Editorial

It is gratifying to have the opportunity to address you, to make you participants of the joy felt by all who take part of the Journal Sophia: Collection of Philosophy of Education. I could not ignore the news that our journal has been positively valued and accepted in Scopus, one of the largest databases that validates the quality of publications worldwide; in this sense, I extend my sincere thanks to all who take part of this process.

Specially, my heartfelt gratitude to the authorities of the Universidad Politécnica Salesiana, Priest Javier Herrán and Priest Juan Cárdenas; to the Priest Rómulo Sanmartin and to the 2006 Council of the Major in Philosophy and Pedagogy, for the initiative and the boost to advance with the publication, to Verónica Di Caudo who began with the publication process, to Luis Álvarez as the General Editor of the publications of the Universidad Politécnica Salesiana, to Ángel Torres, Soledad Aguilar, to the Abya-Yala Editorial in the persons of José Juncosa, Hernán Hermosa, Paulina Torres, Martha Vinueza M., Marco Gutiérrez, Raysa Andrade, to the diffusion and dissemination team Cristian Arpi and Jefferson Moreno, to all the members of the Editorial Council, Associate Editors, to the International Coeditors, to the Members of the Scientific Council, to the international reviewers, to the 435 main protagonist authors who have written 316 paper so far in the publication of the 32 numbers of the Journal, to the followers of the social networks Facebook, Twitter, LinkedIn, Instagram, to all the readers and to all who have made possible that our journal has been placed as the second most significant journal of Philosophy of Education worldwide.

With great satisfaction, we present the publication number 32 of the Journal Sophia: Collection of Philosophy of Education, which has as fundamental axis of reflection the quality in education, in this sense, this volume intends to answer key questions such as: What is educational quality? How to understand quality in education? Which are the conceptions of educational quality? What type of quality is it pursued in education? Which elements enable constructing a quality education? Which are the quality referents in the field of pedagogy? What elements enable constructing a quality education? What referents should be considered for the quality and prospective of organizational strategic planning in higher education? How to address educational quality in rural contexts?

What is the relationship between educational quality and public policies? The answers to these questions will enable to understand the sense and meaning of quality in education.

Although the concept of "educational quality" itself is relatively new in the pedagogic realm, approximately from the eighteenth century, the reforms in education, in the models, in the paradigms, in the approaches, in the methodologies, in the strategies, in the evaluation criteria, in the educational policies and in the pedagogical tendencies have been permanently occurring.

In this scenario, rethinking quality in education, leads to consider the texts, contexts, subjects and particular needs of keeping in mind that any educational process involves a group of referents such as: quality, equanimity, impartiality, integrity, justice, honesty, effectiveness, legality, morality and that when all the elements are operated together, they will enable achieving a transformation in education.

This requirement demands a relational formation typical of the human tissue initiated by the family, the society in general, the new skills, abilities, attitudes, capabilities, emotions and procedures that are generated in the teaching-learning process, aspects that dynamize life in the labor field, in the institutional-organizational context, in the cultural, in the socioeconomic, through the prevailing politics and ideology, and together contribute to achieve an integral and total quality in education.

In the following, a brief journey is made of the content exposed in each of the manuscripts approved, both for the section related to the central topic and for the miscellaneous section of the present number of the Journal.

In the central topic of publication number 32 of the Sophia Journal, there is first the paper *Building quality education from pedagogy*, written by José Manuel Touriñán López, from the Universidad Santiago de Compostela, Spain. The author considers that to build a quality education involves conceptually distinguishing quality of education and quality in education, meanings that together converge in the expression quality education. In addition, the author states that there is no quality education without working in the educational relationship, the common activity. The author manifests that it is necessary to educate 'with' the cultural area, and this demands to exercise the pedagogic function with competence, establishing an educational relationship in which such quality education is achieved; in addition, he states that only through common activity it is achieved the agreement between educational values and feelings, which is necessary to pass from knowledge to educational

34
Φ

action. Then, it follows the manuscript *Observations on the approach by competencies and its relationship with educational quality*, written by Geovanny Fabián Bueno Chuchuca, from the 01D02 District of Education at Cuenca-Ecuador. The author analyzes the relationship between competencies and educational quality, for further understanding the context, characteristics and sense of the relationship, with the purpose of unveiling positions that denote a tendency in the labor market. The document postulates that the approach by competencies and the achievement of quality are a natural response of the context for a greater productivity in the bureaucratization of social institutions; thus, he pursues to adopt a quality model as transformation of the subjects beyond quality as an accountability purpose.

On the other hand, the paper *State of the art of the conceptions of quality in higher education*, developed by Fernando Gustavo Acevedo Calamet, Fiorella Gago Benito, María Alejandra da Silva Muñoz and Ana Lucía Bastos Olivera from the Centro Universitario Regional de Noreste of the Universidad de la República de Uruguay, presents an analysis of different conceptions about the notion of quality, its centrality and relevance in higher education, evidencing its polysemic, multidimensional nature, and necessary for understanding it according to the context of application. The authors seek to answer the question: who is responsible for determining the quality of a product or service in higher education?

Within this same line of reflection, there is the *Study for the quality and prospective of Organizational Strategic Planning in Higher Education* structured by Dolores Vélez Jiménez, Roberto Aragón Sanabria, and Michel Segismundo Rodríguez González, from the Universidad España at Durango-Mexico. This paper states that the changing times of the present century, and the global sanitary contingency, has brought new forms of administration of organizations in general, of higher education institutions in particular and concretely of private universities. The authors pursue to conduct a study for the quality and prospective of strategic planning, from the integration of regulatory, strategic and operational elements based on aspects of organizational structure and behavior.

This section is closed by the paper *The quality of education in rural areas from the perspective of public policies*, presented by María Teresa Hernández Herrera and Gustavo Adolfo Esparza Urzúa from the Universidad Panamericana de Aguascalientes, Mexico. The objective of the document is to delve deeper into the concept of educational quality in the reality of the Mexican Educational System; it explores the concept of educational quality in light of federal regulations that protect the right to education; it

35
Φ

explains the conceptual change that has taken place in the conception of rurality; it describes the Community School Model, which educationally serves to dispersed and underpopulated communities in Mexico. According to the singular case presented in the document, the educational quality is delimited by the Political Constitution of the Mexican United States and by the contextual conditions in which it is developed.

In the miscellaneous section, we find a diversity of philosophical reflections coming from different scenarios, tendencies, approaches and perspectives, such as the ones described below:

The manuscript *Affectivity, vulnerability and limits of scientific reason*, built by Rosario Gazmuri Barros, from the Pontificia Universidad Católica de Santiago de Chile, analyzes the notion of rationality typical of our culture, marked by the scientific paradigm; it pursues to understand reason from a new paradigm and to study the connection between the issue of affectivity as the essential vulnerability of the human being and the consequences of this in moral action. In this sense, the author explains that the reason has the capability of deciphering the laws inscribed in reality in a 'clear and distinct' manner, with the purpose of dominating such reality, and transforming what is read. In brief, the document proposes the model of the work of art as a possibility for reencountering the dimensions of the human being silenced by the scientist notion of truth.

Similarly, the paper *Facing post-truth from a neo-Aristotelian foundation of education*, written by Dennis Schutijser De Groot from the Universidad Toulouse Jean Jaurès-Ecole Doctorale ALLPH@ and from the Pontificia Universidad Católica del Ecuador, considers that the current challenge of post-truth that threatens the functioning of democracy arises from the limits of our knowledge and the interference of emotions and values. The author states that two common schools of thought, ethics of the discourse and agonistic politics, fall short in resolving this challenge. Therefore, the aim of this paper is to propose a contemporary conception of a phronetic political discourse, incorporating the key characteristics of an Aristotelian phronesis. The writer establishes that a contemporary phronetic political discourse cannot be founded on the good, and that education is the key starting point to reinforce the capabilities and habits of discourse participants in order to better manage the limitations of our knowledge and our personal commitment with the political field.

Then, it is presented the document *The idea of learning from a different angle as a pragmatist criticism of cognitive sciences*, organized by Juan Manuel Saharrea, de la Universidad Nacional de Córdoba, Argentina. The manuscript establishes that the relationship between cognitive

Sophia 32: 2022.

© Universidad Politécnica Salesiana del Ecuador

Print ISSN:1390-3861 / Electronic ISSN: 1390-8626, pp. 33-38.

36
Φ

sciences and philosophy is fruitful and diverse; that there are few philo-sophical attempts to analyze the concept of learning regarding its link to applications in the educational field; and that the philosophical pragma-tism provides a sustainable theoretical framework to complete this task. Among other issues, the author analyzes the concept of learning from the perspective of Brandom's contemporary pragmatism; he pursues to evaluate the epistemological advantages of this stance, and at the same time, he warns about the consequences of limiting learning to causal and natural regularities, as it is the case of the cognitive approach in educa-tion; he indicates the relationships between learning and rule, as well as between learning and language.

On the other hand, the paper *Epistemic connection between hu-manistic formation and university professional education*, written by Mar-tín Alonso Saavedra Campos and Ricardo Arturo López Pérez from the Departamento de Educación en Ciencias de Salud, of the Universidad de Chile, explains that the conception of an education with humanistic ap-proach has been an omnipresent subject in professional university edu-cation; it examines humanistic education from a scarcely thematized per-spective, but relevant as the epistemic dimension. In this sense, the authors present three domains to focus the theoretical analysis, namely the practi-cal epistemic, the disciplinary epistemic, and the epistemically human. Ac-cording to what was previously stated, in this document the authors argue that a professional university education based on contemporary Human-ism should educationally contribute to develop a comprehension of the epistemic problems integrated to the professional performance.

Finally, there is the manuscript *Political relations between philo-genic-ontogenic metaphor and "being an adult" as school telos*, built by Carmina Shapiro Donato from the Universidad Nacional de Rosario at Santa Fe-Argentina. The author states that there are situations in which, instead of a referentially rigorous, formalized, structured and controlled language, sciences appeal to explanatory resources that do not come from the disciplinary activity itself. This phenomenon creates metaphors that eventually become part of the common scientific lexicon, as they are ef-fective in increasing our understanding. Therefore, for the author, the phylogeny-ontogeny metaphor had a very strong influence in the way that the emerging anthropology, sociology and pedagogy would think about human beings and society. This aspect forced the author to conduct an analysis of the internal logic behind this phenomenon to examine some of the effects of this metaphor on the educational field. For the writer, the problem is that this a priori knowledge, in the manner of epistemological

obstacles, restricts the emergence of new ideas and/or solutions for the difficulties that schooling is facing today.

Dear reader, I hope that the ideas exposed in each of the lines of the publication number 32 of Sophia: Collection of Philosophy of Education, become breeding ground for building new proposals of reflection, for new research works, approaches, perspectives and/or theories that gradually contribute to the educational transformation and for constructing a different society.

Floralba del Rocío Aguilar Gordón
Editor

38