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## Editorial

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# Editorial

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**D**ear readers of The Multidisciplinary Journal of Educational Research, known by its Spanish acronym REMIE (*Revista Multidisciplinar de Investigación Educativa*),

We are pleased to introduce you to the Multidisciplinary Journal of Educational Research (REMIE). REMIE is an electronic journal, very unique in its kind, which publishes research outcomes with significant contributions to the understanding and improvement of educational processes. Although the field of education has a considerable number of high-quality journals, this scientific journal emerges from the need to find a response to the excessive compartmentalization of scientific knowledge that traditionally has existed in the educational research arena in Spain and Latin America, and its disconnection from Anglo-Saxon and other international contexts. Thus, it aims to be an international space for discussion and critique through the presentation of theoretical and empirical evidences that favour educational equity and the advancement of our societies, as well as the need to link Spanish and Latin America to other international contexts such as North America, Europe and Asia, among others.

REMIE intends to be a premiere journal for basic, applied, theoretical and empirical studies of educational processes, educational assessments and interventions, and relevant methodologies. In this sense, REMIE does not only collect research outcomes from different disciplines and methodological approaches, but also re-

search carried out by interdisciplinary research teams. REMIE welcomes disciplinary and interdisciplinary works related to educational research, in areas such as education, sociology, psychology, anthropology, history, philosophy, economics, linguistics, geography or political science.

REMIE strongly promotes and encourages the publication of theoretical studies, and both quantitative and qualitative empirical studies. In other words, REMIE welcomes all kind of publications as long as they are based on evidences with relevance and quality. In the case of interventions to enhance any kind of outcomes in the educational field, not only will publications reporting relevant information that demonstrates an improvement over current interventions, assessments or practices be published, but also papers reporting negative results since its goal is to provide key agents in the educational field with responsible and balanced information in order to improve their practices.

Most of the articles published in our field report on interventions, assessments, practices or theoretical models with some kind of evidence of success. When authors finish a research project, they know perfectly well what is likely to be published based on their results: it is very unlikely that their results see the light of publication when these results are negative. However, REMIE's editors and editorial team are motivated and driven by Karl Popper's realization that science advances thanks to a process of conjectures and refutations. Therefore, this journal is pleased to issue those practices that –in spite of being well designed, theory-based and using methodologies with enough evidences of validity– result in controversial data or conclusions, if they help key agents to avoid making the same mistakes or lead them to make changes in order to solve the problems encountered.

All research articles in this quarterly journal undergo rigorous peer review, based on initial editor screening and anonymized refereeing by two anonymous referees. Furthermore, this is an entirely open-access electronic journal; in other words, all articles are available online without any payment required. It aims to be indexed and abstracted as soon as possible in national and international social sciences databases such as Journal Citation Reports (Social Sciences Edition, Thomson ISI), Latindex, In-RECS, ERIH, ERIC, the Social Science Citation Index, Current Contents (Thomson ISI), PsycINFO (American Psychological Association), Scopus, Elsevier Bibliographic Databases, ISOC (CINDOC, Con-

sejo Superior de Investigaciones Científicas), Social Scisearch, and others.

The present issue represents the birth of the journal and we are proud to present four original articles and two reviews that are of interest for the academic, scientific and applied ambits of the educational field, with contributions from highly relevant authors from different parts of the world. This issue includes articles by scholars from different contexts (United States, Brazil and Spain), which have been peer-reviewed and recognized as excellent by the reviewers.

Michael Apple's (Educational policy and curriculum studies) work analyses how some conservative religious groups are trying to impose their worldviews on the rest of society by using new technologies, presenting themselves as the new oppressed groups, a new gendered labour and promoting the emergence of a new market of books, lessons and curricula. Through his analysis of the home-schooling social movement, Apple shows how ideology and economics are related to fit the needs of the religious home-schoolers.

Ramón Flecha and Henar Rodríguez (Sociology of Education and Pedagogy) describe a democratic turn that educational and social sciences are experiencing in Spain. Social change and science should go hand in hand, feeding each other. The dynamics of some scholars and universities have tried to condition social and scientific revolutions in the educational research arena. But the Spanish university sphere is demonstrating that more horizontal and democratic relationships are emerging, putting into question the academic establishment based on power and feudal relationships rather than contribution to science and serving the public good.

Francisca Constantino, Adriana Marigo & Raquel Moreira present a case study on how university research can have close connections with primary and adult schools promoting social and educational inclusion while serving the public good. The article explains how the concept of dialogic learning is put into practice.

Xènia Saubich and Moisès Esteban (Psychology of Education) present a new concept, "funds of identity", which could enrich all the previous work of "funds of knowledge" developed within the fields of linguistics and psychology. The authors present a project in which teachers go to families' homes in order to develop new strategies in schools, taking into account their cultural background and trying to reduce the discontinuities students find between their homes and the classroom.

In this first issue we present a book and a dissertation review. The first one is Paulo Freire's book - *La pedagogía del compromiso* (the pedagogy of commitment) and the second is a dissertation review highlighting the contributions of some specific programs working with students with disabilities in primary education.

This journal has come into being as a result of the inspiration and support given by a number of people and institutions. We sincerely wish to thank Hipatia Press for their support: a publishing company that has emerged from the intellectual will, non-commercial, to promote those contributions that, from the social and educational sciences, are showing scientific relevance in the debate and perspective of persons looking for improvements in their intellectual and scientific development. In the same way as Hipatia of Alexandria, the initiatives of this publisher and of this journal are aimed at being a transforming referent promoting intellectual debate to overcome barriers to scientific knowledge.