

Editorial

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Cognition, learning, and education: between criticism and pragmatism

*The digital world has made us get used
to seeing tomorrow become yesterday*
Carlos Scolari

Education has for over a century now had the political and social legitimacy that validate it as a socialization practice that shapes the subjectivities that participate in the production and reproduction of knowledge relevant to the maintenance of communities over time. We cannot speak of a linear and smooth evolution of educational systems since some processes, such as changes in the cultural transmission system or the crisis of professional identities, represent a growing increase of the concerns and uncertainties around the functions of the school. In most societies around the world, educational institutions are currently making different political and economic efforts to adapt to the dizzying changes that a media convergence context has brought about in the identities of children and youths. Thus, it makes sense to pause and ask ourselves how the new uses of technology have modified our ways of knowing, learning, and educating.

The interaction between people and digital devices is a phenomenon that has been addressed for decades through different disciplinary approaches and research techniques. In the field of educational research, the study of the mass migration of classroom education to the online modality due to the Covid-19 pandemic yielded a growing amount of research work on the impact of digital technologies on education. A quick review of the current scholarship on the research line of education and technology allows us to identify that the inter-disciplinary debate would seem to be positioned within a dichotomy of two approaches centered in the impact of technology on the processes of cognition, learning, and education. The first one paints an apocalyptic vision, suggesting that the use of technological devices leads to a progressive deterioration of the executive function that regulates the human processes of attention, concentration, and memory, due to the use of technologies, while the second is a techno-pragmatic perspective focused on showing the benefits that an adequate implementation of digital technologies in educational practice have for the students' performance.

The challenge of educational research is to build knowledge that allows us to problematize the tensions between new ways to know and learn and the current educational models, and thus address the guidelines that educational institutions propose to reflect on the pedagogical practices that allow us to overcome these changes. This exercise aims to transcend apocalyptic

and techno-pragmatic perspectives, not to mention the triumph or defeat of civilization pushed by technology, to build a more intricate symbolic interweaving that allows us to see nuances, move among the intersections and understand the places where narratives cross and oppose each other, a fertile ground to view through the knowledge of multiple disciplinary perspectives the complexity of the crossroads through which the meaning of education as a civilizing project traverses.

Opening up to inter-disciplinary knowledge the discussion about the current tensions through which cognition and learning processes in school practice are going through is also an invitation to reflect critically on the links among the multiple actors and processes that form part of the realities of education. With these and many more charges, *Diálogos sobre Educación. Temas actuales en investigación educativa* is pleased to share with you its Issue 28, "Cognition, learning, and education," coordinated by Teresita Montiel Ramos and Gerardo Restrepo. Here you will find academic research projects and essays on thematic lines such as cognitive development, problems related to the learning of reading, writing, and calculus, AI in teaching and learning processes, neural networks applied to education, neurodiversity, the link between emotions and learning, emotional intelligence, neuropsychology, behavioral analysis applied to solving learning problems, and cognition in the school environment. It is our hope that its contents will be helpful to continue opening up discussions on today's educational problems.

Sergio Solorio Silva

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