

Editorial

It is exciting to be looking ahead to another stimulating year in the life of *set: Research Information for Teachers*. This year brings two new features, as well as an improved pricing structure.

The first new feature is He Whakaaro Anō, a “thinking piece” in which some of our leading educators provide forward-looking, thought-provoking ideas on key issues. The first of these articles is Keith Ballard’s “Toward a knowledgeable society?”, in which he discusses how a commercial market model has redefined what it means to be a teacher.

The second new feature is a section called “News and Views”. It provides snippets of research which are relevant for parents, whānau, and caregivers. These pages are provided free of copyright so that they can be used by schools, in part or as a whole, in their newsletters, as handouts to parents, or on websites. Acknowledgment to the New Zealand Council for Educational Research (NZCER) would be appreciated.

NZCER’s mission is to support learning and teaching through quality research, resources, and information. We are constantly aiming to improve the resources that we make available to schools. We’re particularly pleased that the additional features offered this year in *set* have not increased the price. However, the pricing structure has changed to allow a generous discount for subscribers who wish to order more than one copy. Ask subscriptions@nzcer.org.nz.

While *set* has high editorial standards and selects articles based on rigorously peer-reviewed, quality research, from time to time views about that research may differ. Issue 1, 2001 contained an article titled “Report card for integrated learning systems (Successmaker): Is there evidence of improved literacy and numeracy?” The emphasis in the title on Successmaker was unfortunate and we would like to point out that the article by Parr (2000) was based on a review of the international literature. It reflected the current evidence for improved literacy and numeracy outcomes through the use of integrated learning systems, of which Successmaker is but one example. For readers who would like to know more about integrated learning systems, there is a list of references below.¹

Our feature section in this issue focuses on writing. The articles provide ideas on both teaching and assessment, with a spotlight on boys and writing. The topics for Issues 2 and 3 will be numeracy, and relationships and partnerships in learning and teaching.

In 2002, *set* will again bring you relevant, up-to-date articles from current research, along with clear implications and practical ideas for both school leaders and classroom teachers. It will continue to play a major part in creating a strong link between research and practice.

Happy reading!

Bev Webber

Managing Editor, NZCER

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1. BECTA. (1998). *The UK ILS evaluations: Final report*. Coventry, UK: British Educational Communications and Technology Agency.
 - Parr, J.M. (1997). Computer assisted learning with an integrated learning system: Another front for raising literacy and numeracy amongst secondary students? *New Zealand Journal of Educational Studies*, 32 (1) pp. 37-51.
 - Parr, J.M. (1996). Considering an integrated learning system? Some food for thought. *Computers in New Zealand Schools*, 8 (2) pp.47-49.
 - Wood, D., Underwood, J., & Avis, P. (1999). Integrated learning systems in the classroom. *Computers and Education*, 33, pp. 91-108.