

Aksoy, H. H. & Kayahan, A. (2014). From The Editors: A Path with Dialogue, Resistance and Peace. *International Journal of Educational Policies*. 8(2). pp. 59-60.

ISSN: 1307-3842

From The Editors: A Path with Dialogue, Resistance and Peace

Dr. Hasan Hüseyin Aksoy
Ankara University

Dr. Aygülen Kayahan
İzmir Kâtip Çelebi University

Dear readers,

Dear colleagues, students, teachers, comrades from all over the world

The second issue of Volume 8 of IJEP has been completed by contributions of academics and teachers-graduate students from different parts of the world. We owe to thanks to all of them. Beside, thanks to our colleagues and comrades who helped at reviewing, proof reading, lay out process. Three articles, a discussion and a book review have been published in this issue.

In this issue, some articles were chosen from the manuscripts which have been presented in IV. International Conference on Critical Education place. Thanks to all authors for sharing their studies with us. So let's continue to check the pieces which include the issue.

In the first article titled "*The Consequences of the Financial Crisis in the Educational Praxis: A Content Analysis in the Light of Critical Pedagogy*" the writers Zoi Ziontaki and Aikaterini Vissariou aimed "to examine the repercussions of the current financial crisis on the educational system of Greece." Their research focuses on "the teachers' beliefs and attitudes and allows them to produce their own "voice", to express their opinion regarding the financial crisis, the ways that this crisis affects them and their own role in the current situation." The combination of the qualitative content analysis with the critical analysis in their research "allows a more thorough insight into the underlying causes of what the teachers seem to believe."

In the second article titled "*Turkish Teachers under Surveillance: An Analysis of Alo 147 Call Line Based on Teachers' Opinions*" Prof. Naciye Aksoy, Birol Algan and Ebru Eren Deniz introduce us a collective work. In their study, they aimed "to make a critical analysis of the Ministry of National Education [of Turkey] "ALO 147" call line, or more widely known as 'teacher report line', based on teacher experiences and views." They used a quantitative method of study group that consisted of 101 teachers and 3 vice-principals working in

different branches and levels in 4 districts of Ankara. They used a document review, self-completed questionnaire and semi-structured face to face interview technique for collecting data. They concluded in their research that “ALO 147 application adversely affects the relations of the majority of teachers with their colleagues, parents, and students. Teachers think that the ALO 147 call line was established to control teachers, force them to obey, and establish pressure and hegemony over them. The teachers also see the call line as a tool to discredit the teaching profession.”

In the third article titled “*Dialogue in Critical Pedagogy: Generative Word as Counter Hegemonic Action*” Prof. Paolo Vittoria aims to “investigate the role of dialogue in experiences and theories of resistance in societies based on the exploitation of class and in a postcolonial model of relationships.” He criticizes the neo-liberal educational model with its mercantile paradigm, renewed forms of repression. He informed us that “worldwide social movement and academic groups are working to develop a critical/dialogic culture based on actions of resistance against neo-liberalism, creating spaces of teaching and learning not more based on competitive skills, but focused in a creative, collective and participative experience of popular education.”

A colleague from Northern Arizona University, Prof. Guy Senese who showed solidarity with IJEP in reviewing the articles and shared his ideas with us in humbleness, aims to explain the concept of social exclusion in the discussion part titled “*Social Exclusion*”. He shared the term *social exclusion* as “lack of access to legal resources, political power, and general social and civic access limits.” Then he makes a brief overview of exclusion boundaries and focus on the forms of exclusion pertinent to the relation between social stratification and educational access.

In the book review section, Dr. Joseph Gravina has reviewed the book “*Lorenzo Milani’s Culture of Peace: Essays on Religion, Education, and Democratic Life*” edited by Carmel Borg and Michael Grech. Dr. Gravina gives a brief review of the book part by part and he concludes that “the editors understand that the debate sustaining peace – especially critically rich versions of it as discussed in this book – cannot be stopped.” The review gives us an important discussion issue and path to follow: Peace!

Enjoy your readings!

International Journal of Educational Policies

ISSN: 1307-3842

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