

Editorial Note

Violence, in its various expressions—physical, psychological, symbolic, structural, and digital—represents one of the major contemporary challenges for educational systems. Its effects impact school coexistence, socio-emotional well-being, and the educational trajectories of students and teachers alike. In this context, education emerges as a strategic space to understand, prevent, and transform dynamics of violence, as well as to promote the construction of a culture of peace, justice, and equity.

This thematic issue, *“Violence and Education: Challenges and Strategies for Building a Culture of Peace,”* brings together a set of contributions that address this phenomenon from diverse theoretical, methodological, and empirical perspectives. The issue articulates critical analyses, applied studies, and forward-looking reflections that engage with contemporary challenges in the educational field.

The issue opens with the article *“Digital Competence in Higher Education: Challenges and Experiences in the Integration of AI,”* which examines the educational, pedagogical, and ethical challenges associated with the incorporation of artificial intelligence in university contexts, highlighting tensions between technological innovation, equity, and competency development.

In *“Accuracy of Academic Plagiarism Detection: A Descriptive Analysis of Artificial Intelligence-Based Verifiers,”* the authors critically examine the functioning of AI-based tools for detecting academic plagiarism, contributing relevant insights to discussions on academic integrity, technological reliability, and editorial and educational decision-making.

Next, *“Proposal for a Network of Protective Teachers for LGBTIQ+ Students from a Queer Pedagogy Perspective in the District of San Antonio de Prado, Medellín,”* presents a situated initiative that brings together critical pedagogy, sexual diversity, and school protection strategies, highlighting education as a key space for preventing violence and promoting safe and inclusive environments.

The article *“Narrative Expressions of University Students: Emotional and Academic Conditions During Confinement”* offers a sensitive reading of the effects of confinement on the student experience, emphasizing the narrative dimension as a means to understand discomfort, emotional impacts, and academic challenges in times of crisis.

From a gender and intercultural perspective, *“Pursuing a Bachelor’s Degree as Motivation to Reduce Vulnerability and Discrimination Against Indigenous Women in Mexico: Experiences from the Voices of UIET Graduates”* recovers testimonies that demonstrate the role of higher education as a strategy of resistance, empowerment, and transformation in the face of structural conditions of exclusion.

The article *“Between the Practical and the Problematic: ChatGPT in University Education for Business and Management Degrees”* critically analyzes the use of ChatGPT in higher education, identifying pedagogical opportunities, ethical dilemmas, and risks associated with its adoption in business and management programs.

In *“Where the School Is Woven: Relationships, Absences, and Ailments. The Case of a School in Michoacán,”* a case study is presented that allows the school to be understood as a relational fabric marked by shortcomings, afflictions, and bonds, offering an in-depth reading of everyday forms of violence and their effects on institutional life.

The article *“Moral Disengagement and School Aggression at the Primary Level: The Mediating Role of Shame”* delves into the socio-emotional processes involved in school aggression, providing relevant evidence for the design of preventive strategies centered on moral and emotional education from an early age.

Similarly, “*Students’ Perceptions of Socio-Emotional Profiles of Actors in School Violence*” examines how students themselves construct representations of aggressors, victims, and bystanders, contributing to a relational understanding of school violence and to the identification of more comprehensive intervention pathways.

From a theoretical-critical approach, “*The Narrative Dimension of Symbolic Violence in Educational Institutions*” problematizes the role of language, narration, and power relations in the reproduction of inequalities within educational systems, shedding light on normalized forms of violence that operate invisibly yet persistently.

Continuing with “*Hypermodernity, family, and violence: A psychosocial analysis of contemporary bonds*” The article analyzes how hypermodernity, marked by immediacy, hyperconnectivity, and relational fragility, impacts parenting and affective development in children and adolescents from a psychosocial perspective. It exposes the crisis of parental function and its relationship with disorganized attachments and emotional problems.

The issue is complemented by a review of the book “*Human Rights and Prosocial Behaviors for Social, Educational, and Technological Inclusion,*” a work that offers a comprehensive perspective on the promotion of inclusion, peaceful coexistence, and a culture of peace across multiple methodological approaches and educational levels.

Finally, the interview “*The Culture of Peace as a Pillar of Social Sustainability*” is included, offering an expert reflection on the challenges, progress, and remaining tasks in building a culture of peace, particularly in the context of higher education institutions and public policies in Mexico.

Taken together, the contributions that comprise this Volume 8, Issue 16 underscore the complexity of the relationship between violence and education, as well as the need to address it through comprehensive, critical, and situated perspectives. From *Emerging Trends in Education*, we reaffirm our commitment to disseminating rigorous and socially relevant research aimed at building more just, inclusive, and peaceful educational environments.

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