Editorial

It is a pleasure to present volume 31 of Sophia: Collection of Philosophy of Education, which groups a set of manuscripts linked to the problem of truth in sciences and in pedagogical practice.

The backbone of this edition is the approach to truth and its manifestations in different fields of human action. This publication aims to understand the constant concern of the human being to achieve truth characterized as an adaptation of thought to reality; as a concordance of thought with itself at the level of logical structure; as a regulation of facts, situations, contextual and textual realities; as a correspondence or relationship between theory and praxis; as a relationship of thought with objects (Plato and Aristotle presocratic thinking,); as a set of norms, rules and laws as said by Plato, St. Augustine, Kant, the school of Baden; as the clear and distinct mentioned by Descartes; as an immediate revelation to the human being in the empiric form; as a revelation of essences, principles and forms in the theological metaphysics; as a coherence between subjectivity and objectivity; as an useful element in the way of the philosophies of action, of pragmatism; as something instrumental as considered by Dewey, etc.

At the gnoseological level, truth is one of the major problems of knowledge. Historically and generally it has been understood from two points of view: inherent and transcendent, from where a series of perspectives, and critical-reflexive interpretations with hermeneutical relevance have been constructed that attempt to overcome even the field of action of positivism assumptions.

At the scientific level, truth is presented as an alternative to obtain universal validation of their theories, to achieve the justification of their claims.

The concept of truth has been used in various fields of science, religion, philosophy, education, politics and life itself. Thus throughout time, truth has been the perennial, complex and unresolved philosophical problem that has been, is, and will be present in human endeavor.

To the extent that the problem of truth arises from the existing relationships between subject-object; and/or subject-subject, it could be asserted that truth is a process and is the result of historicity, culture

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and human trajectory. Truth would somehow represent a way of being in which praxis, knowledge, emotions, feelings, skills, attitudes, values, wills, communication and exchange are all based on human requirements, motivations, interests and purposes.

Regardless the diversity of criteria, theories and perspectives about truth, it must be considered that truth separated from essence and human existence could not be conceived, and there is not truth outside the historical-socio-cultural scenario.

In this sense, truth in pedagogical practice could be understood as the achievement of integral knowledge in the human being; as the fulfillment of learning results; as an integration of knowledge; as the relation of theory and praxis; as a process of innovation and transformation; as acceptance of the combination of subjectivities and diverse contexts; as correspondence between subject, educational institution and action. Thus, for example, constructivism considered that truth is constructed through individual and social processes.

Sophia 31 aims to respond some of the problems about truth, its multicausality, its multidimensionality and even its multifunctionality; it intends to reflect on the fundamental characteristics of truth in science, technology and education; it analyzes some fundamental theories of truth; sets out guidelines necessary to understand the post-truth and truth in the education sciences; reviews educational processes and subjective transformations that shape different types of truth, etc.

In this context, the ten articles in Sophia 31 are distributed in two clearly defined sections: the first one contains the manuscripts directly linked to the main topic, and the second covers a miscellaneous section with interesting proposals that invite to see education and the human reality from different scopes, as described below:

As for the first section, the starting point of the discussion is the paper Truth and universality: a necessary antinomy? proposed by José Ramón Fabelo Corzo. The manuscript reflects on what the author calls "epistemic violence" based on monopoly control of truth and the hijacking of universality. The writer recommends "dismantling false truths" which, in a way, have centralized the market and have validated capitalism as a natural way of human coexistence.

The second article: The correspondence theory of truth and scientific confirmation, structured by Damian Mondragón Islands. The author points out that historically, in the philosophical analysis of the concept of truth, the so-called correspondence theory was always implicit, an aspect that in his opinion is evident from Aristotle to Kant. At the beginning of

the 19th century, the detractors of this theory started arguing about the darkness and its limitations as opposed to those who from the scientific sphere set out criteria in defense of the aforementioned theory, arguing that "truth is the most important cognitive goal of scientific activity".

Likewise the article titled The aporia of post-truth: between post-modernism and realism written by Jorge González Arocha. The researcher believes the problem of post-truth has arisen in recent decades, and values such as impartiality, objectivity and critical dialogue have become more difficult to achieve. Additionally, there are issues such as the emergence of new technologies and the new era in political relations called by the autor as "the rise of fundamentalism and populism".

Ana María Alonso Rodríguez presents the manuscript Objectivity and truth in Science of Education as a Design Science, in which she argues that "objectivity and truth are pivotal in education, affecting the reliability of knowledge" and the recognition of its scientific role and the prestige of the teaching profession. The author intends to investigate whether objectivity is possible to achieve in the science of education; addresses the truth in its semantic, epistemological and ontological dimensions; and states that the debate on truth in education cannot be conducted away from the purposes.

Additionally, the article Reflections about problem of truth, science and technology and its implications in the educational field, structured by Luis Rodolfo López Morocho, intends to map the current state of philosophy around the debate on truth, knowledge and science in a context characterized by technology and its implications in educational processes. It analyzes the relationship of technology and human beings in the philosophical assumptions of Heidegger and Ortega y Gasset.

As for the second section, Wenceslao García Puchades presents the manuscript Alain Badiou and education as a subjectivation process through truths. The author presents some theses about the contributions made by Alain Badiou to current education. He uses the basis of the debate of structured theory by Gert Biesta for whom "education has undergone a learnification process, which prioritizes its socializing and qualifying functions and forgets its subjective function". The intention of the writer is to recover the subjective function of education from the education model proposed by Badiou.

Likewise, Subjective transformations in current power diagrams and their implications for education, written by Graciela Nélida Flores and Ximena Magali Villarreal. The authors raise the issue of power in relation to subjective transformations in the framework of the current power dia-

gram; they establish relations with education and are based on the contributions of Han, Foucault and Deleuze. The researchers argue that "the subjects self-exploit themselves in a work on themselves in a paradoxical freedom through an excess of positivity of power". They reflect on the implications of the subjection mechanisms in the educational field; they raise the need for an emancipatory and transformative praxis of subjectivities where the exercise of freedom, ethics and politics is essential.

The article Education in COVID-19 times. An interpretation from Thomas Popkewitz's social epistemology, written by Marlon Alexis Oviedo Oviedo, intends to interpret the Ecuadorian educational activity during COVID-19 from social epistemology. The author presents social epistemology as an interpretative perspective of research and raises the need to reveal changes in schooling, the curriculum and pedagogical discourse that emerged as a result of the pandemic. In addition, the author reflects on the changes that have occurred in changing from face-to-face education to virtual education and in introducing new rules and pedagogical practices in the educational process.

Álvaro Alberto Molina D' Jesús presents the Ontological foundation of the virtual world from the philosophy of Nicolaï Hartmann. The researcher analyzes the ontological conformation of the virtual world, and he contributes to the contemporary debate inherent in the philosophy of computing from the perspective of Nicolaï Hartmann; in this sense, the author intends to explain the stratification of the virtual world from Hartmann´s ontological theory of strata and categories. Among other ideas, he states that "the emergence of the reality of the virtual world is made up of the same strata that make up the sphere of knowledge of the real world: material, organic, psychic and social" and also argues that "virtual reality is a product of computing that occurs in the sphere of knowledge in which there is intervention of the ideal sphere and the sphere of the real world".

To finish, Fabián Bernache Maldonado proposes The explanatory function of the notion of internal representation. The author raises an objection to one of the main principles of the representational theory of the mind: "The idea that the notion of internal representation has a primary role in the explanation of cognitive activity"; according to this theory, the cognitive life of an organism consists essentially of formation, processing and storing internal representations. The objection is intended to show the difficulties inherent in the application of internal representations. Among the conclusions, the researcher considers that "the

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notion of internal representation is incapable of satisfying the explanatory function assigned to it by the own representational theory of mind".

The ideas expressed in each line of this volume are intended to contribute to the generation of new questions, proposals and research that allow to modify the mind of the subject and contribute to the qualitative transformation of society.

Floralba del Rocío Aguilar Gordón
Editor-in-chief

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