

Editorial

In this new issue a number of different methodological approaches to the matter of engagement and motivation in the field of education is presented. The starting point for these reflections is established by the world-renowned educational scholar, Professor David Carr of the University of Edinburgh, who, in spite of his basically neo-Aristotelian background, offers a broad and innovative revision of Plato's ideas on education which allows him to question the IQ theory on (arguably neo-Platonic) post-WW2 British selective state education in order to consider the more egalitarian educational reaction to such selection from the nineteen-sixties onward. Finally he envisages the advantages and drawbacks of this proceeding from the point of view of the students' engagement strategies of the future.

The present issue owes its international and multidisciplinary character also to the theoretical papers by such authors as Lindsay Davidson, Maria Oporto Alonso and her co-authors, Marta Gràcia et alia, Jaime Vilaroig Martin, and it is completed with a book review by Izabela Przybylska.

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