



# childhood & philosophy

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## *review 1*

**reviewer:** alessandra cavallo

### **(dis)orientation in education:**

### **philosophy (un)compass for navigating uncertainty**

#### **authors**

##### **marina santi**

università degli studi di padova, italia  
email: [marina.santi@unipd.it](mailto:marina.santi@unipd.it)  
<https://orcid.org/0000-0002-2658-3473>

##### **maria martha barreneche**

united nations youth office, usa  
email: [maria.barreneche@un.org](mailto:maria.barreneche@un.org)  
<https://orcid.org/0009-0000-3775-4891>

##### **daniel gaivota contage**

universidade do estado do rio de janeiro, brazil  
email: [danielgaivota@yahoo.com.br](mailto:danielgaivota@yahoo.com.br)  
<https://orcid.org/0000-0001-7900-1732>

##### **stefano ubertini**

università degli studi della tuscia, italia  
email: [stefano.ubertini@unitus.it](mailto:stefano.ubertini@unitus.it)  
<https://orcid.org/0000-0001-6845-8630>

##### **barbara weber**

university of british columbia, canada  
email: [barbara.weber@ubc.ca](mailto:barbara.weber@ubc.ca)  
<https://orcid.org/0000-0002-2113-6797>

##### **eleonora zorzi**

università degli studi di padova, italia  
email: [eleonora.zorzi@unipd.it](mailto:eleonora.zorzi@unipd.it)  
<https://orcid.org/0000-0001-9337-9109>

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### **1. suitability of article to childhood & philosophy:**

The article reveals an intense affinity with the field of Childhood & Philosophy. It delves into the nuances of childhood, education, and philosophical inquiry, aligning well with the journal's focus. The discussion on re-signifying Educational Orientation (EO) as dis-orientation and its implications for childhood education represent uniquely creative approach

### **2. relevance and timeliness of the topic:**

The topic of re-evaluating educational approaches is both relevant and timely. Given the current educational landscape's emphasis on outcomes and productivity, the article's challenge to traditional notions of learning and error is well-timed

### **3. argument structure and coherency**

#### **3.1. abstract adequacy**

The abstract effectively summarizes the main issues, providing a clear overview of the article's focus on re-signifying EO and its educational implications

#### **3.2. reflection of current literature**

The article engages with a diverse range of philosophical and educational literature (e.g., Dewey, Deleuze, Guattari, Rancière), demonstrating a strong grasp of current theoretical underpinnings in the field

#### **3.3. objectives clarity**

The objectives are well-defined, aiming to challenge traditional EO perspectives and propose a new, philosophically grounded approach to understanding what is critically urgent in childhood education

#### **3.4. idea clarity and development**

the ideas are clear, and the development of the concept of dis-orientation as a nomadic, process-oriented approach to errors is well-articulated

#### **3.5. argument foundation**

The arguments are well-founded, drawing on a robust theoretical framework that supports the proposed re-signification of EO

### **3.6. conclusion clarity**

The conclusions are clearly expressed, summarizing the key points and implications of adopting a dis-orientation perspective in childhood education

## **4. other aspects**

### **originality**

The article offers a fresh perspective on errors in childhood education, contributing to the field's theoretical and practical discussions.

Engagement with Diverse Perspectives: the incorporation of various philosophical and educational theories enhances the article's depth and appeal to a broad audience

### **final assessment**

The article's contribution to the field, its relevance, and the coherence of its argument make it a valuable addition to the journal.