



| Editorial note

The intersection between education and technology during times of crisis has been a crucial and complex issue. It has generated a scenario of accelerated transformation in the way we learn and teach. Crises, of whatever nature, showed the importance of the digital world as a fundamental tool for educational continuity and its adaptation to adverse situations.

This issue of the magazine presents theoretical and empirical topics such as the use of augmented reality, virtual reality and artificial intelligence in education and other activities, a proposal that focuses on the three emerging aspects in vogue. For example, the study of myths and ambiguities in times of crisis in Education and Technology focuses on formal and higher education. It examines two main aspects: first, it highlights how educational institutions view technology as an essential means of meeting their objectives, despite possible doubts about its effectiveness, as it is perceived as modern and appropriate. Second, it analyzes technology from the perspective of ambiguity, considering it as a concept that lacks clarity in its application, both in reality and in its intention. Recognizes the uncertainty of today's world, especially in crises such as the health emergency that affected education.

Public communication of science is not limited to the dissemination of scientific facts, but involves the construction of a two-way dialogue between scientists and the audience. Two studies with this practice are presented. The first addresses the difficulty that scientists face when communicating science to non-specialized au-

diences, pointing out that most lack evidence-based foundations and there is no systematization of approaches and methodologies. The second presents the findings of a descriptive research on the need to train educational skills in science communicators. It highlights the importance of basing any scientific dissemination activity, whether analog or digital, on the pillars of education and communication. The importance of this training is highlighted to achieve meaningful learning and social appropriation of science, especially in vulnerable communities.

The improvement of educational practices is essential to guarantee the quality of education, the study of the professionalization of teaching practices from teaching philosophy addresses that although training and new evaluation systems are provided, there is still much to do.

The study of the self-efficacy beliefs of future multigrade telesecondary teachers analyzes the sources of self-efficacy of teachers in multigrade environments. A contribution of a qualitative approach that found that the sources of efficacy have a significant influence on the beliefs of the practitioners.

Gamification is presented as an innovative strategy to promote student motivation with results that reflect a positive and significant impact of gamification with Minecraft on aspects such as confidence, satisfaction and general motivation of students. In addition to this, the teachers showed a positive assessment towards the use of the game as a pedagogical tool, although they recogni-

zed the need for support and training for its effective integration in the classroom.

The review *Moving between ethics and emptiness* summarizes the book *The Posthuman* by Rosi Braidotti. It addresses the insufficiency of meaning in many social acts and its application in emerging problems such as violence, privacy on social networks, media overexploitation and the use of technologies. She highlights the usefulness of posthumanism in conflictive and social situations, pointing out the loss of purpose in academic spaces and the need for an ethic that embraces vulnerability and generates hope. She proposes an epistemological readjustment in the social and human sciences to confront posthuman challenges, advocating for renewed disciplines and ethics in the face of a world in constant change and confrontation.

In the interview, professor José Alberto Sánchez, a prominent researcher of artificial intelligence and its impact in different scenarios. He analyzes how technology has been linked to progress, exploitation and control from ancient times to the Industrial Revolution, influencing society and identity. He considers a scenario where digital technology has created power and risks for society, but has also generated resistance movements and new forms of organization. Finally, it highlights the capacity of digital technologies to exceed their intended uses and generate both control and resistance in today's society, as well as the gap between the adoption of smart technologies and the educational system, as well as the loss of teacher authority in the face of to the advancement of technology.

In conclusion, I invite you to read these emerging themes in times of crisis. These studies innovative solutions to maintain educational continuity, but on the other hand, reveal and amplify existing inequalities. The study is permanent.

Editors responsible for the thematic number



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