



Editorial note

The Secretariat of Research, Postgraduate and Linkage of the Universidad Juárez Autónoma de Tabasco, presents to the national and international community, issue 6, volume 3, of Emerging Trends in Education journal.

The central topic that is developed in this thematic number, in which five articles, an interview, and two reviews are published, is oriented to **Education and Information Technologies**.

In 2020, the world faced the pandemic, SARS-COV2 or COVID-19, that radically changed the way human beings live in every way.

The Inter-American Development Bank (IDB), and the Economic Commission for Latin America and the Caribbean in conjunction with the United Nations Educational, Scientific and Cultural Organization (ECLAC-UNESCO), reported that, in 2020, 1,200 millions of students of all educational levels were forced to leave their classrooms, to migrate their face-to-face training and to adapt to tele-education.

In short, education did not escape dramatic changes, but also underwent substantial modifications in the way it was developed and the use of Information and Communication Technologies (ICT), became a necessity of the first order, which showed the gaps that exist in teachers and students on the use and management of digital platforms, the lack of technological and economic resources, as well as the development of skills to successfully migrate to distance education, to name a few (Alcantara, 2020; Barrón, 2020; López & Nieto, 2020).

A brief description of the five articles in this issue is presented below:

The first article focuses on deficiencies in curriculum, pedagogy and the use of technological resources, which were brought to light by the need for school work in medical education in virtual environments. The approach was carried out with a qualitative focus, through the construction of Flexner's medical education model. The results show



the causes of the petrification of the curriculum model and the need to move towards the resolution of real life problems with the help of technological resources.

The second article presented in this issue is focused on the systematic review of literature, under the increasingly common controversy that mobile devices (MD) represent in the school environment of young students. The search in the Web of Science, American Search Complete databases of Ebsco, Scopus, and Eric is reported. Fifteen studies were selected using the Caldwell criteria. The findings point to a positive impact on the learning of high school students and the persistence of the digital divide between students of this level in the world.

The third article is a study about the state of research production and ICT in Bachelors in Early Childhood Education in universities of the central region of Colombia in the period 2009-2019. The study was developed from the qualitative paradigm by understanding the meaning in the degree projects and in their context and historical evolution. The findings show that there are four trends around which

ICT research has revolved: 1) ICT as a means of teaching in childhood, 2) ICT in childhood interactions, 3) ICT policies in Early childhood education and 4) knowledge of ICT in early childhood education.

One more article presents partial results of an investigation carried out in Tabasco, Mexico, regarding the difficulties faced by primary education teachers with technological resources when having to move their teaching work home to conclude the 2019 - 2020 school year. In this quantitative study, with 568 primary education teachers' participation, the results suggest no differences due to the type of school, its context, educational level, or years of service.

The final article included in this issue was made with the purpose of promoting the development of reflection and decision-making skills. To this end, the authors present a proposal for designing and implementing an introductory chess course aimed at fifth grade students of primary school, under the b-learning modality.

This issue also includes an interview with Dr. María Soledad Ramírez



Montoya, a professor-researcher at the School of Humanities and Education of the Monterrey Institute of Technology and Higher Education. She is part of the UNESCO Chair: “Open educational movement for Latin America” and of the International Council for Open of Distance Education (ICDE): “Latin America’s Open Education Movement.”

Dr. Ramírez Montoya’s interview states that “Before technological competencies, we must focus on socio-emotional competencies” in all actors of the educational process, the

commitments of teachers towards their students and towards society, without expecting changes to come from outside, but out of their conviction, returning us to what she calls “the emotional roots that led us to pursue education.”

Finally, two reviews are presented: the first discusses the experiences in the management of teaching teams for their professional development, motivation, and leadership, while the second focuses on the direction of school principals in Latin America and the Caribbean.



| **References**

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