

EDITORIAL

Sophia: twenty years as a journal

For *Sophia*, reaching twenty years of uninterrupted publication represents much more than a chronological milestone; it is the validation of an intellectual vocation sustained over time and of an enduring commitment to philosophical and educational reflection across Latin America and the world. Two decades of editorial work have allowed the journal to consolidate an academic space dedicated to critical dialogue, the rigorous production of knowledge, and the construction of ethical and humanistic horizons capable of addressing the complexities of our time.

From its origin, *Sophia* was founded on the conviction that philosophy cannot remain detached from the historical, cultural, and educational problems facing contemporary societies. Over the course of these two decades, the journal has welcomed a multitude of voices, perspectives, and traditions of thought that, drawing from diverse epistemological and geographical contexts, have contributed to strengthening a pluralistic, critical, and interdisciplinary academic community. Each published issue bears witness to a constant quest to understand the human condition, education, politics, science, culture, and societal transformations from a reflective and deeply ethical perspective.

This anniversary also invites us to recognize the collective effort that sustains the life of a scholarly journal: authors, reviewers, editorial boards, proofreaders, translators, technical staff, communicators, readers, and institutions that, through their dedication and trust, have made *Sophia*'s continuity and growth possible. Thanks to this shared effort, the journal has succeeded in gaining international recognition, strengthening its standards of academic quality, and consolidating networks of research and thought that transcend borders.

Celebrating twenty years also means renewing our responsibility toward the future; it entails a genuine connection of knowledge, cultures, and perspectives to reflect on the present and shape the future, promoting a philosophy of education grounded in ethics, critical thinking, and

human transformation. In an era marked by rapid technological advancement, social, environmental, and cultural crises, as well as the challenges facing contemporary education, *Sophia* reaffirms its commitment to remaining a space open to rigorous analysis, interdisciplinary dialogue, and the defense of critical thinking as indispensable conditions for democratic life and human dignity.

These twenty years, marked in June 2026, represent, in short, both memory and horizon. A memory of a path forged with perseverance and academic rigor; a horizon of new questions, innovative challenges, and novel possibilities to continue reflecting on the present and the future through the lens of philosophy and education.

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About Sophia 41

In the contemporary context, the philosophy of education is called upon to constantly rethink its fundamental categories, its horizons of understanding, and its potential to influence a society marked by profound cultural, technological, political, and epistemological transformations. The complexity of current scenarios demands that we conceive of education not merely as an institutional practice or a mechanism for transmitting knowledge, but as a privileged sphere for the formation of the subject, the shaping of meaning, and the critical construction of reality. In this context, Issue 41 of *Sophia, Philosophy of Education Collection*, aims to open a space for reflection focused on analyzing the fundamental categories necessary for understanding the philosophy of education in today's society, bringing together theoretical, critical, and methodological perspectives that allow us to question the very foundations of education. Indeed, it falls to the philosophy of education to “rethink and propose mechanisms for the appropriate use of technology, media, tools, and their derivatives” (Aguilar Gordón, 2020, p. 24).

Contemporary education faces tensions that go beyond traditional frameworks of interpretation. The new spaces for human development are inherently complex, “and it is education’s responsibility to invigorate them by generating strategies that enable an understanding of the new emerging realities” (Aguilar Gordón, 2020, p. 24). One of the vital tasks of education today is to broaden horizons of understanding by fostering innovation and creating “stimulating and motivating environments that encourage individual freedom, creativity, and constructive criticism” (Aguilar Gordón, 2020, p. 24). For its part, the philosophy of education fosters

a sense of coexistence and respect for ideas, individuals, and cultures; it promotes the essence of cooperation, collaboration, teamwork, and other core values necessary in today's education. The expansion of instrumental rationality, the acceleration of technology, the fragmentation of subjectivities, the crisis of modern narratives, and the redefinition of learning environments create scenarios that demand a profound reexamination of the ontological, epistemological, and axiological assumptions upon which human formation is based. For this reason, this issue brings together research that actively engages with educational theory, the ontic and ontological categories of the philosophy of education, critical theory, emancipatory pedagogies, critical methodologies, and the interdisciplinary implications of philosophy for understanding educational processes.

The contributions presented here demonstrate that the philosophy of education remains an essential field for examining the ways in which the individual learns, relates to knowledge, and is embedded within social structures—frequently shaped by relations of power, exclusion, and inequality. Philosophical reflection allows us to understand that education is never neutral: every educational practice presupposes a distinct conception of the human being, of society, of rationality, and of the future. From this perspective, ontological and ontic categories take on renewed relevance by enabling an inquiry into the meaning of human existence within specific educational contexts and into the conditions that make the holistic formation of the person possible.

Furthermore, this volume emphasizes the continued relevance of the critical theory of education and critical pedagogies as essential frameworks for analyzing the contradictions and paradoxes present in contemporary educational institutions. The dynamics of the commodification of knowledge, the subordination of education to productivist logics, and the instrumentalization of educational processes challenge the traditional role of schools, universities, and various pedagogical spaces in fostering critical citizenship and ethical awareness. Thus, the articles gathered in this issue reaffirm the importance of approaching education from emancipatory perspectives that promote dialogue, autonomy, social justice, and the transformation of structures that reproduce domination.

As such, the content presented in this issue should critically guide the reader toward the exploration of newly situated issues and generative themes that foster awareness, personal change, and social transformation. These generative themes should be understood as “challenges for action and have the potential to branch out into other themes [...] thus, it is possible to speak of themes of a universal [...] continental, national, or



regional nature” (Freire, 1980, p. 42). In this vein, philosophers, educators, and critical researchers must create the necessary conditions to establish theoretical and practical pathways that allow for the strengthening of multidisciplinary knowledge capable of overcoming irrationality, one-sidedness, or intellectual reductionism.

Similarly, the studies included here examine the nature of learning and the possibilities for methodological innovation. The incorporation of metacognitive strategies, reflection on self-concept, and the analysis of the subjective conditions of learning demonstrate that education involves complex processes of self-reflection, identity construction, and the development of critical thinking skills. These approaches help us understand that learning does not merely mean acquiring information but rather developing distinct ways of thinking capable of interpreting, questioning, and reinterpreting human experience.

Finally, a key aspect of this issue is its openness to interdisciplinary dialogue. The relationship between philosophy, psychology, pedagogy, and other disciplines demonstrates that educational problems require comprehensive approaches that transcend epistemological reductionism and foster broad, critical interpretations of reality.

We extend our sincere gratitude to all the authors, reviewers, readers, and contributors who have made the publication of this issue possible. Their contributions strengthen the contemporary debate on the philosophy of education and enrich the collective construction of knowledge aimed at understanding and transforming educational reality. We hope that the reflections gathered here will spark new questions, diverse dialogues, and varied ways of thinking about education as a critical, human, and emancipatory practice.

On the Structure of This Volume

Sophia 41 brings together contributions from researchers across the Americas, Europe, and Asia who reflect on some of the most significant challenges facing contemporary education: teacher training, the meaning of life, democracy, artificial intelligence, scientific literacy, public ethics, and the epistemological foundations of science and philosophy. These articles engage in dialogue from philosophical, pedagogical, and critical perspectives, offering a broad overview of 21st-century educational challenges.

The ten articles accepted for this issue are divided into two sections: five dedicated to the main theme of the call for papers, and five in the miscellaneous section.

The first section opens with the article “Epistemological and Ontological Foundations for a Transdisciplinary Teacher Training” written by Javier Collado Ruano, a researcher at the National University of Education (Ecuador), and Florent Pasquier, a scholar at Sorbonne University (France). The authors present a philosophical reflection on the need to rethink teacher education from a transdisciplinary perspective, examining the transition from the paradigms of classical science to the sciences of complexity to demonstrate how this transformation requires new epistemological and ontological foundations for education. Their proposal highlights the interconnection among complex thinking, transdisciplinarity, and critical pedagogy as a path to training teachers capable of addressing the educational and social challenges of the 21st century.

The following manuscript, “Purpose in Life in Adolescents after a Learning Experience” by María Milagros Armas Arráez, a professor and researcher at the International University of La Rioja (Spain), explores the relationship between education and the development of a purpose in life during adolescence. Through empirical research involving more than 1,000 completions of the Purpose in Life inventory, she demonstrates that competency-based learning experiences can significantly strengthen young people’s existential purpose. The study provides evidence of the importance of an education oriented toward the holistic development of the individual, beyond the mere acquisition of knowledge.

Next, the paper titled “Cultivating Democratic Skills in 21st-Century Society,” authored by Isabel Tamarit López of the University of Valencia (Spain), analyzes the threats facing contemporary democracies in contexts marked by polarization, radicalism, and the influence of digital technologies. Her work advocates for ethical and civic education as an essential tool to strengthen democratic citizenship. The author proposes pedagogical strategies centered on critical thinking, emotional education, dialogue, and peaceful conflict resolution, aiming to shape citizens who can participate responsibly in complex and pluralistic societies.

Following is the article “Pedagogical Bias and the Validity of Pedagogy,” written by Óscar Julián Cuesta Moreno and Rafael Reyes Galindo, researchers at the Pontificia Universidad Javeriana (Colombia). They critically examine certain widely accepted educational discourses that, far from strengthening education, end up distorting it. Through the concept of “pedagogical bias,” they identify erroneous interpretations related to

teaching, schools, teachers, and pedagogy. The authors defend the relevance of pedagogy as an independent field of critical reflection and challenge trends that reduce education to criteria of efficiency or immediate student satisfaction.

This section concludes with the essay “The Paradox of Heutagogy and Artificial Intelligence”, written by Luis Alberto Triana Llano, a scholar at the Pontifical Bolivarian University (Colombia). This work addresses one of the most current topics in the educational debate: the relationship between artificial intelligence and self-directed learning. His analysis raises a fundamental paradox: while artificial intelligence can enhance student autonomy, it can also generate new forms of technological dependence. The author proposes the concept of “heutagotIA” to reflect on this tension and concludes that the emancipatory potential of AI depends on pedagogical frameworks capable of promoting critical thinking and cognitive autonomy.

The second section (Miscellaneous) opens with the article “Toward a Discontinuist Approach to Scientific Literacy,” by Karina Silvana Giomi, a researcher at the National University of Tierra del Fuego (Argentina). The text challenges traditional conceptions of scientific literacy based on a cumulative and linear view of science. Drawing inspiration from thinkers such as Bachelard, Badiou, and Lacan, she proposes a discontinuist approach that acknowledges the epistemological ruptures and processes of subjective transformation involved in the production of scientific knowledge. Her work invites us to reconsider science education as a process of unlearning, creation, and the ongoing reconstruction of knowledge.

Meanwhile, the study “Ethical Compassion in Education to Overcome Hate and Hate Speech,” by Maria Orts García of the University of Valencia (Spain), analyzes the contemporary phenomenon of hate speech from an ethical and educational perspective. Drawing particularly on the thought of Martha Nussbaum, she examines the role of fear and revulsion as emotions that generate hatred, arguing that empathy alone is insufficient to counteract them. In response, she proposes ethical compassion as a fundamental virtue to promote justice, recognition of the other, and democratic coexistence. The article highlights the decisive role of emotional education and critical thinking in building more inclusive societies.

Likewise, “The Decline of Reason Under Algorithmic Power in Contemporary Democracy”, by Van Hanh Nguyen, a researcher at the Academy of Journalism and Communication (Vietnam), examines the philosophical and political consequences of the growing power of algorithms in democratic life. The author argues that critical reason is threat-

ened by forms of instrumental rationality geared toward prediction, efficiency, and control. From a critical perspective, he analyzes how this transformation affects autonomy, moral responsibility, and public deliberation, concluding by advocating for an education centered on ethical reflection and the strengthening of epistemic agency as prerequisites for preserving digital democracy.

Similarly, the article “The Logical Gaps in Contemporary Neo-Stoicism”, by José Barrientos Rastrojo, a professor at the University of Seville (Spain), offers a rigorous critique of the contemporary resurgence of Stoicism. The author argues that many current versions of neo-Stoicism simplify and distort essential aspects of this philosophical tradition, especially its logical dimension. Through an analysis of classical and contemporary sources, he shows how certain reinterpretations oriented toward personal, business, or therapeutic development omit fundamental components of Stoic thought. His work calls for a more comprehensive and rigorous understanding of this philosophical school.

This volume concludes with the article “The Role of Induction and Probability in the Development of Science and Philosophy,” by William Orlando Cárdenas Marín and Rómulo Ignacio San Martín, researchers at the Salesian Polytechnic University (Ecuador). They address one of the classic problems of epistemology: the relationship between induction and probability. The authors examine how the development of probability theory helped strengthen the inductive method against the limitations of the traditional deductive model. Their analysis shows that incorporating uncertainty and the notion of possibilities broadens our understanding of scientific and philosophical knowledge, moving it away from absolutist positions toward a more open and dynamic view of reality.

Taken together, the articles collected in this issue of *Sophia* demonstrate the continued relevance of the philosophy of education as a privileged space to critically reflect on the cultural, scientific, and technological transformations of our time. From the transdisciplinary training of teachers to the ethical challenges of artificial intelligence —encompassing democracy, compassion, science, and contemporary rationality— the authors offer contributions that enrich the educational debate and help build an education system that is more critical, humane, and committed to the challenges of the 21st century.



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