

Editorial

:: Hykel Hosni

Abstract

This editorial announces THE REASONER's inclusion in DOAJ and the launch of the new TEACHING CORNER to encourage a sustained community discussion about how reasoning should be taught from logic to scientific practice.

Keywords

DOAJ, open science, Teaching Corner

Submitted 11 August 2026; **Accepted** 11 August 2026

How to Cite

Hykel Hosni. *Editorial*. THE REASONER 20(2) 2026. <https://doi.org/10.54103/1757-0522/32621>

I am very pleased to share two pieces of good news with the community. They concern different aspects of the journal that fit together seamlessly. One is about making research on reasoning more open and discoverable; the other is about making the teaching of reasoning itself a more explicit object of discussion. In both cases, the aim is to make reasoning more visible, shareable, and open to collective scrutiny.

First, THE REASONER is now indexed in the [Directory of Open Access Journals \(DOAJ\)](#). This is important for the journal and for everyone who has contributed to it as an author, editor, reviewer, or reader. Since its beginnings, THE REASONER has aimed to provide an open and accessible forum for work on reasoning and method. Its inclusion in DOAJ recognises the journal's adherence to estab-

THE REASONER 20(2)

<https://doi.org/10.54103/1757-0522/32621>

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lished standards of open-access publishing and transparent editorial practice, while also making the research we publish easier to discover and circulate. The Editorial Board is very grateful to Milano University Press, our publisher, and to the authors, reviewers, and readers whose contributions have made the journal a shared space for discussion.

This is a good occasion to restate our commitment to open science. Researchers in logic, epistemology, philosophy of science, decision theory, and neighbouring fields may not always work with datasets, experimental materials, or code. But openness is not only about sharing data. For us, it is also about sharing reasoning—what else? Publication in THE REASONER should therefore be the beginning of the conversation. We welcome *research articles* in all areas of reasoning and method, broadly construed, including logic, argumentation, epistemology, philosophy of science, probability, statistics, artificial intelligence, decision theory, methodology, and related interdisciplinary work. Contributions may present new results, conceptual analyses, methodological proposals, applications, or critical interventions. We are particularly interested in work that can speak beyond a narrowly specialised audience while retaining the precision and argumentative care that the subject requires. But in the open science spirit, we are *very interested* in post-publication comments and reviews. Comments may question, correct, develop, apply, or extend arguments published in THE REASONER or elsewhere. Reviews may address books or articles, but may also compare several contributions, assess a developing research programme, or explain why earlier work deserves renewed attention. Such pieces need not reproduce the scale or structure of a research article. Their purpose is to make published research the object of continuing, informed, and constructive exchange.

Second, we are pleased to announce the opening of a new TEACHING CORNER, whose area editor will be Sara Uckelman. Logic and the wider study of reasoning devote surprisingly little attention to pedagogy in standard outlets. We regularly discuss what should be proved, modelled, analysed, or criticised, but much less often write about how these subjects should be taught. The new section is intended to help change that. We think that the conversation on teaching should include both reasoning as it is formalised in logic and reasoning as it is exercised in scientific practice. The former gives us explicit languages, proof systems, models, and standards of validity; the latter includes the practices by which questions are formulated, evidence is assessed, hypotheses and models are constructed, uncertainty is handled, and conclusions are revised. These are often taught in relative isolation, even though each can illuminate the other. We hope that the TEACHING CORNER will create room for many bridges between them: ways in which formal tools can clarify scientific reasoning, ways in which scientific practice can inform what and how we teach in logic and related subjects, and ways of helping students move confidently between formal representation and substantive reasoning about real problems.

More practically, there is much to be gained from exchanging concrete teaching experiences, classroom materials, successful methods, failed experiments, assessment practices, and reflections on curriculum design. This exchange is especially important with the ubiquity of artificial-intelligence tools that are changing, at an unprecedented pace, how students learn and how they approach exercises and written assignments. This clearly raises also more fundamental questions about what students should learn and which forms of reasoning our courses should cultivate.

As Sara Uckelman describes the new section:

The “Teaching Corner” is envisioned to be a place where we can provide mutual practical pedagogical support, whether in the form of sharing examples of good practice, developing pedagogical theory, or simply outlining something that did – or didn’t! – work for you. Think of this space as a casual conversation among friends, where your own personal experiences matter as much as the arguments underpinning them.

We invite contributors to interpret this remit generously. Contributions might describe a classroom activity, explain how a course or assessment was redesigned, discuss the use or restriction of AI tools, share teaching materials, examine a recurrent difficulty faced by students, or reflect on an approach that proved less effective than expected. Teaching snippets are also warmly welcome be them brief accounts of a classroom technique, an assessment idea, or a practical lesson that others might adapt to their own teaching.

Last but not least, we invite readers, authors, and colleagues to visit the [THE REASONER homepage](#), register to receive table-of-contents alerts and updates when new issues are published, and contribute to this discussion. Research articles, comments, reviews, Teaching Corner contributions, and other features can be sent through the journal’s [submission page](#).

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