

Editor's Note

This special English as an Additional Language (EAL) edition of *Education Matters* marks our third successful publication and closely precedes the one year anniversary of our first issue. Over the past year, our editing team has had the pleasure and privilege of working with authors from universities around the world. We have been offered educational insights in the form of poetry, personal narratives, research articles, and even, most recently, a play! As we embark on the second year of our publication journey, we felt that it would be fitting to review the year's contributions and to voice our hopes for the further development of *Education Matters*.

The submissions for the past three issues include an outstanding collection of scholarly articles from a variety of lenses. For instance, in our first issue we were introduced to the concept of Garden-Based Learning (Sukku, 2013) and offered an inside look at the background and development of A Model of Meaningful Reading (Yee & McIntyre, 2013). Further, Jimenez and Kemmery's (2013) thought-provoking exploratory study examining the effectiveness of story-based learning with students with intellectual disabilities was at that time celebrated as our first mixed-method contribution. We anticipate that Donaldo Macedo's (2013) essay "Education Matters: Beyond the Fetishization of the Banking Model" will continue to have resonance with readers who appreciate the criticalization of Education towards positive changes in theory and practice. Our second issue was dedicated to the role of literature and fine arts in education and featured articles exploring areas such as text difficulty and how it relates to student reading (Stange, 2013); music's relationship to dyslexia (Emmerson, 2013); the use of drama and technology in increasing student engagement (Vratulis & Winters, 2013); and the role of literature in heightening global awareness among adolescents (Burke, Hughs, Hardware, & Thompson, 2013). In our second issue we also appreciate the contribution of Howard Woodhouse, whose provocative essay on the state of universities is highly relevant regarding today's academic landscape.

The celebration of multiple ways of knowing is our core ambition for *Education Matters*. As such, we hope to continue to see variety in the types of submissions we receive. In coming issues, we are introducing an open submission policy meaning that we will receive manuscripts at any time. We encourage quantitative as well as qualitative and mixed-methods researchers to work with us as we try to best represent the diversity of research in education.

Lisa Gaylor, Student Editor

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