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## Editorial: Going global or going local?

The world is swayed by trends. It is trendy to go global – to expand, to travel, to think outside your national/cultural box, to share news, technologies, knowledge with as many people as possible as quickly as you can. Needless to say, new technologies and social media play a big part in this. On the other hand, it is also trendy to go local – to care for your local community, to support the local shops and craftsmen and to eat locally sourced produce. It is a global trend to go local.

Trends are not unknown in research, too, educational research being no exception. The trend used to be *publish or perish*, later upgraded to *publish more or perish*. Nowadays, the trend seems to be rather publish internationally and “impactfully” or else... This does seem to make sense. What is the use of research that does not bring new knowledge to and impact as many people/situations/etc. as possible. On the other hand, the trend is (especially in the social sciences) to acknowledge that social practices are embedded in specific contexts that are (among other things) culturally bound. We could thus ask of how much interest is knowledge of specific local community to the “global” person. It might be, for various reasons. But such knowledge must be presented to the global reader in a very specific form, taking into account their (lack of) background knowledge. Many interesting findings must be omitted in order to leave space for explanation of the local context (as, of course, you do not want to exceed the word limit) or simply because they would not make sense globally. And the whole message of the paper must be re-thought in order to be relevant globally<sup>1</sup>. This knowledge, however, might be of high relevance to the local research community. It is my belief that despite the internationalisation trend, good research must be maintained locally, talked about, written about, argued about. And then, and only then, should it be “abstracted” and re-thought to bring relevant knowledge to a global audience.

This is where local academic journals come into play. They are the places for presenting new concepts, research projects and findings. This is where local researchers get feedback first from the local editorial board that is familiar with the context, then from local reviewers and later from the local audience,

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<sup>1</sup> Not to mention the language change. Writing about local knowledge, local concepts with local tradition that is specific to and researched in a non-English speaking community in a global language (i.e. mostly English) is a challenge to say the least.

who is – again – acquainted with the local perspective. However, the “go global” trend is omnipresent and pushes local journals to initiate English issues (the reason being usually that the journal needs to be accepted by international databases in order to act as a valuable publication platform for the authors who are forced to “publish internationally and impactfully”). The question is, what should be the content of these English issues. Should the journal invite foreign experts? Or should local researchers publish in “their” local journal in a different language? Why? If I go through the effort of translating my research (not only in terms of language) for the global audience, why should I not publish in “proper” international journals?

Unfortunately, I do not have a ready-made answer to this. So far, it seems that local authors find reasons to do so (as evident in the fact that the English issues of Czech educational science journals are growing in number). My interpretation is that the local editorial boards can approach their papers with the knowledge of both the local and the global context, which is something the editors of many international journals simply cannot do.

So, I would like to thank the authors who have submitted their research papers to the English issues of *Pedagogická orientace*, both the present issue and the past ones. Thank you for helping us go global with the local still in mind.

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