

EDITORIAL

The editors are very happy to present this publication number 34 of *Sophia: Collection of Philosophy of Education*, whose main topic presented a diversity of thought edges, orientations, approaches, trends and nuances about philosophy, anthropology and education, establishing some necessary links between them; evidencing the work of philosophy in intercultural dialogue, the thought of diversity and its educational importance. This volume seeks to reflect on what is considered as essential, principles and critical assumptions that allow understanding education as a theoretical-practical task that has contributions and guidelines of philosophy and cultural and social anthropology as a fundamental basis.

In this scenario the intellectual creations inscribed within the three areas of reflection are philosophical, anthropological and educational, all of them duly dynamized by the contextual reality in which they arise and mediated by hermeneutic processes of understanding and interpretation.

The manuscripts selected are intended to respond to various problems that arise in line with existential and pedagogical activities carried out by the human being, raising questions such as: what is human development? What are the contributions of social networks for human development in digital societies? What are the problems and challenges of social networks for human development? What is the anthropological perspective of forgiveness and its impact on educational processes? Why is forgiveness a fundamental anthropological reference to understand the relationship with others? What are the main philosophical and anthropological contributions of *Sumak Kawsay* for the educational processes? What are Nietzsche's contributions to the formation of the current individual? How can one philosophically understand the student-centered pedagogy? What are Byun-Chul Han's main contributions to the ethical formation of the human being in today's society? What are the characteristics and the role of the subject in the creation of inclusive pedagogical practices? What are the main sociological contributions of Durkheim and Bernstein on sociocultural diversity in educational institutions? How can one epistemologically understand transdisciplinary research praxis? And, finally, considering the complex and multidimensional nature of reality the researchers ask questions such as: what is the participation of chemistry in the multidisciplinary, interdisciplinary and transdisciplinary



dimensions? what are the main theoretical-philosophical foundations of chemistry? In short, this volume brings together a whole set of thematic nuclei that have allowed:

- To call for the analysis of philosophical and pedagogical experience in educational activity;
- To provoke the philosophical, anthropological and educational reflections, actions and reactions of researchers;
- To determine the anthropological bases of human development and current educational models;
- To demonstrate the relationship between theory and practice in education;
- To credit philosophy as the main event for the understanding of educational work;
- To formulate the dialogue between cultures, experiences and knowledge as an indispensable element for understanding the global, digital, information and current knowledge society;
- To review the critical assumptions of educational phenomena;
- Setting clear inter, trans and multidisciplinary scenarios of pedagogical, anthropological and philosophical relationship;
- Generate new concerns about the need to educate the feelings and emotions of human beings; and,
- To demonstrate the urgency of rethinking and betting on the incorporation of ethical-moral, civic and cultural values and principles as fundamental aspects in human formation.

34



This number 34 in our collection consists of ten selected, evaluated and approved manuscripts. The articles are divided into two sections: five articles, related to the main theme of the call, and five miscellaneous articles.

The articles related to the central theme are:

The article *Human development and social media in digital society*, written by Vicent Gozálviz Pérez and Gemma Cortijo Ruiz, raises a philosophical and pedagogical reflection about the conditions for human development and citizen empowerment in digital social contexts. The authors consider that “living in the digital age requires a theoretical foundation that promotes civic education in digital environments and points towards social and democratic progress”; however, they admit that building an intercultural and democratic ethos in an interconnected and media world is not an easy task to achieve. Based on the capabilities of Amartya Sen and Martha Nussbaum, the researchers formulate a theore-

tical model to cultivate democracy in digital environments considering the current needs.

On the other hand, the manuscript *Anthropological Perspective of Forgiveness from Hannah Arendt and Leonardo Polo*, presented by Elda Millán-Ghisleri and Josu Ahedo Ruiz, states that the interest in the topic of forgiveness arises from the need to explain strategies of personal and interpersonal development for which the authors intend to present the anthropological foundation of forgiveness from Hannah Arendt and Leonardo Polo. In addition, in the article, the authors see forgiveness as a “regenerator of the person” and reflect on the educational consequences it has on personal growth.

Likewise, the document *Philosophical and Anthropological Contributions of Sumak Kawsay for the pedagogies of the arts in Ecuadorian Higher Education*, developed by Diana Patricia Pauta-Ortiz, Alexander Mansutti-Rodríguez and Javier Colado-Ruano, makes a philosophical and anthropological review to propose a reconceptualization of the teaching-learning processes that occur in the subject ‘Cultural and Artistic Education’ (ECA) of the curriculum of Basic General Education (EGB). The authors describe the pedagogical trends of the pre-Hispanic period, the colonial era, the nineteenth century to the present day and propose eight philosophical and anthropological principles derived from the indigenous Quechua worldview of *Sumak Kawsay*.

The article *Contributions of the Philosophy of the young Friedrich Nietzsche for the formation of the individual in contemporary society*, written by Gilbert Hernán García Pedraza, delves into the interpretations of human formation in Nietzschean thought; it addresses some aspects of the critiques and formative proposals with a psychological and cultural view on education found in the conferences of *Nietzsche Schopenhauer as educator and in the future of our educational institutions*.

This section closes with the document *Philosophical Approach to Student-centered Pedagogy*, structured by Antonio Gutiérrez-Pozo, who analyzes the reality of magisterial-centered, logocentric and traditional pedagogy in which the educational process is reduced to teaching, the predominance of the teacher and the contents over the student. The author of this article reflects on the need to value the student-centered education based on the student’s learning, since he considers that the teacher should “let learn” and should “teach to ask”.

The following articles belong to the miscellaneous section:

The manuscript *Elements of Byun-Chul Han’s work for the ethical formation in a society of performance*, written by Wilmer Hernando Silva

Carreño; Carlos Hernando Zamora Jiménez and Manuel Alejandro Guerrero Aponte, focuses on studying the crisis of humanity in a hegemonic market economy driven by profit and exploitation, which demands an ethics that exceeds the current state in which the person is reduced to be a mere subject of performance. The authors see the need to cultivate the capacity of indignation and to promote a contemplative life, as experiential practices of the world of life.

The document *Becoming Subject in the Inclusive Pedagogical Practice Configuration*, elaborated by Jonathan Cepeda Sánchez, analyzes the paradigm of inclusive education recognizing education as a fundamental human right. The author considers that various factors and circumstances arise “in the transition from a conventional education to an inclusive one, that invite not to circumvent the constitution of the subject and its registration in the culture”. Likewise, it argues that restoring the role of the school involves banishing homogeneous practices of discrimination and violence, tending to collapse the word and social justice. For reevaluating the students, the document is constructed from the interdisciplinarity philosophy, psychology and sociology.

In this same section, the article *Sociological contributions of Durkheim and Bernstein on socio-cultural diversity in school*, developed by Juan Antonio Carrasco Bahamonde, offers a theoretical reflection on sociocultural diversity from the distinction between the instrumental and expressive orders in school, delimiting diversity as a problematic area and providing conceptual tools, from the contributions of Durkheim and Bernstein. To this end, the author establishes the distinction between integrative relationships models based on organic and mechanical solidarity, presenting a systematic effort of theorizing about educational practices. The researcher argues that educational policies face a dilemma between the requirement of specialized performance and the set of competences, values and beliefs of the context.

On the other hand, the article *Epistemological reflections derived from transdisciplinary research practice*, structured by María Alejandra Marcelín Alvarado, proposes to rethink research based on linear relations. It focuses on the integral health of four communities with high and very high marginalization, located in Comitaca-Tojolabal, Chiapas, Mexico, during the period 2021-2022. The work is conducted under the method of participatory action research (PAR).

This section closes with the writing: *Historical philosophical foundations of chemistry*, elaborated by Dolores Vélez Jiménez and Celso Obdulio Mora Rojas. The document establishes that there is a relevan-



ce when integrating the knowledge of a natural science such as chemistry with the world of ideas such as philosophy and epistemology. The authors argue that chemistry participates in multidisciplinary, interdisciplinary and transdisciplinary dimensions.

The preliminary answers provided to the questions mentioned above will give way to the generation of replicas, challenges, refutations, confrontations, objections and new constructions on the topics addressed.

Dear readers, we hope that the ideas presented in each of the lines of Sophia's publication number 34: Philosophy of Education Collection will be a foundation for creating new proposals for reflection, new research, approaches, perspectives and/or theories, which contribute to the educational transformation and the construction of a different society.

Floralba del Rocío Aguilar-Gordón
Editor-in-Chief

