Authors

Stefano Oliverio, is associate professor at the Department of Political Sciences of the University of Naples Federico II (Italy). Since 2018 he has been co-editor (with Gert Biesta) of the book series "Theorizing Education" with Routledge and a member of the board of co-convenors of Network 13 (Philosophy of Education) within the European Educational Research Association. ORCID: https://orcid.org/0000-0001-9440-5516.

Joris Vlieghe, is an associate professor of philosophy and theory of education at KU Leuven (Belgium). With Naomi Hodgson and Piotr Zamojski he published a Manifesto for a Post-critical Pedagogy (Punctum Books 2018) and with the last author Towards an Ontology of Teaching. Thing-centered pedagogy, affirmation and love for the world (Springer 2019). In line with his interest in the figure of the teacher and the educational meaning of studying, his current research explores how study practices can offer a response to the issue of how to live well together with the world's human and non-human inhabitants in times of ecological catastrophe. He is also interested in the impact of digital technologies on education, and on the future of the school, especially when a culture of the book is (rapidly) substituted with a culture of the screen. ORCID: https://orcid.org/0000-0001-6307-3221.

Piotr Zamojski, is an associate professor at Polish Naval Academy (Poland). His main field of research is educational theory and philosophy of education. He has authored five books, including two written in collaboration with Naomi Hodgson and Joris Vlieghe (Manifesto for a Post-Critical Pedagogy, Punctum Books 2017), and with Joris Vlieghe (Towards an Ontology of Teaching. Thing-centered pedagogy, affirmation and love for the world, Springer 2019). The Manifesto for a Post-Critical Pedagogy sparked various debates in the field of educational theory and was recently translated into Spanish, German and Turkish. Developing the post-critical

Educational Reflective Practices (ISSNe 2279-9605), 1/2025 Special Issue Doi: 10.3280/erpoa1SI-2025oa19374

perspective regarding education is the main focus of Zamojski's current research. ORCID: https://orcid.org/0000-0002-5505-7579.

Claudio Melacarne, Ph.D., is Full Professor of General and Social Pedagogy at the University of Siena. His research focuses on theories and methods of adult education and on collaborative research. He is Co-Editor of the journal Educational Reflective Practices. ORCID: https://orcid.org/0000-0003-4919-1576.

Astrid Męczkowska-Christiansen, is an Associate Professor at the Polish Naval Academy. Her research interests include the philosophy and theory of education, as well as empirical inquiry into the cultural and linguistic contexts of education. Drawing primarily on post-structural perspectives in philosophy and the methodologies of social sciences, she focuses on exploring how educational environments shape human identities and subjectivities. ORCID: https://orcid.org/0000-0002-4966-7856.

Aline Nardo, Fulbright Scholar, is Lecturer in Philosophy of Education at the University of Edinburgh. She received her Bachelor of Arts in Primary Education from the University of Basel, her Master of Arts in Educational Theory from the University of Basel, and her Master of Science in Educational Research from the University of Edinburgh. In 2019, she earned her Ph.D. in Education from the University of Edinburgh with her research on evolutionary educational theory. She currently works on a project on the temporality of teaching. ORCID: https://orcid.org/0000-0002-8570-1118.

Alexander Pessers, is a doctoral researcher at the Catholic University of Leuven (KUL) working on philosophy of education under the supervision of Prof. Joris Vlieghe. His doctoral project is on STEAM – (Science, Technology, Engeneering, Arts & Mathematics) education and he is trying to understand this phenomena through substantial – and post-critical perspectives on the school. He mainly draws on pragmatist philosophy, such as that represented by William James, A.N. Whitehead, but also Bruno Latour and Isabelle Stengers. ORCID:https://orcid.org/0009-0008-4789-8635.

Pia Rojahn, is an Assistant Professor in Philosophy of Education at the University of Tübingen, Germany. She completed her Ph.D. on Hannah Arendt's Pedagogy in Summer 2024, in which she demonstrates that Arendt's oeuvre contains a theory of Bildung as well as she outlines that this theory is a much better foundation for contemporary teacher training than any neo-liberal learning idea. Pia Rojahn's research and teaching interests

are Philosophy of Education, particularly Theory of Education, Education Politics, Teacher Education and the relationship between Digitalization and Education. ORCID: https://orcid.org/0009-0004-9597-4170.

Matteo Santarelli, is Junior Assistent Professor at the Department of Philosophy of the University of Bologna. His main research interests lie in the interaction between social philosophy, ethics, and social sciences – e.g., psychoanalysis, sociology, theory of education. His latest book is a reconstruction of Freud's concept of reality and of its theoretical and moral implications. ORCID: https://orcid.org/0000-0002-5237-0586.

Paolo Bonafede, Ph.D. is Assistant Professor in Philosophy of Education (M-PAED 01/a) at the University of Trento-Department of Humanities. He deals with modern and contemporary theories of education (personalism, phenomenology, critical and post-critical theory), media education and AIED, Philosophy for Children, narrative thinking. ORCID: https://orcid.org/0000-0003-2996-1545.

Federico Rovea, Ph.D., is currently a high school teacher in Philosophy and History and an invited professor in Peace Education at Istituto Universitario Sophia (Florence, Italy). His research interests include contemporary theories of education (critical and post critical theories), intercultural and postcolonial pedagogies. His works are mainly inspired by authors such as Michel de Certeau, Ivan Illich, Jan Masschelein and Michel Serres. ORCID: https://orcid.org/0000-0003-4099-8963.

Valeria Catanese, is communication manager at the Institute for Research on Innovation and Services for Development at the National Research Council in Italy (CNR-IRISS). She is involved in national and international projects aimed at sustainable development and regeneration processes through community engagement and collaborative approaches. She is currently focusing on the impact of digital technologies on gender stereotypes and discriminations. ORCID: https://orcid.org/0009-0004-0099-9712.

Fabio M. Esposito, is research fellow at the Institute of Research on Population and Social Policies at National Research Council in Italy (CNR-IRPPS) and member of L@bEd, Interdisciplinary Research Lab on Education and Digitalization. His main research interests concern the interplay of digital technologies, education and organizational processes. ORCID: https://orcid.org/0000-0002-1926-5231.

Jessica Parola, is a PhD candidate at the Department of Social Sciences of the University of Naples Federico II. Her research focuses on the digitalisation in/of education. Adopting a post-structuralist and STS approach she specifically investigates how the introduction of Artificial Intelligence and Robotics is contributing to a reconfiguration of educational processes. ORCID:https://orcid.org/0009-0004-5528-2807.

Sara Pastore, is research fellow at the Department of Social Sciences of the University of Naples Federico II.

Her main research interests intersect the fields of art education and digital education, with a current emphasis on the discursive fabrication of educational subjects and matters within these domains. ORCID: https://orcid.org/0000-0003-3493-0153.

Leonardo Piromalli, is a Researcher at IREF (Rome, Italy). His research mainly focuses on the interplay between education and technology, educational policy and governance, practice and educational life. ORCID: https://orcid.org/0000-0002-9461-3531.

Danilo Taglietti, is a post-doc researcher in Digital Sociology of Education. In his works, he tries to explore the actual shapes of the constitution of educational subjectivities at the crossroads of the complex entanglement among the forces of the informational, the biological and the economical. ORCID: https://orcid.org/0000-0003-4344-5416.

Emiliano Grimaldi, is Professor of Sociology of Education in the Department of Social Sciences, University of Naples Federico II, Italy. He is Director of the Study Programme in Digital Cultures and Communication. His work is in education policy sociology and his research focuses on the transformations of educational governance and governmentality, NPM reforms in education, and the interplay between digitalisation, privatisation, and education. ORCID: https://orcid.org/0000-0003-1085-1127.

Paolo Landri, is the acting director of the Institute for Research on Innovation and Services for Development at the National Research Council in Italy (CNR-IRISS), and co-founder of L@bEd, Interdisciplinary Research Lab on Education and Digitalization. His main research interests concern educational organizations, professional learning and educational policies. ORCID: https://orcid.org/0000-0001-7933-9848.