Editorial

Carmen Elboj Saso

Department of Psicology and Sociology, University of Saragossa, Spain

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University of Saragossa

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with this first issue we have the pleasure to present the International Journal of Sociology of Education (known by its Spanish acronym RISE). RISE is a free access electronic quarterly journal from Hipatia Press that publishes research findings developed from the sociology of education with different methodological approaches based on theories and scientific evidences with the aim of offering significant scientific improvements in the socio-educational field.

Although there are some existing publications at the international level within the scope of the sociology of education, this scientific journal arises from the necessity to respond to the excessive determinism and dogmatism whereupon educational subjects have been analyzed from sociology with respect to the reproductionist role of education in society. In this journal we try to analyze, not only in a descriptive way, the socio-educational elements that reproduce and even increase social inequalities, but also the educational models, variables, activities and evidences that contribute to social change and to overcoming these inequalities. That is to say, from the necessity to provide greater social and educational utility to research and scientific debate.

To this effect, RISE publishes disciplinary and interdisciplinary papers related to the most relevant theories and educational research developed from a social approach, and which contribute elements to social transformation and the overcoming of social inequalities.
through education. In short, RISE tries to be an international space of debate and criticism through the presentation of theoretical and practical contributions that can promote educational equality and the improvement of our societies. In addition, the journal tries to be the most complete and trustworthy source of information on present developments in the scope of the sociology of education.

RISE is a multilingual journal and aims to be indexed and abstracted as soon as possible in the most relevant national and international social science databases, such as the Social Science Citation Index. Because of this, all research articles in this journal have undergone rigorous double-blind peer review. This issue includes articles and authors from different contexts (USA, Canada, and Kingdom of Bahrain) that have been recognized as excellent by the reviewers.

Spyros Konstantopoulos, in his article *Modelling Class Size Effects Across the Distribution of Achievement*, analyzes the effect of the size of the classroom, in terms of the number of students, on academic achievement. The author analyzes the existence of previous studies that demonstrate that the simple fact of being in a class with few students is very positive for academic achievement. This study shows that the achievements attained by remaining in these small classes for more than one academic course are not significant. Nor does belonging to these small groups have visible effects among low-achieving students. For this reason it is concluded that not only is the variable of class size significant in reducing scholastic failure, but that other variables are needed as well, such as the kind of interaction that takes place in the classroom.

Giroux describes in the article *Militarization of Higher Education and Popular Culture of Depravity: Threats to the Future of American Democracy* a post-militarization of higher education after the 9/11 attacks, based on different practices that are being carried out in the USA depriving university students of freedom and proposing to them that they serve in intelligence services such as the CIA. On the other hand, but as a result of the previous argument, he talks about the so-called “Culture of Depravity” in the society, based on the new pleasure derived from any means of violence being legitimized by the population. Both represent a threat to American democracy, according to the author, who proposes the university as a public, democratic and free space, in which educators, students and thinkers, etc. are against this culture of cruelty.
Achamma George’s article summarizes a study carried out at the College of Health Sciences (CHS), Kingdom of Bahrain, which compares the academic and non-academic habits of students attending the morning and afternoon sessions, respectively. The results indicate that attending morning or afternoon sessions has an influence on the rest of their activities. The research shows that habits are worse among the students who attend the afternoon sessions, while also placing them in a disadvantaged situation in terms of academic performance. Although, generally, in both sessions the sedentary lifestyle, the lack of fixed schedules for their activities and the consequent disorder in the same (eating, sleeping, etc.), as well as the few hours they have for studying affect all the pupils in their academic performance in both the short and long term. The obtained results are similar to those found in other universities; therefore it is possible to talk about global patterns of behaviour for university students.

Fernando Macías and Gisela Redondo present us with an article that manifests how research has consistently failed to take into account the voice of the Romà people. This failure to take the Romà people into consideration in research processes has led to conclusions that have contributed to the reproduction and justification of the situation of social exclusion suffered by a part of the Romà population. Nevertheless, the authors argue that another type of research exists, which they refer to as transformative, because of the relevance of its results and the impetus it provides to furthering the social inclusion of the Romà. This work methodology, known as Communicative Research Methodology, encourages active collaboration of the Romà, and in particular Romà women, in research from its inception to the presentation of final results; and in consequence it increases the social impact of the knowledge gained and the scientific level of the research and its results.

In this first issue of the journal the book Romani Immigrants in Spain: Knocking Down the Walls, by the author Teresa Sordé, is presented. It analyzes the situation of the gypsy immigrant population in Spain, contrasting the situation of this group in Madrid and Barcelona through the analysis of publications on the subject carried out up to the present, as well as the policies that have been implemented to manage their inclusion in both areas, and a qualitative work including the immigrants’ voices. All this is analyzed from the double perspective that includes exclusionary factors (those that favour their marginalization) and transforming factors (those that plead for
The second book that is presented is *Familia y Educación Instituciones reflexivas en una sociedad cambiantes* (Family and Education. Reflective institutions in a changing society) by the author Jose Taberner. In this work he reflects in a plural and open way on actual different approaches about the generalized social change that we live as well as the evolution of two basic institutions: family and education. The author investigates these two institutions within the framework of great changes that surround, push, diversify and shake these and other institutions as the immigrated pluriculturalty, the feminine revolution, the emergency of the exclusion, the technological revolution and the division of the work.

Lastly, from RISE we would like to give thanks for the work that we have received from a group of people without whose human, scientific and professional support it would not have been possible to carry out this project and, in a special way; we wish to express our thanks to Hipatia Press for the opportunity they have offered us, and to emphasize the ambitious scientific and intellectual project they have undertaken to provide diffusion, coherence and scientific and international relevance to social sciences.