

Introduction

DOI: <https://doi.org/10.32870/dse.v0i28.1444>

Cognition, learning, and education

When we published the call for papers for Issue No. 28 of *Diálogos sobre Educación. Temas actuales en investigación educativa* under the theme “Cognition, learning, and education”, we set out from questions related to the way in which human beings learn, as well as the mental processes that underlie such learning. If we regard education as a process that involves the acquisition of knowledge, skills, values, and attitudes that foster the development of the individual, it becomes essential to understand how this process occurs and what happens to the individual who is learning so that we can generate tools that improve on this development.

When we reviewed the articles we received we noticed some areas of interest, including the consequences derived from the health contingency due to Covid-19, the study of emotions and mental health, artificial intelligence, the contributions of neuroscience to educational work, and the exploration of issues related to reading, writing, and calculation. Unfortunately, due to the rigorous quality criteria of our online publication, not all the texts were accepted. However, we invite the authors who kindly sent us their papers to consider the feedback received for future opportunities of publication.

Thus, the papers published in this issue address as part of its theme the current trends of educational research in regard to cognition and learning. For instance, the study conducted by researchers Valentina Ramos-Huenteo, Fabiola Sáez Delgado, Javier Mella Norambuena and Yaranay López Angulo, “Burnout, emotional interference, mastery of the environment, self-efficacy and commitment of teachers during the Covid-19 pandemic” highlights one of the most relevant consequences of this global crisis: mental health. The changes in the conditions of teaching during the pandemic affected both teachers and students, who were faced with variables that without a doubt had repercussions in their mental health. Through a quantitative study, the authors explain the connection between emotional burnout and variables such as the teachers’ commitment, self-efficacy, control of their environment, gender, and type of working hours.

The issue of mental health and education is a productive area for research as it offers different lines of work, such as learning about the impact of mental health on academic performance, delving into the subjective emotional wellbeing of students and teachers, promoting the development of emotional intelligence, studying socio-emotional skills in the classroom, and so on. Research findings about mental health and education will allow us to generate better

strategies both for the emotional support of students and teachers and for the prevention of serious emotional complications in the educational community.

It is also crucial to continue analyzing the long-term effects of the sequels of the disease caused by the SARS-Co-2 virus, as well as the effects of the contingency conditions we experienced during the pandemic.

Among the classical themes of educational research related to who is learning are the reading and writing processes, along with all the contextual factors around them, due to their complexity. However, these processes are still an inexhaustible source of questions, such as those related to the study of digital reading and writing and its repercussions in the teaching-learning processes, the research of these practices through different socio-cultural environments that favor the creation of strategies based on the context, the study of critical reading and argumentative writing skills that derive in better pedagogical approaches, problems related to the learning of reading/writing that recognize neurodiversity and favor support strategies, reading/writing practices in work environments and different life cycles, and so on.

Based on the New Literacy Studies, researchers Dafne Rodríguez González and Juana Eugenia Silva Guerrero explore a primordial question that is often at the center of concerns of higher education teachers: how to develop literacy in college students in different contexts. In their study "Reading and writing practices and habits in undergraduate students: a comparative study", they address the influence of society and culture in the development of reading and writing practices. Through a comparison of reading and writing habits of undergraduate students in two of the country's universities, the authors underscore the need to perform institutional diagnoses that allow colleges to design actions that foster reading and writing practices among their students.

Among the studies that analyze text comprehension, it is interesting to explore the influence of factors such as attitudes as a possible explanation of the features of reading comprehension. In her research "Learning and attitudes: an example of the difficulties of teenagers to understand an argumentative text", Pamela Padilla addresses the influence of implicit attitudes in the reasoning of her participants and the way in which they can have an impact on their reading comprehension. Her findings show the challenge faced by teachers in their work with this school demographic. Undoubtedly, the study of the influence of motivational and attitudinal factors on school learning continues to generate opportunities for research, particularly in present contexts where the constant environmental stimulation provided by new technologies keeps pushing us to develop innovative approaches to foster intrinsic motivation in students.

The section *Otros artículos* begins with the text "Research in initial teacher training: identifying problems in one's own pedagogical practice" by Laura Zurita Barría and Carolina Pilar Villagrán Bravo. This article explores the link between the experiences and conflicts of the teaching practice through the *Design-Based School Improvement* approach and an empirical approach

using semi-structured interviews and discussion groups within a case study of 14 teachers who were writing their degree paper in the fourth year of their major in Pedagogy of Elementary Education in a private university in Santiago de Chile.

Another research project in initial teacher training is the text “Motives to choose a career in teaching in elementary schools” by Karla Rangel Montalvo and Yazmín Margarita Cuevas Cajiga, who seek to explain the motivation and attraction that orient the career choice of new elementary education teachers. Through a qualitative approach, their research presents an analysis of interviews with a sample of 20 new teachers in an elementary education school in Mexico City.

In the line of research of training and employment, the text “Training and employment of pedagogy professionals: some experiences around the world”, by Sara Aliria Jiménez García offers an exploratory approach to the state of knowledge of the last decade on training in education. Her paper presents a review of the literature that includes an analysis of a sample of 26 academic texts published between 2012 and 2022.

A qualitative approach is presented in the article “Validation of a Questionnaire for the Evaluation of Academic Goals in the Ecuadorian Environment of College Education” by Yosbanys Roque Herrera and Anabela del Rosario Criollo Criollo. With the participation of 1,235 students of the Health Sciences School of the University of Chimborazo in Ecuador, this research study presents a triangulation of data to contrast procedures such as Bloom’s fractional range estimation, Cronbach alpha and Kaiser-Meyer-Olkin’s statistical tests, Bartlett’s sphere test, and Tuke’s ANOVA with non-additive test.

The section *Paisajes nítidos* features texts written by students of the Ph. D. program in Education of the University of Guadalajara, as personal equations in the shape of an intimate visit to their own trajectory, where it can be observed that their academic and professional paths have been traveled following subjective and familiar considerations. Their trajectory was built through a process of interweaving.

Finally, Issue No. 28 also offers the section *Debate* with the text “Educational assessment: back to its origins - the process, not the moment” by Tany Giselle Fernández Guayana, and the reviews of *Referentes de vida femeninos para inspirar vocaciones científicas en niñas y adolescentes* by Emma Patricia Mercado-López and *A la memoria de Emilia Ferreiro (1937-2023)* by María de las Mercedes Palencia Villa. We hope that all the articles, essays and reviews in this issue of *Diálogos sobre Educación* not only provide new knowledge in the field of educational research, but also inspire new questions and foster an interdisciplinary view of educational phenomena.