

Editorial Introduction v. 80 n. 4

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This issue of *Philosophy of Education* presents a suite of articles that began their lives as Works in Progress sessions at the Philosophy of Education Society's 2024 Annual Meeting. The papers were selected from submissions as showing special promise for development into publishable papers. Authors were given a first round of feedback from anonymous peer reviewers, and they subsequently shared their papers with respondents in advance of the annual meeting. In those sessions, authors presented their ideas and received feedback. Following the annual meeting, authors were invited to take the responses and audience feedback into consideration and submit revised papers to this journal. Those submissions were then anonymously peer reviewed. The six articles published in this issue are the result of that dialogical process of review and revision.

As readers will see, the articles included in this issue reflect a range of philosophical interests. All six of these articles were written by early career scholars, most of them graduate students. As the editor of this fourth and final issue of *Philosophy of Education* volume 80, I have enjoyed working with the authors and respondents throughout the process. I would particularly like to thank the senior scholars who met with these authors at the PES 2024 meeting and provided them with guidance that helped turn the papers into publishable articles: Eric Bredo, Liz Jackson, and Nicholas Burbules. Thanks are also due to the anonymous reviewers who offered feedback on multiple versions of these submissions.