

# Editorial

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## Thirteen years of publication and a new time

With a clear view that the digital cosmos allowed for a plethora of readings, readers, and possible discussions, and that the field of educational studies should occupy a place in it, in 2010 the Department of Studies on Education of the University Center for Social Sciences and the Humanities of the University of Guadalajara published the first issue of the online journal *Diálogos sobre Educación. Temas actuales en investigación educativa* after a proposal by Cristina Palomar Vereá and Dolores Rivera Reynoso, who were already familiar with the world of academic journals since they had previously made *La ventana. Revista de Estudios de Género* a reference in the field and a publication that became at the time an arena for debate in gender studies in Mexico, together with other journals such as *Debate Feminista*.

In accordance with the times in which it appeared, *Diálogos sobre Educación* was born as an online monographic publication whose main interest was – and still is – the realm of educational studies, bringing together the fruit of research on novel and relevant issues. Since then and until now, its imprint has been that of a specialized publication featuring articles that problematize *the educational* in its many angles, with different approaches, and with the multi- and the inter-disciplinary as its usual practices. Its main intent – and achievement – has been to contribute to the state of the art on the realms of knowledge involved in education, as well as to foster certain lines of research that we consider relevant since they evince the complex realities that constitute the region of which we form part, such as those linked to digital life, the cultural diversity in which schools are immersed and the challenges that entails, violence, inequality in education, educational policies and the mark they leave on pedagogical practices, and the relationships between the different actors of education and the communities that take shape beyond the school around educational processes, to name a few.

Our starting point was the belief that our journal would fill a space still relatively uninhabited in the digital realm, and that the wide scope of all things related to education would provide ample room for a conversation that could be sustained over time with a profound impact.

Today the journal is thirteen years old and we celebrate the fact that, thanks to the continuously growing number of articles we receive – which speaks of the interest out there to open up debates and sharing questions, concerns, and the outcome of situated research work – with Issue 27 we move into a new pace of publication: from twice to three times a year. And although each issue will continue to follow a thematic guideline, for Issue 27 we decided that it should

also reflect the multiplicity of topics that interest and concern us. It is of course just a sample, since there is no end to the number and range of these topics.

Considering that our journal shows a maturity that compels us to respond to the expectations of those who support it, both authors and readers, we agree that a quarterly publication schedule will allow us to publish a greater number of papers, keeping as our main goal to feature only articles produced with the utmost theoretical and methodological rigor, well written, and relevant.

Our first Issue to be published was called “How do we understand ‘educational’ in a global age?” Issue 27, “Educational Journeys”, addresses different lines of interest in education that problematize very specific issues. It is proof that the interest – and the challenge – of understanding the many phenomena that constitute *the educational* is vital, and that the dissemination of research is a current and important path. We are certain that our readers will find it appealing.

Anayanci Fregoso Centeno  
Editor