

Special Issue

Philosophy of Education Today: Diagnostics, Prognostics, Therapeutics and Pandemics

Message from the Guest Editors

This Special Issue invites explorations of educational philosophy as a response to “our times” but also welcomes problematizations of the politics of “our”, the “times”, the medicalization of today, and the uncritical reliance of educational philosophy itself on accounts of the global that make educational normativity dependent on, and answerable to, the world of today. In other words, the call for papers invites investigations of so far neglected self-reflective, meta-critical issues of educational philosophy: how does philosophy of education relate to understandings and tropes of the times? Additionally, to what degree does philosophy of education succumb to medicalizations of politics that may expose it to the risk of being consumed by the very metaphors on which it capitalizes?

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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