



| Editorial note

The Secretariat of Research, Postgraduate and Liaison of the Juarez Autonomous University of Tabasco, presents the volume 4, number 8 of the Emerging Trends in Education Journal to the national and international community.

The central topic developed in this issue is oriented to University Social Responsibility and Quality Education. Nine articles, an interview and a review are included.

Since the end of the 20th century, the global problems of unsustainability have shown that there is an imperative need to move towards a society with a sustainable development model, and the scientific community is contributing with evidence every day to show that there are risks involved in postponing it. This change of model requires a great educational effort which demands the generation of social, economic and technological innovations with a socially responsible vision.

Higher education is in the front line to bring about this transformation, through a cross-cutting and comprehensive institutional policy from which the University Social Responsibility (USR) is proposed as a new paradigm, this in order to ensure that higher education becomes a lever for the achievement of the Sustainable Development Goals (SDGs) of the 2030 Agenda.

In this sense, the Final Declaration of the Regional Conference on Higher Education in Cordoba (Argentina) urged Latin American universities to overcome the “limited approach” of outreach in the new scenarios of social responsibility (UNESCO & IESALC, 2018).

How is the USR managing to overcome (or not) the still dominant model of extracurricular extension based on student volunteer initiatives so that they can really promote new ways of university management, professional learning, research, and social participation? Are universities assuming a proactive role for the SDGs and are they building ecosystems of social innovation in territorial alliances that may change the way of educating, or will they continue to take their “third mission” as an optional and marginal solidarity complement, detached from training and research programs? Is the USR satisfying its claim to introduce profound changes in the campus life and social participation in higher education institutions? What are the socially responsible transformations in higher education that we can see? Are good USR practices scalable and can they encourage changes in public policies in Higher Education? Are university quality assurance systems assuming this new paradigm?

In order to answer these questions, it is necessary to examine the state of the art so that we can introduce the new trends in the practice of USR. In this sense, this issue presents contributions from national and international academics on their studies on the subject. These are the following:

The first of them presents a description of a USR strategy implemented at the Juarez Autonomous University of Tabasco (UJAT) on scientific outreach workshops for high school students in the state of Tabasco. This was done in order to sensitize an important sector of the so-



ciety so that they can get interested in scientific activity; all this is happening at a crucial stage where learners need to decide about their professional future in such a way that they can meet the challenges facing the country.

The second manuscript is a systematic literature review (SLR) and a content analysis, in which the advances in the evaluation of the USR are examined. It is important for self-diagnosis and the generation of continuous improvement processes in the mission functions of training, research, internationalization and extension. There is a summary of the most relevant publications where the most representative meeting points are highlighted.

The third article includes a case study of the experience of a Peruvian university. It analyzes whether the university experience would promote a greater willingness of students, so that they can commit themselves to the protection of freedoms and public coexistence among diverse subjectivities which are key aspects for democratic coexistence. It encourages the University Social Responsibility approach in order to challenge the university to be recognized as a social institution that contributes to the formation of critical, empathetic and committed citizens.

The fourth article presents the results of an analysis of the reflections expressed by university professors and officials from eight Latin American countries, in which the axis of work was the analysis of the impact of teaching on sustainable development through a content analysis. It is pointed out that university teaching should be revalued in terms of its contribution to sustainable development, because through its exercise the social relevance of professional training is materialized. This is done through the development of practices and contents that can bring students closer to the economic, social and environmental reality in which they live.

For the fifth manuscript, a systematic literature review

of articles is presented, these were published between 2017 and 2021. They come from five databases where the orientations, purposes and strategies implemented by Higher Educational institutions (HEIs) in different geographical and cultural contexts can be contrasted. The development of the sixth article is focused on a historical-theoretical review based on the conception of university linkage with its environment. It aims to review the evolution of the term that will allow us to know what the analysis has been focusing on, so that we can identify the degree of importance of the social dimension in this relationship.

The seventh article tries to formulate the different inter-institutional mechanisms in order to promote a model of linkage oriented to the RSU where the dimension rests on internationalization, intercultural values, cultural diplomacy and digital innovation that may accelerate the links that the University can establish and this will strengthen its transoceanic projection as its active role in the new cartography of international cooperation.

One more article presents the results of a literature review based on Arksey & O'Malley's scoping review design which shows that most of the studies have been published in Latin America, in Spanish and they address issues mainly related to the concept, teaching and problems of USR. The final article included in this issue, was made with the purpose of proposing a strategic planning model that can integrate the SDGs with USR, in order to ensure its approach and compliance.

This issue also includes an interview with Dr. Baltazar Ojea, who is the Executive Director of the University Social Responsibility Union of Latin America (URSULA), Director of the University Social Responsibility and University Volunteering Program of the Rectorate of the National Technological University and Professor in charge of the Virtual Course on University Volunteering Management at the same University. He is also Vice-President of the Housing, Sustainability and Energy Forum

Foundation (FOVISEE) and Director of the Evaluation Committee of the Award for the Best Social Report of Argentina. Finally, a review of Goffman's classic book of sociology (1959/1981) is presented, in which the particular sociological vision is included and it analyzes the way human beings organize themselves in society, how they perceive themselves and others, and how these shared perceptions modify our social performance.

Editors responsible for the thematic number



François Vallaëys

Universidad del Pacífico

e-mail: f.vallaëys@up.edu.pe



Juliana Álvarez Rodríguez

Universidad Juárez Autónoma de Tabasco

e-mail: juliana.alvarez@ujat.mx