# Editorial

We present the number 36 of the journal *Sophia: Collection of Philosophy of Education*. The fundamental axis of reflection revolves around the philosophical approach to learning as a cognitive process, and explores different theories and concepts related to learning from different perspectives, including a post-digital vision. This volume contains key elements typical of a philosophy of learning that provides tools and categories that allow understanding the nature of knowledge, learning models, the executive functions of learning, psycho-emotional competencies, psychoeducational elements, the way learning is acquired and how it is applied in everyday life.

By making a conceptual approach to the philosophy of learning, it can be shown that it involves a set of beliefs and principles that guide the way of understanding and approaching the learning process, and in turn, learning is understood as a basic cognitive process for the development of the human being and for the functioning of the mind. Knowledge, skills and attitudes are acquired through learning, which contribute to understanding the world and interacting with others.

The title of this volume already constitutes a philosophical question. It forms a categorical *corpus* that invites to rethink the meaning of learning, its process and its purpose. However, it is essential to consider some perspectives that historically have been key to understanding learning, which, among other aspects, has had different variants and has been considered as:

- An active process whereby students build their own knowledge by interacting with the environment and self-reflection on their experiences, as stated by constructivism.
- Significant, when students can relate new information to knowledge previously acquired and applied to real situations. It considers the deep understanding and need to implement knowledge transfer.
- Collaborative, as it promotes interaction and collaboration among students. It is based on the idea that learning is improved through the exchange of ideas, discussion and joint problem solving.

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- Autonomous, as it considers the ability of students to take the initiative in their learning process. It involves self-regulation, planning and making informed decisions about how and what to learn.
- Project-based, as it involves the accomplishment of tasks or practical projects that require the application of knowledge and skills in a real context. A learning that moves intrinsic motivation and skill development internship.
- Lifelong learning since the philosophy of learning recognizes that it is not limited to the school environment but is a lifelong process in which informal learning is valued along with personal and integral development and the acquisition of skills to adapt to the circumstances and reality in which the subjects find themselves.

Continuing with the reflection on the topic proposed in this volume, learning as a cognitive process is important because it allows to acquire information and knowledge on different topics, from basic concepts to specialized knowledge in specific areas, aspects that allow an approach to the world and contribute to timely and informed decision-making.

It is necessary to keep in mind that cognitive skills such as critical thinking, problem solving, decision making and creativity are developed through learning; impressionable skills that allow to face the challenges of life and achieve success in different areas, such as work, studies, and interpersonal relations. Learning also stimulates memory and attention by considering information, processing, and storing it in long-term memory.

In addition, learning exposes us to different ideas, perspectives, and cultures, allowing us to broaden our worldview and develop an open and tolerant mindset in a globalized and diverse context.

There are several philosophical approaches to learning as a cognitive process, about how learning takes place and how knowledge acquisition processes can be improved in humans. From this point of view, the philosophical foundations of the approaches are found in different edges. One of them, such as the idealism, establishes that knowledge is in the mind and that learning is a process of discovery and development of innate ideas; this philosophical current establishes that learning involves the search for truth and the understanding of universal principles. Another, like empiricism, states that knowledge is obtained through sensory experience and observation; according to this philosophical current, learning is based on data collection, experimentation, and focuses on the acquisition of practical skills.

A third perspective such as constructivism affirms that learning is an active process in which individuals build their own knowledge by interacting with their environment; according to this trend, learning occurs through problem solving, reflection and the construction of meanings. A fourth perspective is existentialism, which states that knowledge depends on individual experience and freedom of choice; it asserts that learning involves the exploration of authenticity and the search for meaning in life; existential learning concentrates its attention on personal development and self-reflection.

In the attempt to understand the essential characters that determine the understanding of cognitive learning, it is linked to emotions; in this sense, positive psychology establishes that "emotional balance [...] increases learning, [...] and depressive states or anger lead to difficult learning. This is the basis of the Yerkes-Dobson Law (1908)" (Quilambaqui and Aguilar, 2011, p. 52). Indeed, the link between learning and emotions is important in education. Emotions can have a significant impact on the learning process, to the extent that they can influence students' motivation, attention, memory, and decision-making, which are fundamental aspects of the learning process.

Some scholars show that positive emotions, such as joy or interest, contribute to the improvement of attention and the retention of information, which facilitates the learning process. On the contrary, negative emotions, such as fear or anxiety, tend to hinder learning, can distract, hinder concentration, negatively affect memory and can even generate negative attitudes towards learning, which can decrease motivation and academic performance of students.

Philosophical approach to learning as a cognitive process Educators need to be aware of the influence of emotions on learning and adopt strategies that enable the strengthening of positive emotions in the classroom.

Volume 36 of the collection is structured in two sections that group the ten articles best evaluated by the specialists selected to participate in the international review process. Out of the approved manuscripts, the first five are related to the central theme and the other five documents, equally important, are located under the name "Miscellaneous".

## First section

The section linked to the central theme seeks to answer questions such as: what do we refer to when we talk about emotion in the education sciences?, what components and mechanisms define the emotional

architecture of educational processes?, what are the characteristic features in the transition from traditional learning approaches to contemporary learning approaches?, what is the epistemological dynamic experienced by learning models?, does digitalization today increase the socioeconomic gap between students with access to digital tools and those who do not have it?, *is it possible* to have a counter-digitalization in the contemporary context?, contributions of executive functions in the learning of university students?, which activities are recommended to develop executive functions in students?, what are the main difficulties in behaviors aimed at goals in young university students?, what is the significant articulation between academic performance, lack of acceptance and emotional clarity?

These questions seek to be answered in the presentation of the content of each of the documents. A brief synthesis is presented:

The reflective tour starts with the article "The Emotional Architecture of Education from Science, Philosophy and Art", presented by Clara Romero Pérez, from the University of Seville, Spain. The author proposes to offer a framework of integrative analysis on what she calls "emotional architecture of education" and its implications for designing educational actions inherent to the human processes. The researcher analyzes the components and emotional mechanisms involved in educational processes and anticipates that the emotional architecture of education has a multidimensional character insofar as it relates to organic, psychic and sociocultural realities. Finally, it establishes the need to bet on an affective and inclusive education.

The path of cognitive construction is found in the article "Learning models in the transition to complexity as a challenge to simplicity", written by Jefferson Alexander Moreno Guaicha (University of Experimental Technology Yachay of Ecuador; University of Research and Innovation of Mexico), Alexis Alberto Mena Zamora (Educational Unit Santa Juana of Arco La Salle of Ecuador) and Levis Ignacio Zerpa Morloy (University of Experimental Technology Yachay; University Pontificia Bolivariana de Medellín). The authors intend to systematically examine the evolution of learning models, highlighting the paradigmatic changes that have aroused in the transition from traditional learning approaches to innovative and transdisciplinary proposals.

Likewise, the article "Post-digital pedagogy as a synthesis of rhizomatic learning and the post-digital era", by Diego Medina López-Rey, from the University of Valencia, Spain. The author refers to two central axes: rhizomatic learning and the post-digital era. Rhizomatic learning bases its principles on the construction of knowledge from the contribu-

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tions of the students in real time. The post-digital era is understood as "the juncture in which digital technology is an imposed social need". The researcher analyzes the possibility of a counterdigitalization using digital technology as an emancipatory tool and, consequently, discusses the possibility of establishing a postdigital pedagogy.

In the trajectory of knowledge is the manuscript "Executive Functions in the Learning of University Students", written by Darwin Joaqui Robles, from the Minuto de Dios University Corporation (Colombia) and Dorys Noemy Ortiz Granja, from the Pontificia Universidad Católica (Ecuador). The writers raise the need to understand the role of executive functions in learning, in such virtue, identify the characteristics, describe their components and analyze the relationship with learning as such. According to the authors, the article presents a neuropsychological approach in dialogue with the philosophy of Heidegger, Hume and Locke.

Philosophical approach to learning as a cognitive process the article "Psychoeducational proposal on emotional competencies in university students", by Cristina Michelle Rojas Cadena, Arianna Melissa Ruiz Silva and Elena Narcisa Díaz Mosquera, from Pontificia Universidad Católica del Ecuador, closes this itinerary on the central theme. The authors analyze the link between emotional competencies and academic achievements in higher education, addressing the characteristics of emotional regulation competence, which affects the academic performance of young university students, in order to design a psychoeducational proposal aimed at strengthening the emotional self-management of the mentioned group.

## Second section

This section aims to answer questions such as: what is the characterization of emotions in today's society marked by the characteristics of the fourth industrial revolution?, what are the implications of emotional experiences in contemporary discussions about the human nature in contexts of innovation?,

What is the significant value of applied ethics in teaching? What are the contributions of discursive ethics in the educational context of the professions? Is the subject an autonomous being in political deliberation? are the thoughts, postures and forms of the politic organization the ones that determine the subject?, what are the contributions of higher education for the integral formation of the human being?, what are the contributions of

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critical thinking for its execution in the curriculum and in the classroom?, what is the incidence of critical thinking on academic performance?

For dynamizing the different horizons of comprehension that derive from the questions described, an extract of the content of each of the manuscripts that comprise the one described is shown:

Thus, in this intellectual deliberation path we start with the article "The role of emotions in the society of performance", written by Iván Alfonso Pinedo Cantillo, from the National Open and Distant University of Bogotá. The researcher presents an interesting analysis on the philosophical thought of Byung-Chul Han and its impact on the current socio-political and economic reality, in which the transformation of biopolitics into psychoplitics constitutes one of the most significant elements of modern society. The author reflects on the "role played by emotions in the society of performance, fatigue and infocracy turning to the 'hamster wheel' metaphor as an evocative image of [...] current dynamics".

The path of philosophical thought continues with "The value of applied ethics in engineering studies in a horizon of reliable artificial intelligence", elaborated by Antonio Luis Terrones Rodríguez, from the University of Valencia and Institute of Philosophy-CSIC (Es-Spain) and Mariana Rocha Bernardi, from the University of Caxias do Sul (Brazil). The researchers carry out an analysis of studies on the need to establish bases for ethical governance of artificial intelligence. Hence, ethics applied in engineering studies is a commitment to professional strengthening, ethical governance and responsible research and innovation.

Likewise, "Psychopolitics and big data as new forms and tools for political organization," written by Elkin Eduardo Niño Morales, Oscar Javier Cabeza Herrera and Campo Elías Flórez Pabón, from the University of Pamplona (Colombia). The authors analyze the relationship between *mass media* and politics from Chomsky and Han. To fulfill their objective, the researchers use the database with the algorithm: "Neoliberalism, psychopolitics, big data, mass media and democracy" and from this perspective they study 13 books and 20 articles. They identify new forms and tools of political organization, establish the existing relationship between politics and the media and among other interesting aspects consider that the "emotionalization" of political communication diminishes individual autonomy.

As part of the discussion follows the manuscript "Higher education and integral development in Mexico", by José Antonio Villalobos López, from the National Polytechnic Institute (Mexico). The author explains the correlation between the higher education student universe and economic growth and human development, argues that education

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contributes to achieve "economic growth and substantial improvement in stages of integral development".

The volume closes with the article "Pedagogical Practice of Critical Thinking from the Cultural Psychology", written by María Gisela Escobar Domínguez, from the Metropolitan University of Caracas (Venezuela). The author makes an approach of critical thinking as a fundamental competence in educational approaches, raises the need to understand the subject from the categorical interaction of "its epistemology, theorization and praxis" and states that there is incongruity between curricula and classroom practice; also, analyzes the implications of critical thinking on academic performance.

Philosophical approach to learning as a cognitive process Learning as a cognitive process entails the need to acquire knowledge, to develop comprehension skills and mental skills to process information, solve problems, make decisions and develop critical thinking skills.

The content presented on this issue carries approaches and perspectives that invite to continue rethinking and propose new aspects of reflection.

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Editor-in-Chief

## References

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