



## | Editorial note

After a difficult time of COVID-19 pandemic, still active, educational organizations have had to devise strategies to continue their teaching labor. The articles of this issue explore topics related with education organizations, identity, symbolic life, organizational culture, and the use of ICT for new learning environments resulting from research carried out by the academic community at various universities throughout the country. What is more, this issue pays tribute to Dr. Guillermo Ramírez Martínez (†) who was the President of REMINEO (Mexican Association of Researchers in Organizational Studies) and guest editor of this journal. We also stand out in this issue the participation of Dr. Luis Montaña Hiroe through an interview in which he offers a reflection about what education institutions must be from the organization perspective, a proposal still in effect since the creation of universities which is necessary to discuss in relation to the changes in educational models.

In this issue, we present research works from educational organizations from an Organizational Studies (OS) approach and considering the COVID-19 pandemic context in some of them. Hence, we will be able to read about the implementation and appropriation of technology applied to remote learning environments; about management and culture as tools for sustainable development; the university symbolic life from interactions during the pandemic; the change lab as a strategy to develop abilities in the organizations; the inequalities among public and private education organizations; and the formation of scientific vocations from non-educational areas.

Ramos and Cadena present the generation of new symbols and significations in the education plane as a result of distance learning as part of the research in OS. They depart from a constructivist and transdisciplinary perspective that enables the comprehension of such elements based on the analysis of its reconfiguration in the field of higher education during the pandemic of COVID-19. Distance learning and digital resources are recognized as principal tools for education as well as the need for hybrid models and blended learning which represent a challenge for students, teachers, and the educational organizations themselves.

Moreover, Jiménez-León reflects about scientific and technological vocations as identity for Latin America from the south of Mexico. He appoints social identities within educational contexts and approaches the elements that enable the formation of scientific and technological vocations in the youngster outside educational areas through a phenomenological-interpretive paradigm and grounded theory. Finally, he puts forwards lines of work for the development of effective schools and strong organizational cultures in the management of the institutional image.

Jimenez-Herrera presents a research study conducted in the south of Veracruz about sustainable development and its connection with administration and corporate culture. From a qualitative approach, the case of an educational organization is presented where, despite the management efforts to make it a sustainable organization, controversies arise between what is planned and



what is executed. In the same way he describes the values, beliefs, and meanings that actors give to the protection of the institution resources to avoid wasting them and create habits that enable the development and preservation of the organization green areas.

ICT become relevant after being integrated into teaching and learning by institutions in order to strengthen those two processes. Cano González presents an article about the perception and appropriation of ICT by university students. Using a mixed method approach he finds a high level of ICT usability from students.

Mandujano Contreras using a qualitative descriptive approach shares how a technology-oriented higher education institution adapted in its educational model strategies to cope with lock down as a consequence of the pandemic. Narrative and discourse analysis research techniques are emphasized to identify elements of the organizational actors' symbolic lives, and how they adapted and perceived this shift in pedagogical practices.

Learning to Learn (L to L) through the Change Lab (CL) in a scholar organization is a proposal by Brito Rivera, the development of competences to face new challenges in education requires a model based on an organizational perspective. It is interesting how intervention renews significances as L to L and hence it is necessary to analyze theoretical principles by means of activity notions and expansive learning using an organizational learning process approach.

Jessica Herrera Martell, Juan Manuel Herrera Caballero y Norma Georgina Martell Martínez present an analysis of inequality among educational organizations and institutions from a symbolic interpretive approach grounded on Pierre Bourdieu microcosmes theory. The comprehension of these phenomena from a less functional perspective using symbolic and subjective methods of research on organizations is of utmost importance to show the elements that contribute to social inequality in

students.

It is especially interesting to see an interview given to Dr. Luis Montaña Hiroe, a renowned figure in diverse academic and professional positions such as secretary in the Research Committee of the Organizations Sociology, also part of the International Sociology Association; or as first Coordinator of REMINEO and editor in chief of the journal Organizational Analysis. He invites to reflect about the humanism that must prevail in educational institutions, he says: 'the University is a place for education, for the formation of individuals not professionals.'

This edition of the journal contributes to knowledge through topics related with Organizational Studies and Education in order for the academic community to generate new research lines based on the results yielded by the investigations presented in this issue.

#### *Editors responsible for the thematic number*



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