

From the Editor

With the printed version of Issue No. 5 of the *Revista de Investigación Psicoeducativa* we begin a new era of our publication. Two years ago, a group of university professors and researchers along with practicing professionals in the field of education --psychologists, educators, school psychologists, and guidance counselors -- considered the need to move forward in the sharing of knowledge within our field. We confirmed the existence of different lines of work and different tools for this purpose, found within the usual environments for preparing professionals and for innovation in Educational Psychology. Nonetheless, we all felt that an important deficit remained, something essential to the advancement of scientific and professional knowledge: that is, greater relevance assigned to research in applied settings (as a source for generating and building on knowledge) as well as increased interchange of knowledge between the academic and professional worlds.

As we looked at the root of this problem, we considered one reason to be the lack of communication channels, channels which could encompass both research approaches, and a second reason to be the excessive, unjustified consideration of research work as something belonging exclusively to the university environment, to the detriment of the importance potentially gained from practitioners' research.

To address these issues we launched the bilingual *Electronic Journal of Research in Educational Psychology* (www.investigacion-psicopedagogica.org/revista/english). Beyond our initial hopes and plans, the number of entries and requests to participate has increased steadily. Notwithstanding, after two years of experience and an unwavering commitment to new technologies, we find that an additional printed version, initially in Spanish only, will be of value in our effort to provide a forum for communication among educators, researchers and applied practitioners, as we consider together the issues of Educational and School Psychology.

This second initiative is made possible thanks to the combination of support received from the University of Almería, as an institution, through its different researchers and research groups, together with EOS Publishers, who believed in this project and have provided their organizational support. We extend our sincere thanks for their commitment to

the task of academic and professional research, which goes beyond mere profitability concerns, inevitable as they are in the knowledge market.

Henceforward, we place at your disposition two new, coexisting tools, the *printed, Spanish-only* version and the *bilingual electronic* version of the Journal, in hopes that both will help bring together research, reflection and academic innovation to the field of Educational Psychology and Applied School Psychology, as well as provide incentives for generating knowledge proposals which stem from and are demonstrated in the practitioner's environment. This will contribute to overcoming the loss of relevance in professional knowledge, which in some cases has characterized academic knowledge, and to overcoming the epistemological split which is found between the two knowledge types.

To accomplish this, we have distinguished two sections within the Journal. The first is called academic and professional research, where professionals from both contexts may offer their research to enrich the practice of Educational and School Psychology. The second section, called *practical applications*, is a space for presenting reviews, well-founded reflections, professional experiences, materials which are technologically or didactically innovative, or formal studies regarding materials used in evaluation or intervention, all of which contributing, to a greater or lesser degree, to well-founded, scientific practice of the profession.

If, between all of us, we are successful in contributing toward these objectives, our efforts will have been well worthwhile.

Jesús de la Fuente Arias
Editor-in-Chief