

Editorial

Happy New Year 2018! Quite some time has passed since 2011 when the first issue of Academia was published. The journal is growing, slowly but surely. It started out with one issue a year, then the year before last there were two issues, and, since last year, there have been three. Last year was an important year in that the journal is now indexing by scopus. Its strength lies in its intense internationalization, not only in terms of the contributing authors, who come from various countries and write in the journal's three languages, but also in terms of its readership, a constant 50% of which is outside Greece.

The eleventh issue isn't just symbolically an issue confirming our survival, but also the starting point for the race to the twentieth, which is considered the consolidatory issue. In addition, the journal has been enriched over the years and now offers many types of text. In this one, we will have five scientific texts, a text from a conference and two book presentations.

More specifically: The first text is by Michalis Christodoulos and is entitled "*Is educational policy a matter of doxa? Overcoming the fact/value distinction in educational policy research*". This text is among the few in Greece, which subject the relationship between educational research and applied educational policy to theoretical analysis. The aim of the quest was to highlight a regulatory framework of principles which runs through the relationship in question. The author focuses on the thinking of Hilary Putnam and Richard Berstein and attempts to link it to educational policy.

The second text belongs to Aggelos Kavasakalis and is entitled "*Social networks: a tool for the analysis and interpretation of educational policy*". It is also a theoretical text which focuses on the one hand on the understanding of policy formation, and on the other, on its application. The author understands educational policy as an object of negotiation and attempts to

investigate it through networks theories. The object is the networks of collective and individual actors that intervene, promoting their ideas, their views and their interests, during the shaping as well as the implementation of a policy.

The third text was written by Fotini Liosi and is on the subject "*the issue of the academic recognition of the Bologna Process*". Through an analysis as much of the Lisbon Treaty as the Ministerial Communiqués from the Bologna Process, the text attempts to understand and highlight the difficulties in the implementation of academic recognition, which is a prerequisite for student and employees mobility. Finally, it points out the peculiarity of Greece in that Greece is a country that hasn't signed the Lisbon Treaty.

The fourth text was written by Rea Mavroyianni and bears the title "*Quality culture as a condition for the quality assurance of an educational institution*". The author analyses the concepts of 'culture' and 'quality' and then attempts to link the compound concept 'quality culture' to another compound concept, that of 'quality assurance'. While the text focuses on the university, it concerns all educational institutions more generally.

The fifth text has three authors, Christos Tourtouras, Argyris Kyridis and Nikos Karamouzas. The title of their article is '*the Departments of Education in the maelstrom of current educational policy*'. The focus is on the current crisis and its consequences for education through the changes that are being promoted within the framework of the austerity deals. The Departments of Education are the focal point, with the discussion taking place on the changes in teachers' initial training on the one hand, and, on the other hand, the possibilities there are for the Departments to serve existing needs.

The conference text is by the emeritus professor of the University of Rouen, Jean Houssaye. Its title is "50 years of Educational Sciences in France. A retrospective conference". The text was heard for the first time in Toulouse within the framework of the preparations for the anniversary conference being prepared for September 2017. This text, which hasn't been published elsewhere, attempts to compile 50 years of institutionalized Educational sciences in France. Or, to put it as the author does: "or perhaps 120, or at least 100 years"?

The first book presentation is on the book by the professor of the University of Lorraine, Saeed Paivandi entitled "*Apprendre à l'Université*" (Learning at the university). The book presentation is by Elena Karachontziti, doctor at the Universities of Patras and Paris 8. The

book focuses on the problem of student drop-out and/or prolongation of studies and searches for ways to increase study success. Its focal point is university pedagogy.

The second has been written by Nikos Papadakis and Stelios Tzagarakis and refers to the book “The spirit level: why equality is better for everyone” by Richard Wilkinson & Kate Pickett. The book focuses on the issue of inequality and the widening gap between rich and poor. At the same time it mentions the issue of the current economic crisis and the model chosen to confront it. It is argued that equality is not ultimately only a matter of social justice but also a profitable choice for the western world.

Enjoy reading!

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