

THE REVIEW WE AIM TO

MICHELE CORSI

Education Sciences & Society.

Let's start with the "title": in English on purpose.

Indeed, the ambition nourishing this new six-monthly review, both in its printed and on-line versions, is to live on a "totally" international nature. International with regard to the topics and approaches of its proposals, to the different composition of its scientific committee, and, to the multilingual presence as well. Not only Italian, but also English, French, German and Spanish – the most widespread and therefore understandable languages currently used at a worldwide level.

International, and thus, of absolute quality. At least in what it wishes to be. It carries on a strictly scientific profile, never taking sides or enhancing specific ideologies.

Then, the "content" of the title. *Education Sciences & Society* represent one and only inseparable system. Education grows out from society and consequently reflects it, beyond the due or practised criticism. And on the other hand, education is in favour of a wished *different* and *better* society, that we define human but that is not completely human yet for many aspects.

Therefore: the review is for the advantage of people, leaving nobody out, as a means and proposal to agree upon but also to revise, with the intent of its realisation.

Education is the study object of pedagogy. In Italy, in particular of general and social pedagogy (experimental pedagogy is an innovative variation of this last, typically and specifically oriented, at present, to some particular operational fields). But the word *education*, if read in its Anglo-Saxon meaning, is also a reference for the school and didactic world, as well as for special and clinic pedagogy. It is, therefore, an all-embracing term which includes also educational and professional training. Education's main task is to cultivate humankind, as a process. Educational training, above all, can be seen as a product *in fieri*, both permanent and critical, aimed to the wellness of the single person and also to a general improvement of society. Education, as said, is cultivation, but never *conformation for an integration*, which instead reduces the "multiples" and the "many" to a "single one" in favour of one single common thought, which is that of *power* becoming

dictatorship as to maintain all the possible privileges. Thus creating a “still” society which apparently includes the motivated and reasonable dissent, but as a matter of fact only to exclude it later.

So, *Education Sciences & Society* was born primarily as a proposal in the pedagogic and didactic fields, with particular attention to their topics and it is structured according to the “global village”, “world-society”, and “homeland-earth” perspectives so dear to Edgar Morin, that we here welcome as prophetic aspiration of a planet with no fences or boundaries. Understandably far from any cultural colonialism and to the advantage, instead, of a “communicating” world and a society where people “confront” with each other.

International, and of absolute quality – as above mentioned.

In fact, it is our intention that any published scientific contribution must be an expression of the didactic and pedagogical researches carried out in the various countries around the world, of their multiple schools of thought, and of the many educational philosophies which strengthen and sustain them.

Nevertheless, a pedagogy which is never close or limited to its internal elements, but rather one that conducts a deep comparison and confrontation with all the other human and social sciences. Until the point of going so far as to investigate “inside” Economy or Politics, Maths, Physics or Chemistry, for some methodological and epistemological reflections.

All that, according to the selected topic.

Hence, the present review has the characterisation of a monothematic collection for each of its numbers. With a programme that pays attention to the “problems” of major discussion and international importance. Even when there is a particular reference to questions considered typically “national” (for instance, Italian), they will be always treated from a super-national comparative viewpoint, because science must be never restricted or subjugated to “local” and partial interpretations.

The international scientific committee will be required to be constantly collaborative in its proposals. As to tend not only to debate and, then, to decisional assessments through “distance” – supported by all the modern technologies nowadays available – but also to a collaboration *de visu* by promoting, with a as wide as possible participation, seminars and conferences where it will be possible to devote part of the time in monitoring the Review in order to propose tools for its growth.

Moreover, a scientific committee will be assigned, for specific competences, of anonymously refereeing on both required and sent articles. Those

employed as referees will be also mentioned at the end of every year, rendering explicit, as required, their roles and commitments.

A supported monothematic approach, where useful, and sometimes also culturally urgent, by a section "Alia" where "other" contributions will be hosted, as to an answer to further widely shared needs.

Pedagogy and didactics, then, not separated from the irrepressible context and historical ground.

This last attitude has been instead enough diffused at a global level and at the Italian one too along the past years. This means, for the eagerness of interpreting the present time and of controlling the future, not to pay the due attention to the pre-understanding of facts according to their evolutional and historical nature. A sort of "nomadism" of ideas, as well as of pedagogical and didactic analysis and proposals, which are lacking in anchorage and roots. Therefore, sometimes hanging in space, and unable of the only real "voyage" that, moving from a recognizable past, makes them elements actually able to "assault" the present time and build the future.

Together with a global history of education that, quite often, has become only *history*, even though intelligent and wary, of something that, yet, has only a little to do with education and its process, institutions and thought.

Besides these contributions, for completion, in each number there will also be three further "sections": pedagogical lexicon, bibliographical widening, and considerations on recent books and consequent recommendations. The first and second one will be linked one to another.

One more ambition of the review is therefore represented by the care for pedagogy (and didactics) language, as well as speech analysis related to the involved research fields, along with the words used, their honesty related to hermeneutics, and their semantic rigour.

It is quite convincing, in fact, the idea that nowadays both pedagogy and didactics suffer from a sort of "lexical diffusion". In other words that they have become, in a way, a sort of a too wide precinct or fence, where, in order to be all-embracing and more contemporary of contemporaries themselves, pedagogy and didactics has welcomed, a long series of "words" typical of other scientific languages, without the convenient and reasonable mediation of criticism, nor enough meaning translations, or the "natural" historical contextualisation. As a consequence, the pedagogic "vocabulary" comes out to be, for the most part, hybrid and not always relevant.

Connected to this first section, where from time to time a word considered fundamental will be analysed, the second will focus on the bibliographical widening connected to the topic.

Eventually, in the third section the most representative books, published during the previous semester, will be mentioned, together with some thematic forms dedicated to those books considered, by the staff, of best regard.

Therefore *Education Sciences & Society* is a review that was initially born as national just to turn, in its ambition and commitment, into a training platform and an international balcony.