

Research in Education.

Subject and Methodology Diversity, the bet of *magis*

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We are introducing our second edition of *magis*, *International Journal of Research in Education*, with an enormous desire to keep on contributing to reflection and research in the education field.

We are happy to say that in this edition we counted on the important help of diverse educators from around the world as you will see while reading it. You will find texts coming from Germany, Argentina, Australia, Spain, The United States, Mexico and Colombia, which clearly shows the education researchers' concern to present their research developments and reflections to the academic community. Apart from keeping on presenting articles of metaresearch, essays and findings of thorough research work, relevant to our context, *magis* will start including other type of reflections to build a new context to place research work and to promote argument and deliberation within the researchers' community. Consequently, from this issue on, we will start publishing essays, interviews, launch lectures, reviews, and different kinds of writings that help create a new context for research work. Along the same line, from the third issue on, we will publish some texts that will refer to arguments of perspectives, approaches and meanings of the research in education.

This is the reason why we are publishing in this second issue *Lectio inauguralis* I 2009, from the Faculty of Education of Pontificia Universidad Javeriana in Bogotá, and it is titled *Education for a New Humanism*, in charge of the professor and philosopher Guillermo Hoyos-Vásquez, that is linked to the interview *After the Bankruptcy. About the Need of an International Order*, given recently by the German philosopher Jürgen Habermas to the newspaper *Die Zeit*. *magis*, has asked the paper and Habermas permission to translate and publish it because we consider that the relevance of these issues contribute to build a new context for education research, given that no research, especially in education, is rooted in emptiness, and somehow, it should dialogue or at least consider the implications of all social processes in its development and understanding.

With respect to the articles of this number, it is worth mentioning the concern researchers have in college teaching, an issue on three of the articles published, since we think it is a field of great concern in our academic context. These articles raise some questions about the education of those in charge of college education; they analyze the education of these practitioners on academic reading, and pose a question on the professional socialization of the new college professors as well as their pedagogy education. These texts offer some interesting clues to move forward in reflecting and intervening on the matter.

Other relevant topics for reflection and research are the categories of learning and motivation, placed in the thin line between psychology and education. Authors research into the relationships between student-centered learning and the students' ability to assume its implications in their learning activities in the university classrooms. There are also insights on cooperative learning in the teaching practice towards cultural and scholar development. Motivation is and will be of great concern among researchers in education and this edition will explore its connection with students' stay in college and with the better use of the so-called supplemental science education programs.

Another subject field dealt with in some of the articles is the education for citizenship in democratic societies and the response to the recognition of cultural, ethnic, social, academic, and economic diversity, in terms of inclusion, recognition and acceptance as elements that support the construction and development of society. The researches develop very important insights on social concerns that should be added to education reflection, given its complexity within education systems. There is no doubt that relevant education must face questions about these and other subjects of social nature, which are strongly evident in different cultures since half of the past century and call for an answer.

Reading has been a subject with broad reference in the literature of education. This edition of *magis* keeps it in two articles: one related to shared reading through a report about intercultural work, from which we learn about important learning strategies to face this skill of great value in all social groups. There is also an article that pictures reading processes in the environment of higher education.

On the other hand, it is easy to find in education research and in contemporary pedagogy lots of reference to classic pedagogy theories from authors like Johann Friedrich Herbart, Jean-Jacques Rousseau, Johann Heinrich Pestalozzi, etc, and other psychology theories like genetic psychology or the vygotskian approaches. But there are few developments coming from recent perspectives in the history of education ideas, such as psychoanalysis. One of the challenges *magis* has had from the very first edition has been to discuss diverse perspectives in epistemologies, methods, approaches; always pointing at their reach and limitations. In this frame, we placed the articles of our guest, professor and psychoanalyst Guillermo Bustamante, a researcher with a long career in two highly complex fields: education and psychoanalysis. In his writings, he limits a perspective from where is possible to think education research, from psychoanalysis. In the opening text of this number, he presents in the first part, an epistemological position to think research from psychoanalysis; and in the second one he gives us an advance of a concrete study that gathers psychoanalysis and education. Professor Bustamante points out some limits needed that mention pretensions of objectivity and universality in research and defends the return of singularity.

Although, subject variety in education research is very striking, challenging and yields new reflections; the epistemological and methodological perspective that supports the studies is just as or even more interesting. In *Magis*, the reader will find the proposals to deal with the objects of study through hermeneutics research, theoretical research, reflexive and critic research, group design -typical in almost experimental studies- and, case studies, the majority of them.

What was previously said reaffirms the methodological plurality nature of education research. Its existence obeys to the nature of its objects of study as well as to the confluence of multiple disciplines in its under-

standing and explanation, to the diversity of perspectives and to the openness of those who do epistemological critic. Those are some of the features of the field of education research.

This diversity makes it worth keeping on opening space at *magis* to deliberation and critic reading of approaches, perspectives, objects and methods for research in education. We consider important asking ourselves how these researchers publishing in this number have worked. What have been the reach and the limits when opting, for example, for one theory as the basis for their epistemological perspective, or for the case study as alternative for the understanding of education processes. Or, if the practical rationality (in Habermas view) of education processes determines the approach to its study from a hermeneutical perspective. Similarly, it is worth asking ourselves about the theoretical (and methodological) relevance of empiric studies; about the place of ethnographical, ethnomethodological and phenomenological research, just to mention some; and the better comprehension on education theory and its chance to contribute to education.

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