

Encyclopaideia 2007-2016. Introduction

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ABSTRACT

Along with this article, Encyclopaideia proposes summaries and indexes of the last ten years of the journal. From 20 years since its foundation, Encyclopaideia reflects on its history, changes, and newly gained identity. Encyclopaideia recognizes itself within Piero Bertolini's directions of meaning but, at the same time, has defined spaces of discontinuity which are so important for being faithful to a project historically connoted. The anniversary is, therefore, a pretext for both coming to terms with the past and reflecting about relaunches that will give future to the cultural and editorial project of Encyclopaideia and Phenomenological Education debate in Italy and abroad.

Parole chiave: Index – Summaries – History of Encyclopaideia – Editorial Project – Continuity-Discontinuity

Encyclopaideia 2007-2016. Introduzione

Con questo contributo, si propongono gli indici per numero, per autore e analitico di 10 anni di attività editoriale della rivista. A 20 anni dalla sua fondazione, Encyclopaideia riflette sulla propria storia, sui propri cambiamenti e sulla propria identità, riconoscendosi nelle direzioni di senso che Piero Bertolini aveva definito, ma, allo stesso tempo, definendo quegli spazi di discontinuità così importanti per mantenersi fedeli a se stessi, dentro i fenomeni e gli eventi storicamente connotati. L'anniversario è, quindi, il pretesto per fare i conti con la storia della rivista e per riflettere sui rilanci e sulle proposte che potranno, attraverso modalità sempre da rinnovare, dare futuro al progetto culturale ed editoriale di Encyclopaideia e della pedagogia fenomenologia in Italia e nel mondo.

Keywords: Indici – Sommari – Storia di Encyclopaideia – Progetto editoriale – Continuità-Discontinuità

In issue 21 of 2007, the first since the death of Piero Bertolini, founder, editor-in-chief and animator of the first ten years of Encyclopaideia, the index and summaries (by issue and by author) of the journal were published. It was a way, even symbolically, to observe where the cultural project initiated by Bertolini had led the journal and to understand, from what has been done and published, the future mission of Encyclopaideia.

Piero Bertolini (1999) taught to researchers in education to consider the possible (both personal and social) benefits of the discontinuity. He also greatly lauded discontinuity (under certain conditions), in the Journal. Continuity, he said, appears as a device that promotes linearity, movements without interruption, delivering stable and consistent directions. The discontinuity, in contrast, has been given a value and a sense of infrequency, unreliability, and incoherence. However, continuity has a dark side: it risks to impose homologation through the reassuring repetition of the same actions. The phenomenological dialectic value lies precisely in recognizing the strength of discontinuity. They are, in fact, new horizons, those of the discontinuity, which may illuminate the continuity and diminish risks. The personal style that the continuity reinforces needed to prove itself with the New, the Unique, the Unexpected.

From the phenomenological point of view, faithfulness to a project that unfolds itself and is constituted within the history and in the flow of events is not realized with an uncritical and detached continuity. To not betray the faithfulness to a phenomenon, spaces and actions of discontinuity are needed. The unity of the editorial project addressed in this second decade of publication significant changes that mark a discontinuity in the continuity. In this spirit, we reflect, 20 years after its birth, on more ten years of editorial life, further 26 issues.

Encyclopaideia 1 marked the beginning of its visible history. Bertolini in the first pages of that issue explained the meaning of the birth of the Journal. The need of the Italian epistemological pedagogy was to overcome the ideological conflicts and the reductionism of teaching methods and educational interventions, where at the expense of the pedagogical reflection importance was given (and still is given) to the technical aspects of learning, teaching, and didactic. The educational thought risked (and still likely) not be taken into account by the dominant economic discourse about skills, competencies, learning tests, etc. The Journal tried to keep the connection between theory and practice (prerogative genuinely phenomenological) and to address those who were responsible for education (both in and out the academia). The journal's aim was giving them a tool for rigorous scientific research and concrete and meaningful commitment (see Bertolini, 1996, pp. 5-7). In fact, the meaning of founding a new journal, thus giving an important sign to the Italian scholarly debate, concerned the belief that phenomenology could succeed in education, to combine ideal tension and practical choices (Bertolini, 2001). It also became the place where to try to distance the risk of self-centering and isolation that the pedagogical groups often live and from which they suffer. The Journal worked, says Bertolini (2001), in the first four years of life, as a collector of contributions from educators and noneducators, Italian and foreign authors, promoter of conferences and seminars. The practical and editorial implementation

with which Bertolini wanted the Journal as a place of opening included the setting of the format. In addition to essays, the Journal had other 4 sections: *testimonies*, *studies and research* (to disseminate educational interventions accounts), *reviews* (to dialogue with the scientific production of education), *reports* on events that occurred or planned and *visions of the world* in which to present other journals, books or news from the not-Italian world of research in education (Fig. 1).

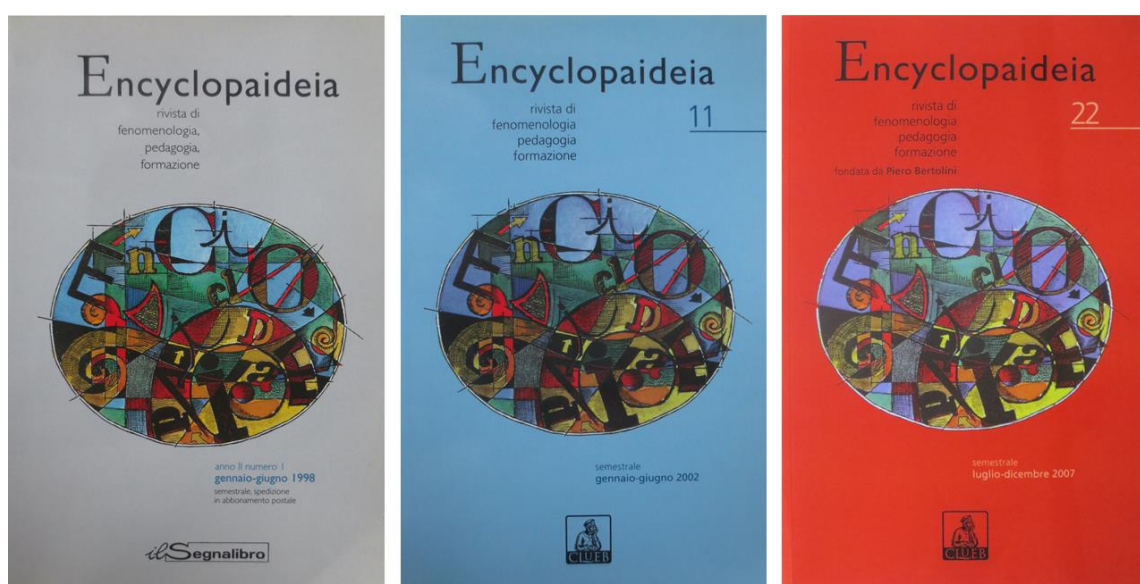


Fig. 1 – Editorial restyling

Encyclopaideia 21 marked a critical and important step, within the tradition-innovation or continuity-discontinuity dialectic. After 20 issues, the scientific editorship of the Journal was given by the Scientific Committee to Massimiliano Tarozzi (which by the number 35 was flanked by two co-directors, Marco Dallari and Roberto Farnè).

The editorial 21 claimed some consistency with the initial setup. The Journal's commitment to openness was due because Encyclopaideia was "founded on crossings and did not worry to establish borders" (Tarozzi, 2007, p. 8). Encyclopaideia confirmed the identification of its cultural mission within a multi-dimensional phenomenology and a phenomenological pedagogy permeable to interdisciplinary discourse. In great continuity with the initial Bertolini's plan, but with the need of changing the way to implement possible declinations, Encyclopaideia reiterated two directions: internationalization and quality selection of content. Through the publication of the index and summaries, the Journal intended to share transparently the ways in which it has taken faith (sometimes betraying, between continuity and discontinuity) to phenomenological pedagogy project, subscribing what Bertolini stated:

All this, rather than a sterile self-gratification, has led us to an increasing awareness of high responsibility that we have. This responsibility comes along with having an existential (not only intellectual) tool that, of course, under certain conditions, it can represent not a sort of panacea but an aid to those who feel the need to escape from a frequently stressful crisis. (Bertolini, 2001, p. 61)

Encyclopaideia 38 has marked a historical and significant breakthrough: the Journal Encyclopaideia becomes open access and fully digital.

Open access is a cultural and political choice for the widest possible dissemination of knowledge produced through research. The free and open widespread is particularly useful for the human and social sciences and pedagogy in particular. (Tarozi, 2014).

In this way, it reinforced the power of the Journal to create places of thought and links between academic theorists and educators. "Ideas must circulate for comment, interrogation and possibly disputation. Ideas must become a prerequisite and documentation for further research," Tarozi (2014) wrote in the editorial entitled Encyclopaideia 2.0.

In this direction, a first effort by the editorial and scientific committee has been made since the academic year 2008/2009: all Encyclopaideia issues published from 1999 to 2009 were (and are) inserted on a digital platform (<http://www.torrossa.com/resources/an/2193052>), with the support of the former publisher, CLUEB. In 2010, the Journal decided to change the publisher, to comply with the directions taken by the new deal (Fig. 2).

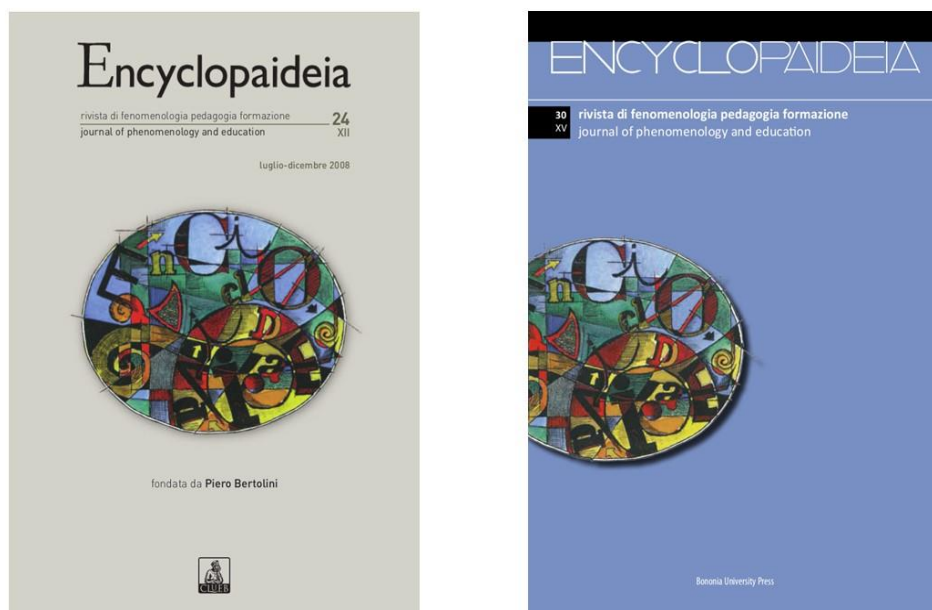


Fig. 2 – Editorial restyling

Even Bononia University Press, then, helps the Journal in responding to the need for change. It renews the publishing project making Encyclopaideia quarterly, with three issues per year, from 2011: a discontinuity sign visible also from the modification of the cover and internal graphics. Encyclopaideia continues to have space on the web where publications from 2010 to 2013 (27-37) can be reached (<http://www.digibup.com/pages/encyclopaideia>).

The Encyclopaideia's publisher of open access version becomes from 2014 the Alma Mater Studiorum - University of Bologna, through the services of AlmaDL and the significant contribution of professionals and employees of the University ([professionals](#) at AlmaDL and [librarians](#) of the Central Library of the Rimini Campus). The [new website](#) features a new graphics and envisages a version in English and Italian, with a growing number of online published contributions in both languages (Fig. 3).

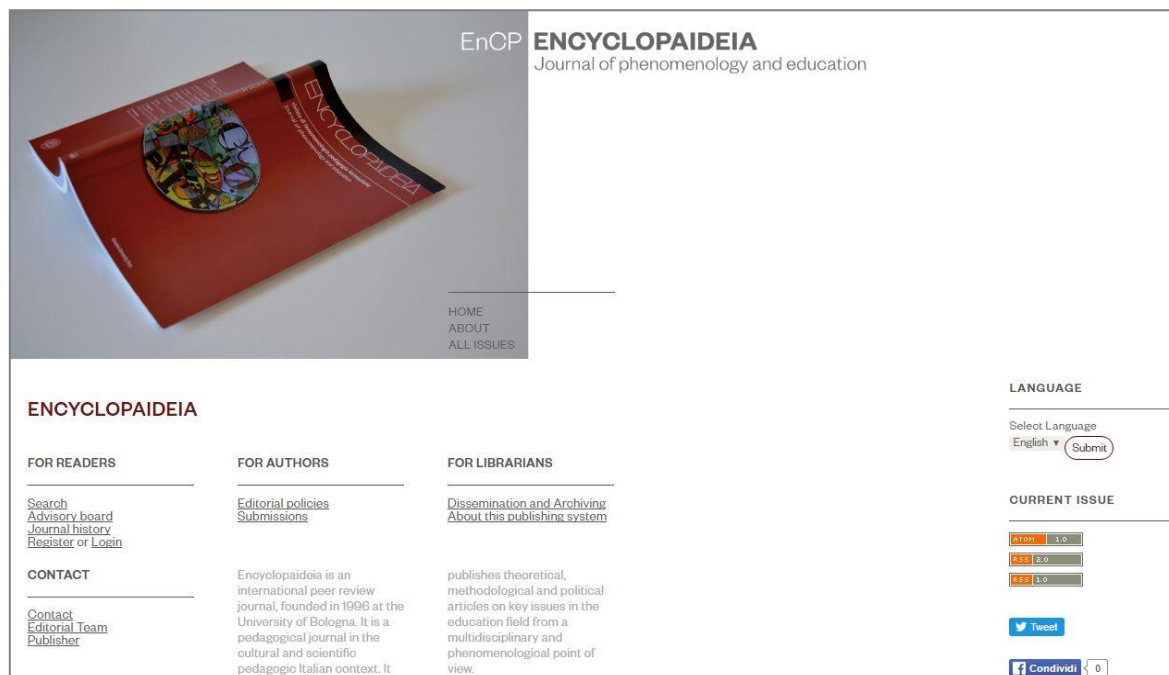


Fig. 3 – Encyclopaideia online

Formal changes have marked a shift in people. The Secretariat of the Journal was attended by Michela Schenetti until 2007 and, after that, by Luca Ghirotto. In 2008, Encyclopaideia opened a website with the help of Matteo Artoni and added Elisabetta Biffi for the reviews' section (assisted by Matteo Artoni until 2012). Federica Contò deals with the Secretariat from 2013 to 2014. From the number 37 of 2013, the editorial staff is curated by Giovanna Malusà. The Scientific Committee has experienced an international expansion in 2008.

The internationalization prerogative was implemented by the open access and by entering international databases. In fact, Encyclopaideia, already present in the major Italian databases, joined Philosopher's Index (since 2007 but with greater continuity from 2013) and Scopus since 2013. With open access, the Journal is also included in the [DOAJ](#), the Directory of Open Access Journals in 2015, receiving an acknowledgment, the DOAJ Seal, for qualitative standards of openness, access, and editorial policies.

The direction of meaning that Encyclopaideia has always promoted is the selection of the quality that has been recognized first at local and, secondly, at the national level. In 2008, in fact, Encyclopaideia was promoted to Class A by the University of Bologna Research Observatory. The following year, an independent committee elected by the representatives of all the Italian pedagogical scientific societies (SIPED, CIRSE, SIRD, CIRPED, SIREF) assessed the Italian educational Journals and confirmed the assessment of the Observatory of Bologna. The selection of articles has always been a process that has identified the Journal.

Since 2008, the peer review has been changed, becoming double-blind: the way in which the Journal has always interpreted the peer review process concerns its formative and not merely the selective aspect. The anonymous reviewers give feedbacks according to clear criteria, with the aim of helping the writer to improve the communication of the research. After a first period in which the acceptance rate was very high (from 46% in 2011 to 16% in 2013), now it settled at about 30%. Encyclopaideia, in fact, not only it remains at the service of the quality of contributions but also attracts an increasing number of articles by educators, academics, and researchers, from Italy and abroad.

On this issue, 20 years after its foundation, Encyclopaideia reflects on its history, on its change and identity (Fig. 4). Encyclopaideia recognizes that directions Piero Bertolini had defined, but at the same time, identifies those areas of discontinuity. The anniversary is, therefore, a pretext to come to terms with the history of the Journal and to reflect on the relaunches that will give a future to the cultural and publishing project of Encyclopaideia and phenomenological pedagogy in Italy and abroad.

BOX 1: Encyclopaideia's milestones

2007

- Massimiliano Tarozzi, editor-in-chief

2008

- Internationalization of the Scientific Committee
- The opening of Encyclopaideia's website
- New peer-review policy
- The University of Bologna Research Observatory classifies the Journal in Class A

2009

- Previous articles retrievable online at <http://www.torrossa.com/resources/an/2193052>.
- Italian pedagogical scientific societies (SIPED, CIRSE, SIRD, CIRPED, SIREF) confirms the assessment of the Observatory of the University of Bologna

2010

- Encyclopaideia's publisher is Bononia University Press

2011

- Encyclopaideia becomes quarterly

2013

- Articles from 2010 to 2013 retrievable online at <http://www.digibup.com/pages/encyclopaideia>
- The Journal is indexed in Philosopher's Index and SCOPUS
- Co-direction of Marco Dallari and Roberto Farnè

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