

Editorial Note

This 15th issue of *Emerging Trends in Education* is dedicated to critical reflection and the analysis of current trends related to artificial intelligence, educational ethics, learning environments, and sociocultural challenges in contemporary education. The volume brings together a diversity of voices and methodological approaches, including empirical studies, theoretical essays, field experiences, as well as an interview and a book review that complement the interdisciplinary panorama.

The issue opens with the article *Relationships between Self-Control and Forgiveness and the Defensive Bystander Interventions in Cyberbullying*, an empirical study analyzing how two human strengths influence the behavior of university students in response to cyberbullying situations.

The second article, *Death Pedagogy in Primary Education: A Theoretical Reflection*, offers a literature-based analysis on incorporating this topic into school curricula, highlighting its humanizing potential and educational relevance.

The third contribution, *Digital Mentoring Process in the Basque Non-University Education System: Mentors' Perceptions*, presents findings from a mixed-methods study on the implementation of the DigCompEdu Gelan program, underscoring participant experiences and challenges.

The fourth article, *School Climate and Peer Bullying in Adolescents: The Mediating Role of Compassion*, explores direct and indirect relationships between school climate variables and aggressive behaviors, highlighting compassion as a protective factor in secondary education.

The fifth article, *The Future of Creative Expression through Professional Arts Education: Artificial Intelligence and Human Art*, offers a critical reflection on the relationship between human creativity and AI-generated artistic production in the context of higher education.

The sixth article, *Perception of the Ethical Implications of Using Artificial Intelligence*, compares university students' attitudes toward AI, focusing on ethical, cognitive, and educational dimensions across two institutional contexts.

The seventh article, *Personalized Learning and Personal Learning Environments in the Age of Artificial Intelligence*, lays out theoretical foundations for rethinking educational personalization through digital tools and generative AI systems.

The eighth contribution, *Ethical Implications of the Use of Artificial Intelligence in Higher Education*, explores risks, tensions, and opportunities linked to AI through a systematic literature review and a field study involving university students from various disciplines.

The ninth manuscript is an interview with Antonio Lieto, titled *The Technological Revolution of Artificial Intelligence, Its Limits, and Its Potential in Teaching*, conducted by Elia Margarita Cornelio Marí. The dialogue delves into the role of cognitive design in developing AI-based educational tools.

This issue concludes with a review by Flor de Liz Pérez Moralea of the book *Artificial Intelligence and Democracy*, authored by Daniel Innerarity. The essay, published by UNESCO and CLACSO, discusses the ethical and political challenges of AI from a philosophical and governance perspective.

We trust that readers of *Emerging Trends in Education* will find in this issue a rich space for debate, critical reflection, and the exploration of new research pathways at the intersection of education, technology, and ethics.

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