

## Editor's Preface

Extended education flourishes in nations across the world. With the worldwide growth of extended education, an increasing number of studies have been conducted in this area. Despite the growing amount of research, many of them have generally focused on the extended education of one particular country. Given this trend, IJREE editors decided to include the *Special Section on Extended Education from an International Comparative Point of View* to which Marianne Schuepbach contributed as a guest editor. Three international comparative studies were included in this section that were developed based on the presentations at the 2017 International Research Network (IRN) Extended Education of the World Education Research Association (WERA) at the University of Bamberg. We hope that from these comparative studies international researchers gain better understanding and some insight on the worldwide culture of extended education.

In the 1/2018 issue, we also have two *General Contributions*. Anna-Lena Ljusberg, employing the ethnographic research method, attempted to describe a boy's ways of positioning himself as 'a boy who does not fight' to 'a boy who fight'. Bearing on the concepts of gender, position, and power, this study showed how a boy became a real boy in Sweden. Sang Hoon Bae, Sue Bin Jeon & Song Ie Han examined the relationship between out-of-class activity participation and perceived change in cognitive and social outcomes of Korean college students. This research is of great value in that it shows the potential of extension of research topics in the area of extended education.

Finally, there are two short reports in the section of *Development in Extended Education*. Marianne Schuepbach presents the report of the 1<sup>st</sup> WERA-IRN Extended Education Conference: Extended education from an international comparative point of view at the University of Bamberg. Mark Bray & Zhang Wei provide information about the recent work of the Comparative Education Research Centre (CERC) at the University of Hong Kong on the topic of public-private partnerships in supplementary education that is one of the major parts of extended education.

IJREE thanks all authors for valuable contributions. We are also very grateful to all reviewers for their commitment to the development of extended education research and IJREE.

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