

Editorial

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The year 2001 marks a turn in the history of the "European Journal of Psychology of Education". During the last meeting of Associate Editors, held in Bologna, April 2000, Michel Gilly, Chief Editor and Michel Piolat, Assistant Editor, have both announced their intention to retire, after 15 years of dedicated activity. They should be thanked whole heartedly for their tremendous work: setting the foundations of the Journal, building its remarkable implementation and international recognition well beyond Europe. They are now passing on the lead of an important medium of communication and reflection for the scientific community, dedicated to the study of the psychological dimension of education. Their pioneering work will be acknowledged with gratefulness by all the readers and the authors of the EJPE.

During the same meeting, Wolfgang Schneider resigned from his position as Associate Editor; he is warmly thanked for his collaboration over the last ten years.

Felice Carugati, Professor at the University of Bologna, has accepted the election to the position of Chief Editor, starting with vol. XVI, 2001. We thank him for accepting this heavy but important duty. The European Journal of Psychology of Education will benefit from his large experience and international reputation in education and social psychology, his involvement in many important educational experiences and innovations, his concern for local and international challenges of education in modern times.

Since the first issue, published in April 1986, our aims have always been very clearly stated. On the one hand, we wished to bring scientific work to the forefront, and thereby contribute to the recognition and development of psychology of education as a major scientific discipline. This intention also covers another one, which is that of supplying a tool likely to help European researchers to communicate and exchange ideas. The editorial policy will remain the same, with a growing concern for the study of all the mediating processes of educational interactions: on the individual level (its impact on the development of the subject as a social actor relying on cognitive, affective and social competencies and experiences) as well as on the social, institutional and technological levels (what are the settings and social supports that favour the building of agency in individuals and optimise their capacity to share culturally mediated activities). More attention will also be devoted to the cultural traditions and the practical experiences that nourish the psychological reflection on education in different domains: early childhood education, basic instruction, vocational training, higher education, expert-novice interactions in technological settings, etc.

In the years to come psychology of education will leave the laboratory in order to accompany educators in a growing awareness of the influence of their daily decision making and of the "architecture" of their institutional surroundings for the teaching/learning activities.

We also hope to welcome an increased level of contributions from Eastern European countries.

Under these perspectives, our scientific policy will continue to be one of opening up to the many different approaches and to the variety of work going on in scientific psychology in the field of education. "Opening up" is indeed the right term, but the conditions are the same

as before. The first condition is that the papers use well defined methods laid out in advance. The second condition is that the papers show how closely linked they are to a very precise problem in education. Our policy has always been to insist on these two conditions. And so shall it always be; indeed, we may even have to become yet more insistent than has been the case up to now.

The Associate Editors shall also continue to make note of contributors' and readers' suggestions and proposals, especially in the publication of special issues.

Changes brought into the editorial running of the Journal can therefore be understood as being part of our continuing desire to serve research into psychology of education better in the years to come.

The Associate Editors

Papers for publication should be sent to the new Chief Editor at the address below. As in the past, these may also be sent to one of the Associate Editors.

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