

Editorial

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Pedagogical Practice: 25 Years Immersed in the Scientific Community

The journal *Praxis Pedagógica* was founded in 1998 and published its inaugural issue in January 1999. In this first issue, the editorial team of *Praxis Pedagógica* embarked on a series of significant endeavors and commitments with the communities they would engage with.

In its first year, the journal released two issues, which served as a forum for contributions from our initial authors. Their respective contributions finely delineated the scientific, epistemological, methodological, theoretical, and didactic horizons of *Praxis Pedagógica*. These elements continue to represent an indelible hallmark of the journal's identity.

It was during this inaugural year that the editorial team defined the rationale behind the name *Praxis Pedagógica*.

We have named our journal *Praxis Pedagógica* because we are convinced that in the field of educational actions, the priority is the practice that continually questions its own foundations. We understand that practices gain meaning when theorized upon, just as theories acquire significance when put into practice." (Vargas, 1999, p. 3)

The focus of the first year revolved around two major themes. The first theme was Social Pedagogy, a concept that was just beginning to be developed at the Faculty of Education of UNIMINUTO.

In this issue, we find contributions that serve as chrestomathies, facilitating the construction of an ever-evolving narrative on pedagogical practices that acknowledge their impact on processes of social transformation. Let us recall the voices, titles, and some excerpts from these foundational texts:

In the article "Life Histories: 'Pedagogical Imaginaries with Their Own Voice'," Professor Jair Duque Román, through a systematization experience, presents an action proposal for the Faculty of Education of UNIMINUTO. This proposal serves as an initial contribution to linking investigative processes with the co-construction of a unique conceptual framework that intertwines pedagogical praxeology with social pedagogy, contributing to the development of a critical collective didactic approach (Román, p. 38).

The second article is a reflection by Rafael García Herreros Unda titled "The Teacher's Voice." This piece provides a brief

Benjamín Barón-Velandia

bbaron@uniminuto.edu
Corporación Universitaria
Minuto de Dios – UNIMINUTO
<https://orcid.org/0000-0002-4968-6336>
Colombia



historical overview on "I Am the Man..." in which we are invited to recognize the possibility of constructing the City, but not just any City, rather

An egalitarian city where Peace reigns, where Love prevails, where the Law is upheld.

A city that withstands the relentless passage of centuries.

A city of opportunities for all, housing for all, education for all...

I wish to ask us: Is it possible to build the envisioned city?"
(García Herreros, 1999, p. 4)

The third text, titled "On the Concept of Educational Praxis: A Contribution to the Understanding of Pedagogical Praxeology" by Father Carlos G. Julio Vargas, invites us to:

"...bridge the gap between theory and practice, which is why we cannot transform educational problems into merely theoretical issues.

The origin of pedagogical theory lies in the recognition that educational problems can only be posed and resolved by education professionals, namely, the teachers. In this sense, they cannot remain detached from theoretical work, limiting themselves to "teaching practice": the true teacher is also a theoretical researcher in pedagogy. The validity of their work is nothing other than practice: pedagogical theory only acquires its true character when it can be refined and evaluated in light of its practical consequences. There is no sense in a "theory" developed in isolation from the daily practice of teachers, which then obsessively seeks to correct, improve, or evaluate a particular educational practice (Vargas, 1999, p. 7).

The fourth text, titled "Epistemology and Social Educational Discourse," contributes to the reflection on the epistemological conditions of educational discourse from a social perspective. Professor John Larry Rojas Castillo aimed to establish clear markers that delineate the conceptual space in which educational, pedagogical, and didactic reflection can emerge within the context of the Faculty of Education at the Corporación Universitaria Minuto de Dios - UNIMINUTO. This reflection is fundamental as it seeks to establish a rigorous educational and pedagogical discourse that enables the comprehension, evaluation, and direction of the educational praxis developed by the Minuto de Dios social project (Rojas, 1999, p. 16).

The fifth text, authored by Professor Francisco Perea M., is titled "Prospective in the Process of Constructing a Social Pedagogy." Francisco provides an account of the process undertaken at the Faculty of Education in constructing a social pedagogical model, grounding its development in General Systems Theory (GST).

We consider that a model is a significant artificial representation of a reality and that ideal states allow us to explain and understand this reality, thereby enabling us to establish generalizations. In coherence with the systemic view, it is necessary to take into account a series of factors or synergies that would affect the process of constructing a social pedagogy; among these are: the human being, as a knower and constructor of knowledge, culture, society, science, art, pedagogy, and many others that directly or indirectly impact the processes of constructing and transforming reality (Perea, 1999, p. 25).

The first issue concludes splendidly with the article "A Brief Look at the Theoretical Background of Social Pedagogy," written by Professor Ruth Molina Vásquez. In this piece, she proposes a collective reflection in which various members of the El Minuto de Dios community are invited to participate:

...regarding the pedagogical model that the Faculty of Education at UNIMINUTO adopts in the construction of its teacher training educational project, historical insight into the formation of the concept of Social Pedagogy, its connotations, and current management characteristics becomes significant. This writing aims to initiate a discussion within the faculty regarding the adoption or adaptation of a pedagogy—potentially Social Pedagogy—that characterizes the pedagogical practice thus far not only within the University but throughout the entire experience of the Minuto de Dios organization." (Molina, 1999, p. 30)

It is our wish that the university academic community joins this venture: Praxis Pedagógica is open to everyone, especially to those teachers who require a platform to express themselves, to share their practice, to conduct research, and to disseminate the results of their investigations." (Vargas, 1999, p. 3).

"In the second issue of the year, the role of educational innovations and social change allows for the recognition of meaningful horizons emerging in the chiaroscuro of notes stemming from the practices and experiences of teachers who have shaped the Faculty of Education. The issue begins with an article titled 'Theoretical Framework of the Faculty's Pedagogical Project,' wherein the editorial team of the Faculty of Education at CUMD commits to the construction of a pedagogy that promotes a dialectical unity of educational theory as practice and educational practice as theory generation.

Praxis is thus understood as a practice that continually questions its foundations. Pedagogical praxeology links educational theory with educational practice in a critical-hermeneutic process that involves both action and research. It simultaneously engages the individual and the group in organizing a self-reflective and self-managing community, ultimately concerning all those interested in the construction of a new human being and a different society." (Editorial, p. 69)

The second article, 'Foundation of the Research Area,' authored by Jair Duque, Francisco Perea, and Ruth Molina, is the outcome of reflective work by the research team of the Faculty, presented to the full-time faculty group for discussion and reformulation.

The initial idea was to convene the academic community around the guidelines that the Department of Pedagogy should follow regarding educational and pedagogical research, and to gather the experiences accumulated thus far within the faculty." (Román, Perea & Molina, p. 72).

In the third article, "An Alternative Proposal for Teacher Education through Praxis," the issue of institutionalized teacher training is highlighted. Practices acquire significance as practices of a certain type when theorized upon, and theories gain social and historical significance when put into practice. Thus, there cannot exist any distance between pedagogical theory and praxis, at most certain degrees of misalignment.

The fourth article, "Pedagogical Praxeology as an Innovative Element in Teacher Education," by Professor Ruth Molina Vásquez, challenges us to question: What elements make pedagogical praxeology innovative? This involves a process of characterizing innovation to establish distinctions and move beyond commonplaces in pedagogy.

The implementation of this innovation radiates today through the various functions fulfilled by the University; it manifests in teaching through radical changes in the curriculum, in research as it fundamentally alters the concept of knowledge and the way teachers are prepared to develop their research skills, and finally, in community service, where one can observe the social changes and transformations initiated by new educators from the Faculty of Education at UNIMINUTO." (Molina, p. 103)

The fifth article, 'Social Practice, an Innovative Scheme of CUMD: An Invitation,' acknowledges by Professor Clara Juliao that:

To delve into the topic of innovation and relate it to invention involves associating action with forward-thinking individuals who possess a genuine passion and interest in change and the appropriation of its benefits. Simultaneously, they must be interested, willing, and committed to seeking solutions that enable them to confront and overcome the challenges it may entail." (Vargas, 107)

The above calls for new minds, individuals capable of long-term thinking, who identify and extend their areas of work or education towards social transformations, towards common welfare, towards prompt action that leads us to a future with better conditions for those who inhabit the earth.

The sixth article, "Happiness and Freedom: On the Idea of Education in John Stuart Mill," Professor John Larry Castillo raises a vital and philosophical concern that leads him to understand educational praxis as a dynamic process of a social nature, namely:

Educating is not merely reproducing a model of cultural behavior and a set of theoretical disciplines, but rather a conscious human activity involving a range of assumptions, beliefs, and moral choices that are not necessarily reasoned. I believe John Stuart Mill's work provides an intriguing perspective on the social understanding of education. In this sense, we are interested in exploring how the author proposes an education for happiness." (Rojas, 111)

The seventh and final article titled 'After the University: A Draft Proposal,' written by teachers Amparo Cubillos Flórez and Milena P. Rojas Montañez, narrates an experiential project with anecdotal insight into their experience in a distant territory under dissimilar conditions compared to Bogotá, where its foundation was conceived.

Teacher Training Project in Educational Informatics in the Department of Bolívar under the agreement between UNIMINUTO and the Executive Secretariat of the Andrés Bello Agreement (SECAB). The project is part of a larger initiative by the Departmental Education Secretariat called Educational Excellence, aimed at training and updating teachers in educational innovations in Bolívar. The goal is for these teachers to become multipliers of knowledge in their institutions and regions. This macro-project includes ongoing teacher training projects in Mother Tongue, Mathematics, Ludomatics, Educational Informatics, Research, among others." (Flórez & Montañez, 1999, p. 118).

To conclude this editorial, it is essential for the current Praxis Pedagógica team to acknowledge the importance of these formative moments when the journal makes its presence known in various academic, scientific, and social communities as a platform for disseminating advances and research outcomes that transform the lives of the originating communities. In addition to the above, UNIMINUTO's commitment to providing quality conditions ensures that the journal is considered a dynamic entity that continually expands, adapts, and evolves (Juliao y Barón-Velandia 2013). This occurs during a profoundly transformative period in science and education within the context of artificial intelligence, robotics... where scientific integrity, sources of information, knowledge validity, and best practices in scientific production are under scrutiny.

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