Otto Federico von Feigenblatt
Oscar Yecid Aparicio Gómez (eds.)

Transcending the eternal debate between traditional and progressive education

A constructive scholarly dialogue

Octaedro Editorial

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Prologue

The present volume explores the nexus between traditional and classical education with a focus on the concepts' continued resilience in the 21st century. Covering a range of issues such as technology, artificial intelligence, research, and the paradox of the innovative nature of certain applications of traditional education, the authors have aimed to provide fuel for further dialogue about this important topic. An introductory chapter sets the tone by exploring the contested history of the term "traditional education" as well as positing that this type of education is making a comeback partly because of the perceived weaknesses of certain progressive educational approaches. Comparisons are made between countries following traditional models of education and others aiming to integrate experimental progressive methods. Moreover, the first chapter provides a theoretical framework to explore the differences between progressive and traditional education. Due space is devoted to exploring the historical transformation of the terms and their continuing relevance in contemporary policy debates.

Abel Miró i Comas explores the innovative nature of traditional education in the second chapter of the volume. The title of this chapter challenges the common misconception that traditional education lacks innovation and that it limits the growth of the individual. Four exponents of traditional education are presented as counterexamples to challenge the previously mentioned misconception. Chapter 4 by Diego Fernando Barragán-Giraldo explores digital culture and artificial intelligence in relation to practices and experience in education. Thus, traditional education is presented as a framework that can be used to integrate cutting edge technologies such as artificial intelligence. Olga Lucia Ostos Ortiz provides an overview of the strategic management of research in institutions of higher education and therefore integrates issues dealing with educational leadership.

The present volume is meant to provide a starting point to re-center the debate between traditional and progressive education. Essence rather than form is the emphasis to facilitate constructive dialogue between the highly polarized camps that have developed over the years in favor and against the two approaches to education. Furthermore, no single approach to education can provide one-size-fits-all solutions to the complex challenges humanity is facing in the early 21st century (von Feigenblatt, 2023). A constantly changing environment requires uniquely crafted solutions which preserve the best from traditional approaches and integrates innovative techniques in a gradual and carefully planned manner.

We hope that this volume will inspire similar scholarly projects which aim to transcend narrow disciplinary confines and most importantly shatter stolid ideological divides. Education is society's best tool to prepare for the future. Not only do we have the power to change our behav-

ior to adapt to our environment, but we should prepare future generations to shape the future with a healthy respect for the past and with a youthful yearning for a better world.

Professor Otto Federico von Feigenblatt, MA, PhD, EdD, ALM, FRAI
Everwise Hall, Florida, June 9th, 2023

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The present volume explores the ideological divide in education between traditional and progressive education. An introductory chapter explores the broad outlines of the debate with an emphasis on discourse in the public sphere. Further chapters explore specific aspects of the divide such as the philosophical underpinnings of each camp as well as some of the main arguments in favor of and against some of their central tenets. The volume explores a challenging topic with the goal of constructive scholarly dialogue in order to increase understanding about some of the big questions in the field and to build bridges across ideological borders.

Ambassador Otto Federico von Feigenblatt holds a bachelor's degree in social sciences from Ritsumeikan University of Asia Pacific (Beppu, Japan), a Master's degree in International Development from Chulalongkorn University (Bangkok, Thailand), a Doctor of Philosophy in Conflict Analysis and Resolution from Nova Southeastern University, a Doctor of Education in Leadership in Education from Nova Southeastern University, and two postgraduate degrees in Social Justice and International Relations and a Master's degree in anthropology and archaeology from Harvard University (Boston, Massachusetts). Dr. von Feigenblatt has completed a postdoctoral fellowship at the University of San José, Costa Rica with a focus on management and leadership. Dr. Otto Federico von Feigenblatt is a corresponding academician of the prestigious Royal Academy of Economic and Financial Sciences of Spain, academician of honor of the Royal Academy of Doctors of Spain, and numbered academician of the National Academy of History and Geography of Mexico. Britain's Brain Charity Trust elected him for the 2022 Brain of the Year Award for his contributions to the integration of mind maps in the field of education. He currently serves as Professor and Chair of the Graduate Education Department, Latin Division of Keiser University (Fort Lauderdale, Florida). Since July 2023 Dr. Otto Federico von Feigenblatt serves as ambassador and deputy permanent observer of the International Youth Organization for Iberoamerica to the United Nations.

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