



Editorial – The Evolution of *Current Issues in Education*: Building Upon a Solid Foundation

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Since its inception in 1998, almost five years ago, *Current Issues in Education* has endeavored to develop into an innovator in creating democratic access to research in education. The journal, designed to provide free access to scholarly research via the Internet, commenced by inviting a diverse group of researchers to dialogue about current issues in education. A simple enough endeavor so it would seem, one that may appear to have been taken up by other journals as well, but looks can be deceiving. Over the course of this journal's life; through the careful crafting and vigilant efforts of editors, associate editors, and advisors *Current Issues in Education* has continued to evolve into a journal whose mission is focused around establishing and fostering dialogue relating to a broad range of education related topics. It is our great pleasure and honor to be the current stewards of *Current Issues in Education* (CIE). We follow in the footsteps of many others who have laid a solid foundation for the continued evolution of this journal. It is our hope that we can help to further this process.

Leslie Poyner, in the first *CIE* editorial address (1998) reminds us that *CIE* is committed to "establishing dialogue between areas of education that are rarely brought together." This continuing interest in a variety of topic areas is due in part to the realization that educating human beings is a complex undertaking, one that cannot be rushed by technology, time, or political ideology. Our early development as an electronic journal (e-journal) came with the understanding that "The Internet makes e-journals an opportune global mode of communication for scholarly exchange in which

national and international borders are erased. The appeal of e-journals is enhanced by the power of the electronic medium to open up possibilities hitherto impossible" (Ganesh & Jennings, 1999). Utilizing this awareness, our predecessors took actions to develop the medium in which we publish. The use of hyperlinks and multimedia i.e., audio and video clips within published articles continue to be supported by the editorial staff; yet, articles that make use of these unique aspects of electronic publishing in a manner that enhances the research account are seldom encountered. Leavy and Ganesh (2000) note that "scholars may not have access to the power the medium offers and expertise in use of cutting edge technology may rest with a few." While this is certainly true, advances in technology and training have made access and learning more available. Our most recent predecessors remind us "many of the current issues in education are those same issues that educational researchers have been wrestling with for years" (DiCerbo & Darcy, 2001). *Current Issues in Education* must continue to be a source of quality educational research that meets the diverse needs and interests of a global community of scholars, practitioners and recipients of educational research.

In addition to continuing to publish articles that explore enduring topics in education, we want to bring together academics and researchers with diverse theoretical perspectives and disciplinary interests to provide provocative editorials on more contemporary and emerging themes in education. Over the course of the year, *Current Issues in Education* seeks submissions that have dominated public debates, fueled referenda campaigns, and

legislative reforms in the recent past. This year, it is the goal of CIE to reflect the spectrum of actors, range of competing discourses, and ongoing processes of change in education.

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Note from the 2015 Executive Editor, Constantin Schreiber

May 25, 2015. This article was first published at the original *Current Issues in Education* website, located at <http://cie.asu.edu/articles/index.html>. In 2009, *CIE* changed online platforms to deliver the journal at <http://cie.asu.edu>. The original *CIE* website was from then on only used as an archival repository for published articles prior to Volume 12. After the new *CIE* website moved to a different server in 2014, the original website and original article URLs could not be accessed anymore. Therefore, this article had to be repurposed into the published format you are viewing now.

All content from the original publication has been preserved. No content edits occurred. Spelling, grammar, and mechanical errors that may be found were present in the original publication. The *CIE* logo and publisher information in use at the time of the article's original publication is unaltered. Please direct questions about this article's repurposing to cie@asu.edu.

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Current Issues in Education

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