

**We are pleased to present the 2016 Spring edition of the
*Journal of Educational Enquiry, Vol 15 No 1.***

It has been a long time between drinks, with Vol 14 No 3 coming out in late 2015. With this edition the journal is trialling a new approach to online publishing, by presenting those papers that have been submitted, reviewed, revised and edited and are ready to be published, rather than waiting until we have enough for a full edition. This means that this current volume will have articles added as they come online, making it a rolling edition rather than one that is fully complete. We feel that this way the articles and the research and topics that they cover will be more current and provide the authors with the opportunity for more immediate dialogue with our readers.

Accordingly, we present three initial articles for this edition:

Hui Do reports on a study of English language teaching at three national universities in China where recent policy reforms have taken up Communicative Language Teaching and prioritised listening and speaking over reading. The study investigated the attitudes of teachers and students towards the policy, and their views on English language teaching. The author argues that, in countries like China where English functions as a foreign language, written English needs to remain a priority for English education of future professionals who must participate in a global English context for the exchange of ideas about their work.

Echo Wu and Samir Patel discuss the pedagogical aspects of using multiple learning strategies to teach mixed-methods research to in-service school teachers in Hong Kong. The authors examine the implications of blending traditional teaching learning strategies with more innovative approaches such as online platforms, small group work, peer interaction and role plays to increase student comprehension and execution of mixed-methods research. The authors illustrate how blended learning pedagogy can be integrated into a mixed-methods research course, how these in-service teaching students' learning outcomes can be improved, and how blended learning could benefit them in their own daily teaching practice.

Andrew Bills and Nigel Howard enquire into the internal logics and educational outcomes of South Australia's social inclusion policy agenda, which for the last 14 years has been highly successful in re-engaging and retaining 'at-risk' young people in various forms of secondary schooling. However the authors suggest that this increase in retention has not been matched by a similar increase in educational attainment (successful school completion). They also contend that 'conventional' secondary schools could learn from various alternative schooling programs and redesign themselves in more socially just ways to keep more young people positively engaged and successful in schooling. They conclude by offering findings from recent research that demonstrates more hopeful ways of improving school completion for 'at-risk' young people inside non-conventional secondary schools, as articulated by secondary school principals who are courageously pursuing agendas for 'doing schooling differently'.

We commend the first part of this edition of the *Journal of Educational Enquiry* to you, and in the words of David St Hubbins from *Spinal Tap*, 'We hope you like our new direction'!

Tom Stehlik and Martyn Mills-Bayne,

Editors