

## Editors' Preface

In this issues' Main Topic *Stephan Kielblock* and *Jeremy J. Monsen* highlight practitioner's use of research to improve their teaching practices within extended educational provisions. In their introduction the guest editors stress on the one hand extended educational contexts as being particularly challenging for practitioners compared to more formal settings and on the other hand they emphasise the importance of practitioners being encouraged to adopt a problem-solving framework to guide both thinking and action. There are three contributions within this Main Topic. *Jennifer Cartmel* and *Kylie Brannelly* examine the implementation of a framework that was designed to build the skills and knowledge of after school care educators in Australia. *Joseph L. Mahoney* assesses the use of research of 21 out-of-school time program directors from the United States. In the last paper of this Main Topic *Stephan Kielblock* and *Johanna M. Gaiser* analyse the impact of using research on teaching practices of non-teacher practitioners within German all-day schools.

In the General Contributions section *Susanne Kreitz-Sandberg* discusses Swedish university programmes for teachers in preschools and extended education which are thought to improve the pedagogical practices through gender inclusion. In their paper about extended education and externalizing behaviour *Lukas Frei*, *Marianne Schuepbach*, *Wim Nieuwenboom* and *Benjamin von Allmen* analyse the utilization intensity, interaction quality and peers as possible moderators for externalizing behaviour. *Chitra Golestani* uses a phenomenological approach to investigate the partnerships between schools and non-governmental organizations.

In the section Developments in the Field of Extended Education *Sang Hoon Bae* and *Jee In Hong* report on the fourth conference of the Network on Extracurricular and Out-of-School Time Educational Research (NEO ER) at Sungkyunkwan University in Seoul. The second contribution in this section is a report on extended education in Scotland written by *Irene Audain*. The book "The Class: Living and Learning in the Digital Age" (Livingstone & Sefton-Green) is reviewed by *Daniela Kruegel DiGiacomo* in the Reviews Section.

Though there is a high number of submissions we would like to encourage researchers within the field of extended education to submit papers, and also suggestions for book reviews and proposals for short research reports for the section Developments in the Field of Extended Education.

*Sabine Maschke, Ludwig Stecher and Stephan Kielblock*