

Editorial: “At the Intersection of Ideas, We Forge New Paths for Knowledge”

Editorial: “En la intersección de las ideas forjamos nuevos caminos para el conocimiento”

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EDITORIAL

It is both an honor and a profound commitment to present the first issue of *Educational Interdisciplinary Vanguard*. This publication arises from a fundamental conviction: that the intricate and multifaceted complexity of the contemporary world—defined by rapid economic transformations, intertwined geopolitical crises, global educational challenges, and the constant reconfiguration of social structures—imperatively demands perspectives that transcend traditional disciplinary boundaries. We aim to be a dynamic forum where economics and philosophy, sociology and finance, history and pedagogy, psychology and political science converge. It is precisely in these dialectical intersections, in these spaces of friction and mutual fertilization, that the richest understandings and the most innovative and resilient solutions emerge.

The adjective “*Interdisciplinary*” in our name is not a mere embellishment; it defines our operational core and our *raison d’être*. Following the path of thinkers such as Edgar Morin, we recognize that knowledge fragmented and isolated within watertight disciplines is insufficient to grasp complex reality. Morin (1994) warns us that “*knowledge of the world, as world, has become both an intellectual and vital necessity. At the same time, the absence of the possibility to contextualize and globalize knowledge renders it sterile*” (p. 21). An economic phenomenon, for example, cannot be detached from its social, cultural, and political context; the most sophisticated financial models must inevitably dialogue with ethics and moral philosophy; and educational policies are exponentially enriched by integrating historical, psychological, and sociological

perspectives. For this reason, *Educational Interdisciplinary Vanguard* consolidates itself as a space dedicated exclusively to fostering this cross-fertilization among social sciences, humanities, education, economics, and finance. Our mission is to actively dissolve the silos that isolate these areas of knowledge, facilitating genuine dialogue that allows human problems to be analyzed from a multiplicity of simultaneous and complementary angles.

To be “*Vanguard*” implies an unwavering commitment to intellectual audacity and conceptual innovation. We do not limit ourselves to publishing what is already known; we proactively seek to advance what is yet to be thought, what is glimpsed at the boundaries of established knowledge. We encourage research that takes risks, that combines quantitative and qualitative methodologies in novel ways, and that dares to question established paradigms. In an academic landscape that often privileges hyperspecialization—what sociologist Randall Collins (1998) identifies as the dynamic of “*chains of interaction rituals*” reinforcing closed communities of discourse—we reclaim the value of synthesis and holistic vision as essential engines of knowledge progress. This is not to disparage specialized depth, but to complement it with contextual breadth. As Julie Thompson Klein (2010) argues, interdisciplinarity is “*a means of solving problems and advancing knowledge by integrating perspectives, concepts, theories, and methodologies from two or more disciplines*” (p. 15). It is in this spirit of integration that our commitment to being a true vanguard resides.

This first issue, entitled “*Focused on Dialogue and Convergence*”, materially embodies our foundational

ethos. Each article within it is a living testimony to the power of integrative thought. Readers will find, for example, analyses applying tools from complex network theory to decipher the volatility and interdependence of global financial markets, revealing patterns that escape traditional economic analyses. They will also encounter studies critically examining the impact of national historical narratives on the formation of economic trust and long-term investment, establishing a fundamental bridge between historical hermeneutics and econometrics. Likewise, innovative pedagogical proposals are presented, nourished by Pierre Bourdieu's (1979) sociology of culture—specifically his concepts of *habitus* and *field*—to design learning environments that are more inclusive and conscious of cultural capital dynamics. These works are not mere thematic juxtapositions; they are concrete demonstrations of how integrative thinking illuminates problems from new perspectives, generating questions and answers unattainable from the stronghold of a single discipline.

The choice to focus on dialogue and convergence as our inaugural theme is no coincidence. It responds to the urgency of a world that, paradoxically, more interconnected than ever, seems fractured into monolithic and antagonistic discourses. Fostering dialogue is not only an epistemological strategy but also an ethical imperative. Philosopher Jürgen Habermas (1981), with his theory of communicative action, reminds us that rationality does not reside solely in the individual but in processes of intersubjective understanding, where dialogue free of coercion enables coordinated action and consensus-building. In the realm of knowledge, this dialogue is the foundation for a convergence that does not homogenize but enriches. The convergence we aspire to is not the undifferentiated fusion of knowledge, but the productive articulation of differences, creating what Boaventura de Sousa Santos (2009) calls an “*ecology of knowledges*”, where different forms of knowledge are recognized, complemented, and mutually challenged to produce a more robust and emancipatory understanding.

We cordially invite researchers, academics, professionals, and graduate students worldwide to join this collective and ambitious project. *Educational Interdisciplinary Vanguard* is more than a periodical publication; it is an open call to think collaboratively, courageously, and rigorously. We deeply thank the authors, peer reviewers, and editorial team members whose rigor, dedication, and critical spirit made this launch possible. The path we begin today with this issue, “*Focused on Dialogue and Convergence*”, is a determined commitment to a future of knowledge that is more connected, more relevant to the challenges of our

time, and ultimately more capable of deciphering the intricate and fascinating fabric of human experience.

Welcome to this necessary dialogue.

Sincerely, The Editorial Committee

Vanguardia Interdisciplinaria Educativa

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