

Introduction

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Education, at all its latitudes, levels, and modalities, is a phenomenon now going through multiple crossroads in which the complexity and speed of social, cultural, political, and technological tensions worldwide demands interpretive frameworks that allow us to formulate its directives more clearly. In this scenario, educational research strives continuously to provide the actors of society with knowledge that enables them to address systematically and reflexively the socio-cultural phenomena related to educational practices.

To that aim, we present a selection of texts that offer views of educational phenomena through different disciplines, theories, approaches, methodologies, and research techniques. The articles that make up this issue of *Diálogos sobre educación* address fields such as insertion into the labor market, social mobility, gender gaps, sexuality, public policies, participation, and the social tissue, among others, all of them multi-factorially and pluridimensionally articulated with the realm of education.

Issue No. 27 of *Diálogos sobre educación* begins with “The school as a reproducer of inequalities: the education of political elites in Mexico” by Rocío Jazmín Ávila Sánchez, Ernesto Casas Cárdenas, and Karina González Galindo, who address the problem of educational inequality in Mexico through Pierre Bordieu’s theory of reproduction. The text presents a comparative analysis of the academic achievement of a sample of alumni of basic education in Mexico and the educational and generational profile of 32 state governors and lawmakers in six State Congresses in Mexico in 2022.

An analysis of education as a mechanism of social integration through its relationship with the labor market is presented in the text “Impact of COVID-19 on the labor insertion of graduates of CETYS University, Mexico”. This article explores the differences between the concepts of labor market and insertion into labor for college students before and during the pandemic, in order to analyze their perception of changes in the working conditions related to their area of knowledge.

Along the lines of exclusion and inequalities related to educational practices, the article “Millennium Development Goals and the Gender Gap: Women in Higher Education in Mexico” by Ricardo García Jiménez questions the contribution of the Millennium Goals and the Sustainable Development Goals to reduce the gender gap associated with the access of women to middle high education in Mexico. To this end, the article offers a systematic review of the state of knowledge on this subject through a hermeneutic analysis of texts and statistics.

Another view of the relationship between education and gender, this time through the perspective of youth sexual practices, is that of Bertha Lidia Nuño Gutiérrez and Carlos Eduardo Martínez Ramírez in the text "Notions of gender and sexual practices among adolescents in school in three cities in Mexico", which offers an assessment of the relationship between socio-demographic variables, gender notions, and sexual practices, through a survey of 693 students of the second year of secondary school in public schools in Ciudad Juárez, Guadalajara, and Campeche.

Through the same angle that connects educational practices and sexuality, Yuliana Vera-Alanis presents the text "Intervention proposal "Soy capaz" ("I am capable") and teacher empowerment for sex education". This paper offers a critique of the way in which sexuality topics are addressed by educational programs in Mexico and outlines a proposal for an intervention based on the Social Cognitive Theory that may help improve educational practices related to the teaching and learning of issues such as teenage pregnancy and sexually transmitted diseases.

From a broader perspective on the current educational tensions in secondary schools, the article "The deterioration of the school fabric in secondary schools from some researchers' viewpoints" by Arturo Torres Mendoza, Víctor Manuel Ponce Grima, Luis César Torres Nabel and Ismael Torres Maestro offers an analysis of the variables that influence the violence and tearing of the social fabric in secondary schools in the outskirts of Guadalajara, Mexico, through a discussion group with researchers specialized on lines linked to school violence, administrative practices, school culture, and life trajectories of adolescence.

In regard to the possibilities young people have to exercise fully the right to participation within educational institutions, the text "Ideas about high school students' participation" by Azucena Ochoa Cervantes, Eduardo Domínguez Herrera, Sandra Cruz Alejo, and Laura Garcés Medina presents a qualitative study that analyzes the perception that 166 students of two middle high schools in Mexico City have of their ways and possibilities of participation within the context of their schools.

Also through the experiences of high school students, but with a focus on the process of migration from classroom to online education, the article "Text mining in the analysis of experiences of higher-education students in the migration to the online study model forced by Covid-19" by Ernesto Cortés Pérez, Luis Alan Acuña Gamboa, Eduardo Martínez Mendoza and Silvia Reyes Jiménez offers a quantitative analysis through the detection of word clouds formed by bigrams and pentagrams, webs of co-occurrence and control items.

Among research works conducted in the classroom is "A sociocultural practice of reading and writing in students of a multi-grade group" by Sofía Adoración Barbosa Jiménez, following a qualitative paradigm through the observation of classroom sessions, recordings of teachers' classes and the products of didactic sequences, showing how the reading and writing practices of students in a classroom allow them to develop communicative and functional by writing an invitation.

An inquiry effort that also uses evidences of learning to strengthen the school learning of scientific disciplines such as physics can be found in the paper “Developing visual literacy with the 5E model for learning Newton’s Laws” by Fabiola Escobar Moreno and Mario Humberto Ramírez Díaz. This research project employed the 5E model for the learning of Newton’s Laws of Motion by 93 university students, in order to encourage the development of visual literacy through the use of memes.

A similar research project that approaches educational phenomena through school products made by students is “Transfer of learning in seventh and eighth grade Natural Sciences textbook activities” by Alejandro Sepúlveda Obreque, Magaly Quintana Püschel and Alejandro Villalobos Clavería. This descriptive study analyzes school texts through the learning transfer model proposed by Haskell (2001).

Another project that uses texts as analytic units is described in the article “Analysis of the discursive elements of the Educational Model for Comprehensive Training” by Edsi Mariana Rodríguez Reyes and Luis Alberto García Domínguez. This article analyzes the discursive elements of the model of the humanities through categories such as conditions of possibility, socio-ideological-discursive formations, inter-discursiveness processes, and relationships between discourse and juncture.

As a theoretical reflection, the essay “The promise of certainty: a critique of educational innovation” by José Alonso Jiménez Moreno and Andrea Romero Mojica dwells on the changes in the ways to conduct school work derived from the Covid-19 pandemic, to propose an analysis of the concept of educational innovation in regard to the uses of information and communication technologies. This essay is presented in the *Debate* section.

The section *Paisajes nítidos* presents texts written by students of the Ph.D. program in Education of the University of Guadalajara as personal equations, intimate visits to their own journey that show how their academic and family trajectories have followed subjective and family considerations. The path is built in an interlinked way. These exercises in insight were fostered by Professor María Eugenia Suárez de Garay, who presents them in this section.

Finally, Martha Vergara Fregoso offers a review of the book *Intercultural Approaches to Space and Identity* (2022), edited by Noelia Bueno Gómez and Salvador Beato Bergua, and published in 2022.

Issue 27 of *Diálogos sobre Educación. Temas actuales en investigación educativa* is another attempt not only to bring its readers closer to the most recent approaches to contemporary educational phenomena but also to bring into discussion the current concepts, theories, and methodologies in the field of educational research. We hope the articles presented here fulfill this goal and provide our readers with an opportunity to learn about the new realities in which educational phenomena take place.