

# Editorial



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The construction of a democratic and critical citizenship depends, among other factors, on the competence of education professionals. Nowadays, the development of educational interventions informed by scientific evidence is increasingly important, because it is necessary to give answers as adjusted and adapted as possible to the complexity of social challenges, and to do so with real and evidenced impact from an educational equity perspective.

Among the competencies that integrate the training and professional profile within the field of education, the researcher is undoubtedly one of the most important in this intervention approach. It is a competence that allows activating capacities and skills linked to systematic observation, planned inquiry, complex analyzes and critical reflection of educational reality.

Training, updating and improving research competence can contribute to professional development and have implications for the design of public policies and their implementation in innovative educational programs and actions. Thus, the ability of education professionals to develop research skills and apply scientific approaches is a key aspect to boost equity and improve educational quality, while promoting the advancement of educational knowledge from an educational equity perspective. Artificial intelligence opens up a new space of implications that are already influencing the way education is taught and learned by researchers.

This Monograph seeks to offer a space for debate and scientific reflection to share innovative approaches, successful practices and challenges related to the development and strengthening of research competence among education professionals, both from initial training and from lifelong learning.

The first article “AI in the development of research competences in postgraduate studies” highlights the increase in the use of technology in education that has currently been enhanced with AI. Aguirre, Esquivel, Navarro and Veytia analyze the attitudes that postgraduate students from 10 public and private institutions of Higher Education have about this use in their training and strengthening of research skills. The results indicate the existence of uncertainty in university students along with the understanding that for using this easy and attractive technology, it is necessary to develop skills, responsibility and cognitive processes.

Pascual and López in their article “Research competence, action-research and ongoing teacher training” show the impact that a permanent training seminar had on the development of the research competence of teachers, the promotion of educational innovation, the transformation of educational practices and the importance of research of the teaching practice itself. In this sense, the seminar stands out as an effective space to promote transformative skills and practices.

The scientific writing, as part of the research competence, represents the focus of the third article where the perception of researchers in the areas of social and human sciences in relation to their competencies of writing scientific articles is determined. López, Tobón and Chávez found a high level in the aforementioned competencies as well as predictive variables of a greater publication of articles in

terms of male gender, methodology and research experience. Accordingly, they suggest the need for methodological training and increased support for women researchers.

The fourth article on “Research competence in post-compulsory secondary education (baccalaureate)” investigates the teaching and student perception of the transversal and specific research competencies that they develop in subjects such as “Research Work”. Rubio, Calduch and Bozu underline the importance of promoting these competencies transversely in the curricular areas since they develop skills such as critical thinking, self-learning and information search.

In the last article of the monograph section, Vázquez analyzes the measurement instruments they use to evaluate the competencies required for research and that university students have in the educational field. According to the PRISMA protocol, this study obtained as a result the existence of instruments that not only evaluate the acquisition of these competencies but also the effectiveness of pedagogical interventions that seek their mastery, considering from the meta-cognitive competencies to the context of the research. In addition, the author evidenced a prevalence of traditional questionnaires and validation processes.

The Miscellaneous section addresses various topics in the area of education starting with the emerging technological tools and their uses in the teaching-learning process, along with teacher training, educational inclusion and school dropout.

First, the article “Educational frontiers with ChatGPT: a social network analysis of influential tweets” aims to analyze the public reception that ChatGPT has had before the growing interest of the population for its use and its educational implications. To do this, the most influential tweets are considered, and the perception and attractiveness of this tool is evidenced with a view to educational improvement. Firat and Kuleli conclude that AI, without neglecting ethical and practical challenges, can optimize educational processes by highlighting the results about its potential and benefits in the content creation, personalized and interactive learning, creativity, critical thinking and access to quality education.

In the second article, Phuong highlights the relevance of online learning and analyzes the advantages it has for English teachers. This quantitative research highlights the benefits of building learning communities in online environments of Khanh Hoa University (Vietnam) in relation to collaboration, professional development, continuous learning, exchange of ideas and teaching experience; since they favor the creation of a dynamic professional network in which teachers can also be trained to improve the learning environment of their students.

Teacher education has also been mediated by technology, especially since the SARS-CoV2 pandemic. Faced with the challenges generated by educational conditions during the pandemic, the need for continuous training of teachers was raised. In this sense, the third article “Teaching knowledge: perspectives for lifelong learning in southern Brazil” presents a participatory action research project in which technological innovation is proposed as a means and an end, since it not only seeks to methodologically innovate teaching work but also generate pedagogical products as a result of this methodology. Kurtz, Rodrigues and Pansera indicate in the findings a redefinition of teaching in relation to the teaching role and a training that considers pedagogical and technological dimensions.

From a more social perspective, the article “Cultures, policies and inclusive practices according to university students” addresses the importance of diversity to analyze the development that inclusive education has had in university contexts from the student perception. Clavijo, Cedillo and Cabrera highlight the role of the institution in the generation of inclusive policies and highlight the need to respond to diversity throughout the educational process. The relevance of this research in inclusive education could be a reference for the development and implementation of policies from the time students access to higher education.

Suberviola focuses on the problem of early school dropout to determine those factors that influence it and that are related to the identity of the person. The results show that the identity traits of students such as gender, age, mother tongue, nationality and place of residence significantly influence the continuity of their training. In this way, the author highlights the importance of educational institutions knowing those traits and defining actions to avoid future cases of school dropout. The article represents an interesting analysis for Spanish society and other countries with high rates of this educational phenomenon.

Academic production shows an interest in the use of technology in the various aspects and processes of education, which is reflected in the latest publications of the journal with its prominent pedagogical benefits. In this topic, AI stands out with its possibilities in education and research, but without neglecting the limitations and ethical implications of its use. The positioning of institutions, teachers and researchers on its use becomes a topic of debate and, in this line, future monographs of *Alteridad* will represent a space for analyzing topics related to AI and digital competences along with educational reforms and policies in different areas of education.