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EDITORIAL

Educating, transforming, knowing...

Over time, at *Artnodes*, we have realised that the particular approach to the arts developed over the course of years spent publishing articles on art practices, histories and theories of art, science, technology and society is not exclusively applicable to these disciplines. In fact, the perspective that results from the combination of this group of practices has ended up transforming our view of the whole of past and contemporary society. If this is the case, to a large extent, it is due to the fact that we have tackled challenges of all types, many of which are not specifically related to these practices but are nonetheless fairly significant, which encourages us to reconsider the epistemological, ontological, methodical, ethical and political approaches used in the study and practice of the arts.

At this stage of the game, it is clear to everybody that both new artistic practices and new perspectives on these practices form part of the cultural ecosystem, as they leave their transformational footprint, to a greater or lesser extent, and they trigger changes in the value chain of the arts. Moreover, in turn, these changes require analysis and reflection from all of the parties involved, and the starting point for this is understanding which agents are involved in each step, what they do, how and why they work, for whom, when and in what way, thereby highlighting what really does and does not matter in the aforementioned cultural ecosystem that surrounds us.

Against such a backdrop, we believe that an approach to the relations between art and education is fundamental within the framework of the current changes affecting our society and our culture, in which the image of what is and is not, or that which forms part of what we refer to as *knowing*, is undergoing a far-reaching transformation. When we talk about art education, or even about arts in education, what is at stake is not only the future of the profession and the reception of the arts but also a certain way of approaching knowledge, an image of knowledge. Why? What kind of knowledge are we talking about? Holistic? Inclusive? Post-colonial? Ecological and sustainable? Located? With a gender perspective? Disciplinary? Interdisciplinary, Transdisciplinary? Non-disciplinary? Meaningful? Embodied? Based on the transformational experience itself? And we are not only speaking about contents but also and more so about forms, and what impact this has directly or indirectly on the arts.

Right from the earliest ages through to lifelong learning for adults, education is one of the main platforms for configuring the subjectivity processes that enable us to establish relationships between ourselves, others, nature, the world and the entire universe. Education is where the ethical, ontological and epistemological intertwined mesh takes shape in every corner of our lives, in every little decision that triggers a whole series of possible and impossible relations that move us nowadays. To talk about education in the arts and with the arts is, therefore, to talk about both the future of the arts and the meaning of knowing, as well as what relationship we want to build with what we refer to as *knowledge*. At our journal, we want to contribute towards embracing these challenges and solutions with respect to the relation between the arts and education, while we continue to provide a platform for the relations between art, science, technology and society. With this in mind, we invite you to enjoy the various articles included in the current issue.

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Director of *Artnodes*<http://journals.uoc.edu/ojs/index.php/artnodes/article/view/n17-editorial/n17-editorial-pdf-en><http://dx.doi.org/10.7238/a.v0i17.2578>