

# Editorial

Dear readers,

The subtitle of “our” journal is: an independent specialist journal for interdisciplinary research in pedagogy. Still, what is interdisciplinary research? What is interdisciplinarity? Is it possible to apply the interdisciplinarity approach in pedagogy?

These questions are asked by many researchers and academics, and answers to them are not simple and unambiguous. From the viewpoint of reasoning, it is not possible to wedge its advantages and disadvantages into summarizing indicators, it is not possible to classify and average them. It is not possible to describe them unambiguously either. Interdisciplinarity is a rare phenomenon. It is a method, a theoretical instrumentarium or a notional antagonistic antipole. It is an approximator, a critical view as well as a communication strategy. Many attempts at interdisciplinarity in pedagogy fail due to their even constrained overlaps, e.g. between “our” discipline of pedagogy and “your” discipline of pedagogy. These and similar overlaps give rise to controversies on accepting fundamental criteria of the interdisciplinary understanding of a problem which authors are not aware of or even do not want to perceive. Then the accentuation in application comes that shows on the practical level, for example during defining outcomes from a research survey or during the creation of a theory.

Clinging to the positivist approaches to interdisciplinarity in pedagogic research is in fact counterproductive because one direction cannot serve as the exclusively “true” and correct one. It is because it lacks the fundamental thesis of interdisciplinarity which is critical discussion and dialogue. The absence of respect for a different approach and the preference of different theories. This lack of fundamental principles causes the consequence of the preference of one-sided methodological approaches and the generation of one-sided outcomes brought by the changing times and society. The time full of the “RIV point system”, the numerical recording of outcomes or impact rate. The time changing in the academic environment to the time of “academic entrepreneurship”, excellence and neo-liberal approaches.

Still, the real interdisciplinary approach, accenting all the outlined advantages and disadvantages, can be seen also in the cooperation in the pedagogical community. It is

a rare phenomenon indeed. It results also in the presented contributions. The objective of these is problem solutions proposed by their authors; nevertheless they still search for new "contacts" and impulses. They make efforts at discussion, critical evaluation. They are motivated to destroy well-established stereotypes of exactly defined "compartments" of scientific branches.

The reflections presented in the editorial of this issue are not the main pillars of interdisciplinarity. They are a manifestation of an attempt at dialogue, discussion and defining the interdisciplinary discourse in the contemporary pedagogy, namely in its scientific area. They are an endeavour at communication in the pedagogy community, cooperation of academic and research staffs, presentation of a phenomenon in the pedagogy sciences and an endeavour at destruction of "imaginary" barriers between them.

Board of editors