

FROM THE EDITORS

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We are now on the second issue under our editorship and we would like to reaffirm our thanks to the previous editors, Stephen McKinney and Christine Forde, and also thanks to Donald Gillies, Chair of the Editorial Board, all of whom have provided ongoing support during this transitional period. SER is not the simple 'product' of the transactions between authors and editors; each issue reinstates the effort of an educational community in ongoing questioning of the political and cultural landscape which characterise our everyday practices as researchers and educators.

We are thus pleased to open this edition of SER with a thought provoking paper by one of the giants of critical education thought in the current era, Henry Giroux. The paper published in this issue was presented by Giroux at a 'conversation' event held in the University of West of Scotland in July last year. While written at a time shortly after the election of Donald Trump to the presidency of the United States of America, the commentary is perhaps even more relevant today. The politics of commercialisation of education exemplified by Trump has, arguably, become even more entrenched in our higher education systems, not only in the USA but also here in the UK and in many other countries worldwide.

Closer to home, Joseph Smith examines the way in which a policy of curriculum change shapes the disciplinary epistemologies and identities of secondary school history teachers, a process which he terms Curricular Epistemic Socialisation. This paper spurs many reflections on the concerning state of the educational system whereby the politics of 'product' intersect the practices of teachers far beyond what might have been expected or anticipated.

Colleagues from Stirling, Marina Shapira and Mark Priestley develop this insight further to explore the idea of curriculum narrowing. An in depth analysis of publicly available data reveals that the curriculum is, indeed, becoming narrower, made manifest by students taking fewer subjects in secondary school year S4. This meticulous study raises some important issues which are discussed and links to future possible research in this area.

From Scotland we travel far to the southern hemisphere with Kun Dai, Bob Lingard and Vicent Rayes, to explore Chinese students' experiences of a transnational higher education 2+2 programme between China and Australia. Such a setting, they argue, creates an 'in-between' or third learning space for students, who subsequently become 'in-between' learners. In the global nomadic form of higher education that is developing more widely across countries in the world, this paper suggests that the experiences of such students, as 'in-betweeners', should be taken more into account in the design of exchange programmes. Here it may lie the opportunity to question and critique what is simply 'given' in any one context and at the same time 'to uncover' the homogenising forces of economic globalisation.

From China and Australia we fly back to Scotland both geographically, and in time with Walter Humes to examine some aspects of the work of Margaret McMillan, who is best known for her advocacy of child welfare and nursery education in the first decades of the 20th century. This interesting and thoughtful account of the life of Margaret McMillan suggests to us that there is space in the *Scottish Educational Review* for a regular feature on women in Scottish Education, perhaps an opportunity to redress the balance in a context which is historically

dominated by men, yet there are many examples of important and influential women in the history of Scottish Education. We would like to hear more about the opportunities that may be available to 'think with' ideas that might have been forgotten, hidden or excluded from what has come to be the current, dominant view of the world.

We take this opportunity to anticipate that SER will be open to reflective and historical contributions which can encourage the educational community to think together about common and pressing issues. This is the meaning which we wish to bring for Scottish education in the global context.