

INTRODUCTION

of the Editor

In this issue, a total of six original studies in English and Greek languages are published, presented by distinguished scholars who were invited to a Symposium organized by the CESHETP of the Pedagogical Department of Primary Teachers Education of the University of Crete in May. In this Symposium, Michael Apple Professor of the University of Wisconsin Madison in the United States, Tien-Hui Chiang, Professor at Zhengzhou University in China and Nikos Papadakis, Professor at the University of Crete have been invited. Antonis Hourdakis, Professor at the University of Crete, was the discussant of the Symposium and it was moderated by Associate Professor Costas Karras. This Symposium was dedicated to the relationship between Teachers Education and Globalization in the 21st century in the perspective of Critical Pedagogy and took place in the context of Pedagogical and Teaching Adequacy and the Postgraduate Program 'Critical Pedagogy and Teacher Training' of the CESHETP of the Pedagogical Department of the University of Crete.

In addition, this thematic issue includes two more studies related to the above mentioned area: the study of Antonia Darder, professor at Loyola University in the United States, who was invited to the International Symposium entitled 'Unfrozen Education or How to Relearn' which took place in October(5th to 27th) 2019 at CESHETP-Unit Helen Glykatzi-Arweiller, while the second study, that of Dr. Rima Apple, is a presentation of her as a guest lecturer, in the same field, in the course of Professor Anthony Hourdakis at the University of Crete during the same academic year, 2018-2019 (Gallos University Campus).

Specifically, the above studies focus on the relationship between education and society in the context of educational reality and the role of the critical scholar/activist (Apple M.), the contradictions of the so-called 'scientific motherhood' and the policy of experts (Apple R.), in the social alchemy of social capital in China using as an example the school principals in their institutional framework (Chiang), in the teaching as an act of Love based on the theory of Paulo Freire, in Education, Training, DBM and youth employment in Europe (Papadakis) and in Critical-Practical Pedagogy based on the experience of the Postgraduate Studies Program for 'Teachers and Critical Pedagogy' of the University of Crete.

In this context we would like to thank all the distinguished contributors of this special issue for their important contribution to the area studies, as well as the Journal of Sciences of Education of Pedagogical Department of the University of Crete for the publication. We do hope that this issue will contribute to a fruitful thinking but also to a creative discussion on important issues in the field of Education in the context of a more solidary and more humane society for the 21st century. In this milieu, the current challenges in the field of society, politics, culture, economy and therefore education, highlight a multidimensional,

multilevel and ever-changing situation in the 21st century. Besides, all social and other changes have placed education at a crossroads that makes its redefinition imperative and necessary. Thus, it can be emphasized that Pedagogy, and in fact Critical Pedagogy, can offer its proposal/contribution for education having as basic aim the creation/development the 'human-citizen'. Therefore, there is the concern for a critical pedagogical approach and for the need to 'rethink' education, to redefine its aims and objectives and the role of the teacher. The revival of research and teaching in the 21st century must now be a necessary and appropriate condition for modern Pedagogy as well.

Pella Calogiannakis

Professor

University of Crete, Greece

Σημειώσεις

1. International Symposium on 'Teachers Education in a Globalization Era', 27 March 2019.
2. Centre for the Study of the History of Education and Teaching Profession- CESHETP, <<https://www.kemeiede.org>>