

Editorial

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Education and thought: a challenge of our time

I like people who feel-think, who don't separate reason and heart, who feel and think at the same time, without divorcing their head from their body, or emotion from reason.

Eduardo Galeano

Human thought is perhaps one of the most interesting and enigmatic fields of study for science, the humanities and the disciplines that address educational phenomena, such as neuroscience, cognitive science, philosophy, educational psychology, pedagogy, linguistics, etc. As an educational phenomenon, thought has become increasingly important for the design of curricula. A salient example could be the inclusion of critical and scientific thinking as one of the articulating axes of the New Mexican School proposed by Mexico's Ministry of Public Education.

Nowadays, it is still possible to identify in the discourse of some educational authorities and in the conversations of many teachers a widespread concern about students' thinking skills, often added to the belief that Information and Communication Technologies (ICT) or social networks are merely a placebo that dulls the development of rational, critical, and reflexive thinking. This lack of understanding of the changes in the cultural transmission system generates an attitude of distrust about the new customs and practices that characterize digital culture, that also prevents broadening the debate on other possibilities such as the pedagogical function of ICTs – its impact on children's and youths' learning and socialization processes – and the media literacy processes.

Despite the fact that inter-disciplinary work in the field of educational research has proven the existence of different types of thought (critical, reflexive, divergent, convergent, or creative), many educational programs still maintain traditional approaches that favor the value of only one type of thought: rational thought. This hegemony of reason within teaching and learning processes has at times left out other elements such as imagination, feelings, creativity, or intuition – also fundamental sources of knowledge for human thought – which may be seen as a

contemporary symptom that allows us to put into question the impact of educational practices on the formation of primarily rational subjectivities that are often also not reflexive, not critical, incapable of learning about and handling emotions and being creative.

Beyond all the certainties and institutional rulings to conceive thinking within education, it is convenient for educational research to conduct specific diagnoses that allow us to learn empirically about the place that human thinking occupies in educational practices and the way in which educational institutions are addressing this complex process.

With this fascinating mission, *Diálogos sobre Educación. Temas actuales en investigación educativa* presents its Issue 32, whose thematic axis revolves around projects addressing the line of Education and thought. We are sure that the texts presented here will help us approach the many educational realities from multiple theoretical and methodological perspectives and enrich the inter-disciplinary discussion and dialog about the current tensions between education and human thought.

Sergio Solorio Silva