Foreword

The Handbook edited by Elena Railean, Gabriela Walker, Attila Elci and Liz Jackson, is a new, comprehensive, thematic original, with international authorial representation, having ideational formative substance of psycho-social-educational culture, with interdisciplinary investigative methodological field extensions, marking the year 2015 as a publishing event.

If we evaluate the measure of added values of the epistemological, philosophic, scientific, professional and practical kind, we can anticipate the challenging effects of enlarging the author vision and a more sensitive amplified awareness of the diversity of centers of interest and issues that are given the experts in the field to solve. Hence the needs for a personalized approach, many of them born upon confrontation with the new paradigms. We could exemplify by the semantics of digital languages, e-learning, enriched reality, the models of learning theories transferred into practical conduct, particularly of those interested in applied research. The calling and creative expressiveness of each text author, associated with the reflective impetus of the scientific committee, naturally harmonized with the coordinators’ interinstitutional collaboration generative efforts, offer the reader an excellent functional structure to the content as a whole, they provide believability in the psychological logic of the motivational spectrum, intrinsically oriented toward depth, continuity and development of the international project in the field.

This recent scientific event widely covers the diversity of the studies in the domain of education sciences, and especially of the border ones. These give the examined paradigms new performance values, they open the dawn of modernism synergy and modulate the tendencies of a possible postmodernism. Moreover, we appreciate the avoidance of the temptation of falling into an artificial eclecticism that could have occurred at first sight. The visibly positive effect of the scientific content in this Handbook is represented by the persuasive force of the contributions, starting from the exciting titles proposed. Thus, an excellent productive ideational methodological structure is crystallized in the reader’s mind, facilitating the successful entry in the zone of a flexible compared pedagogy, of a dialogue which is rich in approaches not devoid of metatheoretical value.

With each author, individual or collective, one can feel the thrill of the concern in disseminating to the reader the nature of changes and that of the reforming priorities in the country of origin, as well as the nuances defining schools of formative thinking, by means of balanced selections, attentively centred in order to reflect the cultural and intercultural environments of origin. The centers of scientific interest are stimulating and sustainable. Styles of the approaches are competitive from the quality viewpoint, gravitating within the sphere of argumentative rationality, of the hermeneutic methodological conceptual explanatories, and, here and there, of the creative metaphors. Some examples of key entries are dominant in our perception and curricular concern, derived from the prestigious authors’ discourses. We mention: globalization, innovation and creativity, artistic education, digital technology, constructivism, criticism and interpretation, curricular models, collaborative social-emotional intelligence and so on.
To queries as regards the theories and practices of learning, the authors’ answers mark the differences, being defined by the motivation of usefulness and openness to novelty and to applications. The values of the technical models specific to learning are worth being appreciated. We note the series of those examining the models known by the acronyms MERLO, KSA, START, ICT, mDAST etc. These approaches are continued with what the authors examine as the theory and practice of info documentation, communication, software, problem-based learning, collaborative social-cultural design, authentic evaluation, integrative learning, learning-centred education, challenging project, case study, interculturality, excellency, management and self-management of transformative learning, mLearning, enriched reality, theory of semantic learning and so on.

The Handbook comprises messages which have the expected limpidity and instrumental accuracy. Original frontiers are reached, specific to social cognition, to the ecologic instructional design and inclusion, to high performance leadership, neuroepistemology and catalytic motivation. The hermeneutical exercises are essential and visible at the same time, being grounded in a positive mental philosophy or in what we call thinking curriculum. By means of these, the quality of the invitation to a creative active metacognitive reading increases.

At the same time, we can feel the drive and urge to get into the architecture and pleasure of the texts, defined by an inspired triangulation, that of: understanding aims, perceiving the meanings for which the texts have been written and that of the reflection beneficent in ensuring a significant pedagogical culture. The reverberations are circumscribed to the idea of complementarity, of synergy in using subjective echoes games, urging to searching for alternatives and for values by means of which we can enrich our Self: the strategies of Goodness, Beauty, Mentoral or Moral respect. We should note here the pages devoted to the deontology of writing scientific works, as the practice of plagiarism is still present.

Concluding these considerations, invoking certain formulas that have become classical, we extend congratulations to the authors, coordinators and scientific editors of this Handbook. We hope that it will be translated into other languages of international circulation and continued with other volumes. We can thus turn ideas into positive action, on a platform developed with talent and already entered in the conscience of the public comprising experts, researchers and practitioners in the domains of reference: education, instruction, and qualitative training. We also associate the collegial wish: may this encyclopedic Handbook have the best of luck!

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