

## Editorial Note

Issue 17 of *Emerging Trends in Education*, corresponding to the July–December 2026 period, is published under the thematic focus **“Education and Digital Resilience: Opportunities, Challenges, and Equity.”** Six years after the COVID-19 pandemic, educational reflection requires a more critical distance from the changes that accelerated during that period and that continue to reshape pedagogical practices, institutional conditions, academic trajectories, and the relationship between technology, teaching, and learning.

The health emergency forced educational systems to move, within a short period of time, toward modalities mediated by digital technologies. However, the current moment requires moving beyond the immediate response. The challenge is no longer merely to incorporate platforms, devices, or digital resources, but to understand how these mediations can contribute to building a more equitable, sustainable, inclusive education that is sensitive to the real conditions of teachers, students, and institutions. In this sense, digital resilience should not be understood as simple technological adaptation, but as an educational, institutional, and social capacity to respond critically to uncertainty, sustain educational continuity, and transform teaching and learning practices.

The works gathered in this issue show that educational digitalization is not a neutral process. While it opens possibilities for expanding access to knowledge, diversifying teaching strategies, fostering hybrid experiences, strengthening digital competencies, and exploring new forms of educational personalization, it also makes visible material gaps, structural inequalities, ethical tensions, and effects on the well-being of educational actors. For this reason, this issue proposes a critical reading of digital transformation, moving away from technocentric views and toward the recognition of its scope, limits, and responsibilities.

One of the central axes of this edition is the analysis of educational experiences shaped during and after the pandemic. Studies on virtual education, hybrid models, emotions, affects, and university mental health make it possible to understand that academic continuity did not depend solely on the availability of platforms or connectivity, but also on the emotional, family, economic, and institutional conditions that enabled—or limited—educational participation. These contributions remind us that every digital transformation project must consider the well-being of those who teach and learn, as well as the contexts in which educational experience takes place.

Equity is another point of articulation in this issue. Several texts show that educational inequalities did not emerge with digitalization, although they were intensified or made more visible by it. Academic trajectories, access to resources, the participation of historically marginalized groups, the inclusion of students with disabilities, and conditions for persistence in higher education demand institutional policies and practices capable of recognizing the diversity of educational experiences. From this perspective, digital resilience also implies educational justice: it is not enough to guarantee access to technologies; it is necessary to ensure that their use promotes effective conditions for inclusion, learning, and support.

Artificial intelligence occupies a particularly relevant place in this issue. Its incorporation into higher education, science communication, collaborative learning, and accessibility processes opens important opportunities, but also raises ethical dilemmas that cannot be ignored. Academic integrity, epistemic responsibility, algorithmic bias, privacy, technological dependence, and the uncritical use of generative tools are issues that require deep reflection. In the face of these challenges, ethical education and the development of pedagogical criteria are as important as the acquisition of technical skills. Artificial intelligence does not replace educational responsibility; on the contrary, it makes it even more necessary.

Likewise, the articles included in this edition broaden the discussion toward educational quality, school-based research, university didactic planning, research training, and formative intervention in contexts of vulnerability. These contributions allow us to recognize that educational transformation does not depend on a single dimension, but on the articulation of pedagogical innovation, institutional leadership, teacher education, research culture, and commitment to fairer school environments. Taken together, the works invite us to think of contemporary education as a field shaped by technological change, but also by ethical, cultural, affective, and political debates.

The interview with Márcia Lopes Reis particularly enriches the thematic focus of this issue. Her reflections on digital transformation, teacher education, equity, institutional resilience, and lifelong learning situate the discussion within a broad perspective, in which technology is understood as part of an educational process that requires support, professional updating, and sensitivity to the needs of school communities. In dialogue with the published articles, the interview reinforces the idea that digital education must be approached from social responsibility, and not merely from technical innovation.

The review included in this issue, focused on digital violence in Mexico, offers a critical and timely closing contribution. By addressing phenomena such as cyberbullying, hate speech, micromachismo, and toxic language in digital environments, it reminds us that digital citizenship and online coexistence are part of today's educational challenges. The construction of resilient education also requires addressing the forms of violence, exclusion, and inequality reproduced in digital spaces.

With this issue, *Emerging Trends in Education* reaffirms its commitment to disseminating research that contributes to the rigorous analysis of current educational problems. Digital resilience, understood from a critical, ethical, and inclusive perspective, represents an opportunity to rethink education beyond the emergency, strengthen equity, and move toward more humane, sustainable, and socially responsible educational practices.

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