



Editorial note

The impact of education on building resilient and sustainable societies is a topic of growing relevance in contemporary debates. In this issue of *Emerging Trends in Education*, we continue to explore the connections between education, innovation and social transformation through a selection of research that addresses global challenges from critical and creative perspectives.

This volume begins with an article that analyzes the role of middle leaders in educational organizations. This work highlights how these figures, located between senior management and the educational community, are essential to promote an effective distribution of leadership, as well as to implement innovative pedagogical practices that enhance educational quality.

The second article addresses organizational learning focused on the management of educational innovation. This work explores how continuous learning within educational institutions can foster adaptation and constant improvement, as well as integrate emerging technologies to improve educational processes.

University social responsibility is also the subject of analysis in this volume, examining the tensions between neoliberal discourses and resistance practices in higher education institutions. This article invites us to reflect on the role of the university in its relationship with society.

The following article analyzes assessment instruments for reflective learning in telesecundaria students in Mexico. This work highlights how the implementation of assessment tools can strengthen student participation and promote critical competencies in vulnerable contexts.

Subsequently, an analysis of educational management in Brazil delves into its impact on the quality of public schools. This work examines how democratic management practices can overcome inequalities and promote equitable and quality education.

We also present a critical review of the book *Debates and Challenges of Artificial Intelligence in Classrooms. Thinking about a New Education*, which reflects on how AI is redefining pedagogical paradigms and educational opportunities. This work is an invitation to rethink the role of technology in contemporary education.

Finally, an interview on an innovative pedagogical model for road safety based on changing attitudes shares strategies to encourage responsible behavior and reduce accidents, highlighting the human factor as a central axis.

Each contribution in this issue underlines the importance of approaching education as a





space for transformation, research, and social action. We thank the authors for sharing their valuable perspectives and our readers for their constant interest in the issues that define the future of education.

We invite you to explore and reflect on the articles in this volume, hoping that their content will be useful in enriching educational practice and academic debate. We also invite you to write to us to suggest or request topics of interest in accordance with the focus of the journal.

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