

Mapping Ibero-American Educational Research through Artificial Intelligence and Epistemic Justice

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Overview

This symposium examines how AI can uncover systemic biases in Ibero-American educational research (IRN proyect), where Spain dominates top journal rankings while much regional work remains invisible. Presenters argue AI must serve as a critical lens for epistemic justice, not merely automate existing Eurocentric biases. The challenge involves co-creating new relevance criteria beyond hegemonic impact metrics.

Purpose

This symposium promotes proposals to go beyond the well-known diagnosis of the concentration of "high-impact" journals in the region. The central question is: how to employ AI techniques not only to measure these disparities, but also to understand the logic that underpins them and develop strategies that ensure true epistemic justice? This is understood not only in terms of access to publication, but also in terms of recognition and legitimization of knowledge derived from and directed to Ibero-American contexts. The symposium addresses this question in three ways: by offering regional mapping as research, by debating the ethical capabilities and opportunities of AI, and by promoting a debate so important that it ultimately calls into question the criteria of "quality" and "impact" that sustain the coloniality of knowledge. Its objective is to promote a conversation on how to build more plural and equitable systems to generate and disseminate knowledge.

Research Breakthrough — The Publishing Ecosystem: First Findings from a Regional Mapping (Results)

Dr. Lya Sañudo Guerra

This presentation shows the results of an exploratory study that maps the educational publishing infrastructure in 18 Ibero-American countries. Based on a quantitative methodology of documentary review to analyze more than 500 journals indexed in regional and international systems (Latindex 2.0, Redalyc, SciELO, Scopus/SJR). The preliminary results validate the asymmetry hypothesis but also provide important nuances. There is a well-established tradition of open access without charges to authors or readers, largely through public universities. However, there is a wide gap in Scopus indexing: more than

60% of Ibero-American education journals are in the Q1 and Q2 quartiles, while Central American and Andean countries have little or no representation in those quartiles.

The qualitative analysis of editorial policies indicates a misalignment between journal missions and selection practices for international impact indexes. This presentation provides empirical background for the debate and suggests that inequality is not the result of an accident but rather of non-neutral evaluation systems.

The potential and limits of AI for the analysis of critical scientific production (Methods)

Dr. Alberto Ramírez Martinell

The second presentation, which focuses especially on methodology and data analysis, examines opportunities regarding these asymmetries in editorial practice across different types of journals, as well as the depth of the pressures that shape what is published. The theoretical foundations were translated into practical applications, including AI tools to automatically compile journal metadata and, in a second step, using Natural Language Processing (NLP) models to analyse the full texts of articles from entries in bibliometric tables compiled according to the Cochrane Manual. This makes it possible to detect dominant thematic patterns between countries, explore citation networks, or identify linguistic and geographical biases in peer review.

The same tools are used without critical reflection, without going beyond merely automating and amplifying existing biases, such as privileging Eurocentric data. AI should be used as a "critical lens," not as a prediction tool. Its merits lie in its applicability across vast domains of data and its potential to reveal hidden patterns within them, but it always requires a theoretical umbrella of epistemic justice for planning, analysis, and tracking.

Beyond the Map: Towards a Decolonization of Value Criteria (Discussion)

Dr. Martha Vergara Fregoso

The symposium's conclusions highlight three key findings. First, AI-assisted mapping demonstrates that editorial asymmetries in Ibero-America are not incidental but systemic: Spain alone accounts for more than 60% of the top quartiles in Scopus-indexed education journals, while the enormous output (mostly funded by public universities) in diamond open access remains opaque to impact metrics unrelated to context. Second, artificial intelligence can serve as a powerful methodological tool (or vector), but not as a neutral or transparent one: on the contrary, its value as a "critical lens" will be determined by how epistemic justice reframes, from its own results, something entrepreneurial and prevents pure automation from replicating the Eurocentric bias. Thirdly, and above all, the challenge

is not technical, but political-epistemic: it is not a question of how to make more Ibero-American journals part of hegemonic systems, but of how to co-create different criteria to measure relevance, also defined in terms of shared local impact and contribution to public policies and intercultural dialogue. Visual publishing systems in Ibero-American educational research must collaborate with technology as a matter of equity, rather than reproducing hierarchy.