visibility and impact, taking advantage of the prestige and world-wide networks and reach of the IOE.

We shall continue to call for articles that show linkages between research and educational policy and practice. We particularly welcome articles that address large educational themes and topics of contemporary interest. Starting with issue 12.1 we will seek to regularly include several articles on a given theme. We will continue to produce special issues on topics of the day, but other issues will be a mix of individual articles and what might be thought of as the published equivalent of a symposium at an academic conference. Thus in this issue Steven Cowan and Tinghe Jin have brought together four articles on the theme of New Directions in Chinese Educational Research as well as a number of book reviews featuring China.

With the support of our book reviews editor, Vincent Carpentier, we have maintained our output of informative and incisive reviews of recent books on education. This is now a much appreciated feature of LRE and a service that we intend to continue and expand for our readers.

The success of LRE depends on a huge amount of voluntary work by referees, guest editors, book reviewers, and others who support the journal. We are all immensely indebted to those who have contributed to this issue. We look forward to developing our journal and building on its achievements.

### **IOE-BNU Conference 2014**

The fifth biennial international conference convened by the IOE and Beijing Normal University will take place at the IOE on 21 and 22 November 2014.

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The theme is *Learning in a Changing World*, and contributions are invited from policymakers, researchers, and practitioners across the full spectrum of education provision and from around the world.

The deadline for receipt of abstracts is 30 April 2014. Full details on the IOE website at: <http://www.ioe.ac.uk/newsEvents/86864.html>.

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