

## Editor's Preface

The WERA Task Force Global Research in Extended Education conference was successfully held at Griffith University in Brisbane, Australia, from September 11 to 14. Centered on the theme *Bricolage: Research Methodologies and Perspectives in Extended Education*, the event brought together scholars, policymakers, and practitioners from across the globe to present their research findings and engage in vibrant discussions. We believe that the conference served as an important platform for advancing knowledge and practices in the field of extended education. In recognition of the outstanding research presented, the conference organizers proposed a special issue of the journal to feature selected papers from the event. We, as the editorial board, are excited to include several of these exceptional contributions in this issue.

During the conference, the newly established Global Extended Learning and Development Association (GELYDA) hosted an insightful session on the interconnection of research, policy, and practice, with global experts contributing to the dialogue. The formation and active operation of both WERA TF and GELYDA manifest the growing global interest and collaboration in extended education, which is promising for the future of both academic scholarship and practical implementation. *IJREE* will continue to work closely with these organizations to further research and knowledge sharing in this dynamic field.

In this 2024–1 issue, we are proud to present four rigorously reviewed and accepted papers.

The first paper offers a systematic review of the benefits of participating in Out-of-School Time (OST) arts programs, with a special focus on marginalized youth. This interdisciplinary research, authored by six scholars from diverse fields including art, education, information science, and health sciences, expands the scope of extended education research. The study highlights the significant impact of OST programs on marginalized populations, offering critical insights for future studies.

The second paper, authored by three Swiss researchers, examines the evolution of the holistic approach to children's learning in three integrated all-day schools from 2020 to 2022. Through a qualitative longitudinal study, the authors reveal the complexities of non-linear organizational development and emphasize the need for continuous strategic revision. Their findings suggest the importance of staff commitment to integrating care and instruction, with challenges posed by limited time for developing a pedagogical culture.

The third paper, by Anneli Hippinen Ahlgren, investigates how Swedish School-Age Educare (SAEC) teachers' pedagogical content knowledge is reflected in written educational plans. The study illustrates how these plans transform content into teaching situations and activities, while also revealing how children's influence is embedded in both the content and as a strategic element in teaching.

The final paper by Lars Wallner and Magnus Jansson also focuses on Swedish SAEC. The researchers explore how children use digital popular culture as boundary objects within the SAEC environment. Their findings show how children's engagement with digital media is transformed into analogue activities—such as drawing and dancing—and how these activities foster social relationships by allowing children to express and share their interests. These results have important implications for the continued development of extended education, the use of digital media, and the practices of SAEC educators.

The publication of the 2024–1 issue was slightly delayed due to the rigorous peer review process, which maintained the high standards we are committed to. We extend our heartfelt gratitude to the reviewers who, despite their busy schedules, provided thorough and thoughtful feedback, and to the authors who dedicated immense effort to their research. We also encourage those authors whose submissions were not selected for this issue to revise their papers based on reviewers' feedback and resubmit. It is certain that with further refinement, these papers will make significant contributions to the field in the future.

On behalf of the editorial team, we extend our deepest appreciation to all who contributed to this issue. We look forward to continued collaboration and scholarly exchange in the evolving and dynamic field of extended education.

Sincerely,  
*Sang Hoon Bae, Editor-in-Chief*  
International Journal for Research on Extended Education (IJREE)