Editorial

Fehmida Iqbal and David Mackrory

We are delighted to present this special edition of R*i*TE. This is the first time the journal has been edited by doctoral students in education. We are proud to present this broad and varied collection of articles and book reviews featuring research from South America, Europe and the UK.

We begin this issue with a fascinating ethnographic study which looks at the role of teachers as designers in video conferencing pedagogy. **Warren Kidd**'s study considers the practices engaged in teaching learners in South America.

Our next contribution is from colleagues from Leuphana University Lüneburg in Germany. **Laura Schilling** and **Dominic Leiss** sought to evaluate the impact of seminars in which student teachers had the opportunity to combine theory and practice to develop their subject teaching competences with the support of experienced teachers.

Clare Tyrer was also interested in the support mechanisms for student teachers. The article presents an evaluation of mentoring for students on a higher education training programme. The study found that student teachers generally valued mentoring for the emotional support it provides as well as for being a useful way to induct them into the organisation. A key finding was that trainee teachers' professional development needs to be at the heart of the process and not driven by external needs.

Rowshonara Khanum and **Evgenia Theodotou** undertake a comparative study between the Play and Learn through the Arts (PLA) programme and the Argyle project to examine multimodal approaches to teaching in the early years. The study concludes that the PLA programme contributes significantly to children's learning using the arts as a child-led process within the multimodal process.

Looking at the prevalence of Social Anxiety Disorder (SAD) in Irish adolescents, **Ciara Raleigh**'s research evaluated its impact on lives and examined what supports were in place in schools to address it. Raleigh concludes that the effect of SAD was significant, and teachers felt ill-equipped in supporting and identifying pupils with SAD, thus highlighting the need for training and school-based interventions.

In his study, **Dan Roberts** looked at the lesson observation system and analysed the problems represented by applying Bacchi's (2009) framework 'What's the problem represented to be?'.

Warren Kidd, Andrea McMahon and **Sheeba Viswarajan** explore, from an English perspective, the outcomes of the InFo-TED Summer Academy: a pan-European attempt to encourage collaboration in professional development for teacher educators, by drawing upon the auto-ethnographical reflections of Summer Academy participants. They conclude with a recommendation for a returned attention to teacher educators' development.

We are delighted to round off this issue with a guest contribution from Germany. **Professor Helge Lobler**, from the University of Leipzig, **Markus Maier**, coach at SMILE (an entrepreneurship initiative also in Leipzig), and **Professor Daniel Markgraf,** from the University of Stuttgart, are this number's guest authors. Their article focuses on entrepreneurship education and its ability to foster student autonomy and self-reliance.

Book reviews have been provided by **Christine Challen** and **Kathryn Spicksley.**

Finally, we would like to express our sincere appreciation to **Gerry Czerniawski** for the valuable opportunity to edit this edition of R*i*TE.