EDITORIAL

Publishing & Supporting the Academic

David Allan,[1] （iD） **Judith Enriquez,**[2] （iD） **Craig Hammond,**[3] （iD）

[1] Faculty of Education, Edge Hill University, Ormskirk, UK (allandav@edgehill.ac.uk)

[2] School of Education, Liverpool John Moores University, Liverpool, UK (J.G.Enriquez@ljmu.ac.uk)

[3] School of Education, Liverpool John Moores University, Liverpool, UK (C.A.Hammond@ljmu.ac.uk)

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Welcome to the latest issue of *PRISM*, an open-access journal focused on viewing education in its broadest sense, through multiple lenses. *PRISM* is a unique journal that adopts a nurturing approach; a theme which is, incidentally, permeates the publications contained in this issue.

Nurturing Ethos

Lorum Our perspective on education includes learning, be that formalised or informal in approach, and the wider interpretations that can be placed on this construct, including the manner in which this may be structured. PRISM is also a nurturing journal and as editors we take pride in our supportive approach, identifying potential and nursing it through to publication. As academics, we are continually subjected to a multitude of expectations, some of which we may meet well whilst others present greater challenges, often stretching beyond our current abilities. The modern academic is a researcher, a teacher, a presenter of findings, an analyst and an evaluator. She is a public speaker and a great networker, and he is a craftsman of linguistic ability. Knowledgeable in the field of publishing, the academic is a philosopher and a persuader, a reader and a social engager, a student and

a mentor. We recognise, therefore, that there are numerous facets of academic life, and various roles to play, many of which conflict and many of which require time, maturity and experience to perfect; to excel in every one of these is perhaps rare.

Our unique approach here at PRISM is to support the writing of new and novice academics, particularly where we feel that excellent and innovative research is currently being undersold. We believe that the quality of a publication lies in both the robustness of its research foundation and the important message that we can learn from it, often conceptualised as a form of contribution to knowledge. And we recognise that not every up-and-coming academic will present this in the (often restrictive) parameters of current academic writing conventions. This is why we promote the following two key aspects of the journal:

1) Alternative and innovative ways of perceiving education are important for our understanding of the field as a whole.

2) Robust research may be presented in alternative formats and thus remain inaccessible due to academic expectations.

To challenge this, we may, from time to time, choose to undertake a process of writing mentoring, wherein we assign a member of the editorial board to

collaborate with potential authors. This can enable them to produce a rich and rewarding output that not only accurately reflects the importance of their research, it also reaches the target audience. One such paper is presented in this issue, as described by Dr Judith Enriquez:

To encounter a manuscript for the first time with the baggage of my own intellect, theoretical orientations and embodied experiences requires an attunement to what is waiting at the frontiers of becoming text in the author's writing. This requires a willingness to engage with the author's work that did not make it to the pages of the submitted piece. An invitation to encounter what is alive or needs to come alive in their work must be attended to in a conversation – in the sense of dwelling with the other's words and worlds. The exchange requires a 'composing with' than a critique in a Latourian sense and what is needed finds its way along the edges of an unfoldment (Bohm 1985).

Emerging Scholars

Continuing in this vein of nurturing, support, and academic mentorship, Craig Hammond is currently working with a number of emerging scholars. These budding authors submitted draft manuscripts to *PRISM*, and rather than coldly declining and dismissing each of these submissions, editors saw the potential value of the papers, and offered to work with the authors to develop the manuscripts, and get them to "Peer Review" standard.

In this sense mentorship and academic publishing support are essential components of not only *PRISM*, but also contribute towards facilitating a thriving academic community. Mentorship and foundational support in academic writing and publication, also fosters intellectual growth and provides key aspects of professional development. As the team of *PRISM* editors continue to share their knowledge and expertise with emerging scholars and academics in this way (including PhD researchers), we feed-forward the spirit of collaboration to new generations of academics, and by doing so, hopefully inspire critical publishing, and encourage scholars to reach their full potential.

The type of academic publishing support offered by the *PRISM* team, also encourages new and established scholars to effectively communicate their *intended* ideas and findings to wider audiences, (as opposed restricting ideas and thinking through cruel, overly bureaucratic, inaccessible and egoistic editorial regimes).

In this Issue

In this general issue, we begin with Helen Hewertson's study on what works for foundation-year students – those individuals working to level up their abilities so that they can enrol and compete in higher education (HE). A foundation year precedes an undergraduate programme and facilitates pathways for alternative routes into HE. As an important factor in widening participation for non-traditional students, Hewertson explores some of the many challenges the foundation year can bring. Our second article looks at Visual Impairment Awareness Training on a PGCE. Using a phenomenographic approach, Harriet Dunn argues that through visual impairment training, and thus exposure to some of the needs of pupils with visual impairment needs, student teachers can overcome fears and develop key supportive skills that can broaden their pedagogical knowledge. Article number three comprises the work of three academics working collaboratively across international contexts to explore the therapeutic ability of writing. Through their engaging account of running writing workshops with undergraduate students in their final year, Anne-Marie Smith, Sharon Padt, and Kirsty Jones successfully promote Writing for Wellbeing as a participatory approach to research.

Our next article sees Araceli Rojas exploring and questioning Western interpretations of literacy through examples taken from Ayöök people. She argues that indigenous populations are often neglected in modern understandings of what it is to be literate. The final article in this issue comes from Ziad F. Dabaja and focuses on the construct of Forest School. Drawing on an extended review of the literature, Dabaja examines some of the many challenges to implementing Forest School and proposes some ways forward, albeit suggesting that there is still much work to be done in this area.

Three think pieces complete this issue. Maureen Royce argues for a move away from cultures of individualism in education to a position of collaborative engagement. Laura Dixon offers some thoughts on the power of blogging as a constructive summative assessment that enhances industry skills. And Peter Wolstencroft, Elizabeth Whitfield, and Track Dinning suggest that performative approaches to measuring student outcomes can fail to capture the complexity of students' journeys.

We hope you enjoy these articles as much as we enjoyed reading and editing this issue, and from the editorial team here at PRISM we thank you for your continuing support.

PRISM & ERIC

PRISM journal is now registered and archived with the US-based ERIC database. The ERIC (Educational Resources Information Center) search engine, sponsored by the U.S. Department of Education, offers extensive access to education-related literature. This comprehensive, user-friendly, and searchable online database provides access to both bibliographic information and full-text documents, including journal articles, conference proceedings, reports, and more.

ERIC, maintained by the Institute of Education Sciences, includes a vast collection of open-access journal articles and other resources available at no cost. It combines data from two key sources: the Current Index to Journals in Education (CIJE) for journal articles and Resources in Education (RIE) for other ERIC documents.

Coverage spans from 1966 to the present with regular monthly updates. ERIC currently includes over 250 journals, carefully selected based on their educational focus. To be included, a journal must have at least 80% of its articles dedicated to education.

Disclosure statement

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