

Celebrating Five Years of CORERJ

Maria Tsapali

Faculty of Education, University of Cambridge, mt637@cam.ac.uk

Tanya M. Paes

Faculty of Education, University of Cambridge, tmp35@cam.ac.uk

We are happy to deliver Volume 5 of the Cambridge Open-Review Educational Research e-Journal (CORERJ). With open access becoming a very important issue in academia, CORERJ can be accessed by researchers and practitioners alike, and can have impact in both the public and policy arena. As we celebrate five years of CORERJ, we had three main goals for this volume: (i) expand outreach; (ii) continue reviewing capacity building; and (iii) further develop the journal's professional identity.

Firstly, in order to expand the journal's outreach, we collaborated with CORERJ's Communication Officer and developed a contact list of Education Departments and Faculties worldwide to which the call for abstracts was circulated. The campaign was successful as we had a significant increase in the amount of submissions received, and more so received submissions from across Asia, Europe, and North America. Also, in collaboration with the Faculty of Education Graduate Students Association (FERSA) at the University of Cambridge, a launch event will commemorate CORERJ's latest issue and provide the authors with an opportunity to present their papers.

Another objective that we focused on was capacity building for the journal. In order to achieve this, we ran a reviewing workshop in partnership with the Kaleidoscope conference chairs. Kaleidoscope is an annual two-day conference hosted by research students at the Faculty of Education, University of Cambridge. We have come to appreciate how difficult it is to write a good in-depth review and consequently are trying to help our reviewers develop their skills. The reviewing workshop was well attended and included presentations of reviewing templates and examples of good reviews. Additionally, we collaborated with the journal's Faculty Advisors, Professor Susan Robertson and Dr Louis Major to improve our reviewing templates so as to provide detailed practical examples as to how to write a good review. Finally, along with the Faculty of Education Library at the University of Cambridge we developed a reading list with resources that aims to improve reviewing skills and knowledge available in this area for early-career researchers.

In addition, over the five years since its inception CORERJ has already established its credibility and we aimed to further keep up the development. This year CORERJ was accepted to be listed at the Directory of Open Access Journals (DOAJ). DOAJ is a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals. This will increase CORERJ's visibility and reputation as DOAJ has a list of 12,195 journals from 128 Countries. More importantly, we decided to give CORERJ a visual revamp and collaborated with Georgios-Spyridon Athnansopoulos to design a new cover and logo. The logo features a paper boat on coloured balloons and Pythagorean spirals and it was inspired by the architectural design of the Faculty of Education. Finally, we have managed to get persistent Digital Object Identifiers (DOI) for each article to allow easy identification of its location on the Internet.

The papers included in the volume highlight the diversity of educational research including mathematics education, qualification of teachers, leadership development in primary schools, self-worth and its relation to anger and aggression in children with autism spectrum disorder, democratic citizenship education, and target language learning. The papers went through two-stages, traditional peer review and open review, to ensure high quality. This issue features eight papers that comprise of four review papers, three empirical studies, and one special paper that features an interview with Dr Mark Carrigan on social media for academics. Mark is the author of An Introduction to Social Media for Academics and offers practical information for academics and young researchers who want to use social media. We felt that social media is becoming increasingly important in academic life and a special paper on this topic would be of interest to CORERJ's audience.

As is the case with most journals, the two main challenges CORERJ faced this year were to obtain good quality reviews and increase engagement with the open reviewing phase. We hope that the next editorial team will continue to build on the reviewing capacity and organise an outreach campaign to engage more researchers and practitioners in our open-reviewing process. We also feel that the role of the Faculty Advisors is crucial as they have years of experience and can help the Editorial Team improve the journal's processes. As CORERJ is the first journal to have an open reviewing component, it is an integral part of CORERJ's identity and should be preserved and expanded. What is more, inspired by the special paper this year, we would love to see the journal have a stronger social media presence as this is the future of academia.

On a personal note, through our experience we have learned a lot regarding editing and publishing that are important assets to help us in our futures in academia. We have also understood how collaborative work takes us further and gives us different perspectives that can improve the journal. Thus, we would like to thank all the reviewers and all the people who advised us and collaborated on Volume 5.