

Editorial Comment

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Editor

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Dear Reader:

Welcome to the eleventh volume of the Malta Review of Educational Research (MRER). Following a long string of special issues, vol. 11 no. 1 is of a general nature, reflecting the range of interests and specialisations that the journal is attracting.

MRER is alive and well. It is present all year round with a repertoire of activities that together constitute the MRER Project. Every month MRER organises an MRER lecture with the participation of both Maltese and international scholars. The MRER Lecture Series not only keeps MRER alive in-between issues but also brings educators, administrators and policy makers closer to and in dialogue with researchers. As from this year the MRER Project will extend its remit to include a summer institute. Such an institute extends MRER's seasons to four, making the project a calendar year-round endeavour. In 2018 the MRER Project will widen its mission to include the popularisation of research through a public-focused programme.

MRER is a journal with a difference. From its inception it was aimed at challenging the commodification of research, at championing the researchers' ownership of their own research, at promoting cognitive justice through free access to knowledge and at enabling authors to be published rather than rejected. This is a journal which resists the neoliberal paradigm of Higher Education, the commercialisation of knowledge, the delusionary idea that some knowledges are worth more than others, the falsehood of visibility as a result of sophisticated marketing strategies constructed as high impact factor, the exploitation of the labour of academics and the proletarianisation of

knowledge producers. Researchers, established and budding, have responded in kind to this counter-discourse with a constant stream of submissions. The prospects for the future of MRER are excellent, with submissions and special-issue proposals guaranteeing the publication of MRER beyond 2020.

The present volume is testimony to the range of interests that MRER has attracted. The subjects of the papers published in this volume range from assessment in Higher Education, reading comprehension and visual perceptual processing skills to economic development and education and translanguaging practices. As is customary with MRER, the volume includes substantive commentaries, one on IT policies and education and another on multiculturalism and the psychological trauma of migration. This volume also includes a seminar report that focuses on the impact of educational research on classroom practice.

The MRER Project is a labour of love. While the harvest is impressive the few workers involved in keeping the project going work voluntarily with a strong message – academia should serve society first before it self-serves.