

Reinhard Golz (Germany)

Editorial

This issue of "International Dialogues on Education: Past and Present" (www.ide-journal.org) consists of contributions by educationalists from Austria, Belarus, Colombia, Germany, Russia, Switzerland, and the USA. The papers deal with the challenges of inclusive and integrative education in the context of migration and cultural diversity, and aspects of modern teacher training. Some authors analyze not only national and international comparative methods and structures for the education of young pedagogues, but also those that are proven and which have been extensively criticized. Pedagogical problems and innovative strategies for the transition from kindergarten education to school-based learning are demonstrated. Finally, out-of-school educational policy and pedagogical activities to overcome serious areas of social conflict are discussed.

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Manfred Oberlechner deals with problems of the institutionalization of inclusive migration education in the context of teacher training in Austria. Migration has recently become an essential part of teacher training in the context of the interdisciplinary unity of diversity and inclusion. What is required is self-critical reflection by teachers and students on the recognition of diversity and variety, the examination of the structures of discrimination and privileges.

Valetin Valetov, Mikalai Lebedzeu, Irina Zhurlova and Tatyana Paliyeva present the current status and development of inclusive education in Belarus on the basis of a case study. The article is based on analytical and statistical data. The role of a centre for education and rehabilitation in the socialisation of people with special developmental needs is highlighted, and opportunities to increase the professionalism of speech pathologists in working with disabled learners are identified.

Natascha Hofmann and Andrea Óhidy present the educational situation of the Sinti and Romany in Germany. The members of this highly heterogeneous minority differ in terms of the time of their immigration, their legal status and their language as well as in terms of educational participation and success. Compared to the average citizen, they can be described as disadvantaged. In addition to the programmes to improve their participation in education, the successful use of self-selected mentors and educational mediators from the Sinti and Romany community is worthy of note.

Jill Heiney-Smith's contribution focuses on reflective intellectual capital in the second phase of teacher training. The author compares preparation programmes for teachers in Poland and Singapore and shows different strategies for teaching and acquiring pedagogical skills for knowledge development and critical thinking. She points out that candidates for teaching posts have their own views on the nature of knowledge or epistemology, which can hinder or advance their professional development.

Mikhail N. Berulava and Galina A. Berulava identify an acute crisis of the traditional methodological platform of the Russian higher education system in their contribution on character development and personality development. Research continues to investigate individual facets of the human personality without sufficiently considering new realities in socialization processes. The authors propose a methodological platform for personality development that investigates the role of behavioural stereotypes for the social and professional success of the individual.

Erin Duez uses selected countries (Indonesia, the USA, England, the Philippines, Australia, Sweden and some African nations) as examples to describe different applications of the "Lesson Study" teaching model practised in Japan for more than a century in the training of teachers. The worldwide awareness and dissemination of the Japanese "Lesson Study", which only began in 1999, was not

always systematic, e.g. in the United States. In the global application, successes and failures have become apparent.

Elke Hildebrandt & Mark Weißhaupt ask whether the start of school should also be the end of the time to play. In German-Swiss discussions about time in kindergarten and school, a polarization between playful learning in kindergarten and serious learning at school is often observed from a cultural theoretical perspective. The authors ask whether this is primarily a matter of "saving time" for education or accustoming children to school culture, and what potential for school-based learning processes lies in playing.

Markus D. Meier and Manuel Páez continue their close involvement with aspects of education for peace and reconciliation in Colombia, which they started in the 2-2016 issue of this online journal, after the civil wars in that country. On the basis of case studies in three different communities and the analysis of their discussions with those affected, as well as various pedagogical exercises, they have gained insights into problems and tasks in the compensation of victims and the re-integration of perpetrators.

Olaf Beuchling and Maria Ladebeck review a book by Paul Howard-Jones published in 2018 entitled "Evolution of The Learning Brain (...)". The critical-constructive review emphasizes, among other things, that the book offers diverse information about a constantly expanding field of research and is therefore also suitable for readers who are looking for an introduction to neuroscientifically founded pedagogy.

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Sincere appreciation is due to all those who made the publication of this issue possible through contributions, peer reviews, translations, corrections, editorial and electronic-technical work.

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The members of the Editorial Board look forward to further high-quality articles, essays, book reviews and information on research and teaching projects. Contributions for the next issue can be registered henceforth. The **deadline** for sending the complete articles is **15 September 2018**, with the next issue to be published at the beginning of November 2018. Authors are requested to observe our editorial notes (www.ide-journal.org/instructions-to-contributors/) as consistently as possible. In addition, the NEWS (www.ide-journal.org/news/) and other sub-pages of our journal provide further information and examples of our formal requirements, editorial standards, and new decisions.

Reinhard Golz - on behalf of the Editorial Board

Website: www.ide-journal.org/editorial-board/

E-mail: golz@ide-journal.org