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Editorial: Publishing in a Market Driven Academic World

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Editor

Dear readers, colleagues, friends and comrades, from all over the world,

I am gladly sharing the IJEP's 2nd issue of 10th volume as we have reached 10th year of IJEP. This can be seen as the cornerstone of our journey. I would like to thank all our friends and comrades who contributed to IJEP by submitting manuscripts, refereeing, advising and discussing at institutional, national, and international level. Big thanks go to editorial board members and especially to young colleagues who contributed as co-editors and young scholar board members. We could keep IJEP not only as a scholarly effort but also as a collective action and praxis.

Publishing an independent scholarly journal following the academic-scientific rules along with struggle for the "*the way of existing*" is not easy. It is becoming harder in the current market driven scientific and political climate. We are living in a changing world but it is not changing democratically; it is neither participatory nor equalitarian. It is changing through the private, commercial institutions and foundations, and mostly undemocratic state or market institutions. As academic laborers supported by a few voluntary educators and graduate students, we are taking also the rules of the game into consideration to discuss, as inspired by Bourdieu. Even, maybe most of us, we are a part of those ruling undemocratic and market driven neoliberal policies, and the institutions that maintain them. We also know that there are millions of people in the world working collectively for nonprofit aims, common good, or in desperate individual struggle against oppressive conditions they are forced to lived in. It is not a destination or one obligatory way to keep following. Every level of thinking, epistemological aspects and/or scientific activities, and all kinds of daily life preferences may need to be put into critical inquiry regarding what manages and directs them and for whose benefit or to whose detriment they work.

As Freire reminds his one leg is in and another is out of the system, many of us may be stacked in our positions with the already defined actions and policies in all details by ruling power elite thinkers/politicians or whoever. Because the laborers should sell their time and labor power, this may cause them to be a part of the *heartless world*, even it makes them against themselves and to the other people who are *wretched of the world*. In this context, I very much endorse creating new areas which democratizes the society along with de-commercializing, de-commodifying our life, out of the paid jobs, if we are lucky for having one under the capitalist crisis era.

What do scientific and scholarly studies work for? I gladly can claim that IJEP has become a venue for a lot of studies which prepared to be the voice of the voiceless and "*heart of the heartless world*". I believe that all the colleagues who submitted their studies to IJEP along with those whose articles resulted with the acceptance and published are a part of this struggle, in the place where they are. Today, drive to fatalism, submission to power and hate of others are on the rise whatever the reasons stand in the root. In those conditions, *the academic activities become a challenge and also a requirement of struggle*. I hope IJEP may continue to be a venue for critical inquiries in the limit of its scope as a part of the struggle for creating *another world!*

In this issue we are sharing four articles. The first article is written by Mario José Francisco Vergara and Rafael Raspanti who are from Argentina and their study questions English Language Teaching. In their articles' titled as "Public and Free? Still Not Good Enough... English Language Teaching in South American State Schools" they claim that "*International studies on educational quality highlight the fact that more schooling years without adequate quality control do not necessarily bring about more learning*". The article aims at "inspecting the spread of English Language Teaching in countries of the Southern Cone in a critical approach".

Another study is written by Zoi Ziontaki and she is from Greece. She makes an important discussion regarding critical pedagogy's concept tools through her manuscript titled as "*Critical pedagogy as a tool for emancipation and empowerment in the era of financial crisis: potentials and applied conditions within the contemporary school reality*". The aim of her paper is "*to explore the theoretical spectrum of critical pedagogy, in the perspective of the contemporary educational reality in the era of economic crisis*." As she already mentioned in the paper, the study "*focuses on the contemporary situation in Greece*", but the issues which she deals with may concern any country in a school aspect.

The third study by Yasemin Tezgiden Cakcak and its title is "*A Critical Review of Teacher Education Models*". Yasemin Tezgiden Cakcak is a colleague from Turkey and she contributes to critical studies in teacher education and critical pedagogy. Her paper is very precious and shows a deep understanding of how critical pedagogy can be placed in teacher education. This study "*provides a critical review of teacher education models. Different teacher education approaches in the literature – technicist, reflective and critical teacher*

education – [were] described in detail with the teacher roles they foster: teachers as passive technicians, teachers as reflective practitioners and teachers as transformative intellectuals.”

The last piece placed in this issue has been written by Meral Uysal who is an Adult Education/ People’s Education Professor from Turkey. Her study is entitled as “Gender in Academia in Turkey”. Her study aims “*analyze the appearances of gender in academia in Turkey. Gender relations in academia cannot be considered as independent from the position of woman labor in general employment. The issue of how woman labor is subordinated under capitalism circumstances and how it contributes to continuing of class exploitation is less apparent in academic profession.*” The study reveals out the connection of gender in academia and gender in society in the context of academia of Turkey.

As the editor, I would like to encourage the readers and writers of IJEP to write us their concerns, critics and contributions connected with IJEP’s aims and scope.

Enjoy reading.

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