

Editorial

From its origins, education constitutes a means of “preparing man for life”, as well as to fully train him for the society in which he is going to develop. However, in a context characterized by consumerism, immediacy, superficiality, pragmatism, instability, utilitarianism and uncertainty, is it possible to faithfully honor the original ideals that inspired the founding of schools, that is, still Is the formative ideal of caring, respectful, fraternal, collaborating, empathetic and welcoming people valid?

In any case, how to achieve this ideal in the current context described by Bauman as "liquid modernity"; Can education from its role of value and instrument respond to that unstable, changing society, where everything is "liquid and gelatinous, confused, relative and fragmented"?

The stage of life, the context of the world has changed. Students' needs are different and they need to be educated in different ways. There are at least two challenges ahead: to respond to these changes and to find ways of unity. Because in the words of Melucci (1996) "While we contemplate accelerated changes, we find ourselves constantly divided and stressed between desire and fear, between anticipation and uncertainty." Societies in their considerable progress in science and technology have neglected to place in the center of social life the ideals for which schools arose in the world, that of integrally forming man. Thus, the human species has mastered the distance between the earth and the moon, has reached the depths of the ocean, but has also built walls between one and the other, remaining locked in a bubble of individualism and loneliness. A fragment of the book Eliot's Choir of the Rock, perhaps constitutes the description of these times, "all our knowledge brings us closer to our ignorance, all our ignorance brings us closer to death, but the proximity of death does not bring us closer to God ”.

Without renouncing this difficult and complicated context, rather assuming it from our position as men of faith, we decline the arms of pessimism, conformism and apathy to raise our certainties of hope towards the future; and, precisely with that faith, we submerge the present that we want to transform.

In any case, we consider that there are many ways of social development, one of them is to contribute with reliable and freely accessible information. Along these lines, the nineteenth number of the EDUCA UMCH Magazine presents twelve articles.

The first explains what the charism and mission of the Marcelino Champagnat University consist of; its author explains that the slogan "Super petram edifice" calls us to build our personal and professional life on the solidity of truth, goodness and beauty, the three great references of life.

The second analyzes reading difficulties in children and aimed to validate an early

detection test for reading difficulties in a sample of four-year-old Chilean children.

The third deals with private higher education in Mexico and the game dynamics of its policies, as repeated characteristics in quality regimes, which are currently based on prestige and academic success, shaping higher education policies. in Latin America, Mexico and the particular case of the state of Jalisco.

The fourth article critically describes inequality and educational exclusion in the context of the pandemic, from the experiences of young people from a rural telesecundaria.

The fifth article describes the potentialities of Gérard Genette's triadic method and the analysis of the novel "Tomorrow I will return", by Marcos Yauri Montero.

The sixth article offers important data on educational trajectories as an analytical category, from the field of Sociology of Education.

The seventh article, "Fabric and text: actuality of a network of relationships", addresses the complex relationships between text and fabric, which have clearly gone beyond etymological allusion, to open up a whole field of reflection from the educational and pedagogical field.

The eighth article, "Between embroidery and writing, the elaboration of the textual," reflects on the "Embroidery for Peace" movement, created as a response to the context of violence that erupted in Mexico during the six-year term of Felipe Calderón Hinojosa.

The ninth article, from two cases in Mexico and Colombia, analyzes the novelties of contemporary artistic production around the Covid-19 pandemic. The first part addresses the conceptual notions of text and artistic text from semiotics and hermeneutics, as well as two historical backgrounds of artistic production on pandemics in the world. In the second part, an approach is made to the novelties of artistic texts based on two examples in Mexico and Colombia. The article points out the research challenges around these texts and some possible reading keys.

The tenth article describes the interest in the effects of the COVID-19 pandemic on school communities. Starting from this problem, documentary research was carried out supported by the content analysis technique, with the aim of identifying what type of expressions make the class diary possible and what is its relevance in the context of emerging remote education.

The eleventh article compares, through exploration, some of the bar graph exercises present in mathematics textbooks at the primary level in Mexico. It begins with an approach to the debate on their definition, usefulness and impact that these have, to later situate and question their contents in the context of the COVID-19 pandemic, with

the purpose of inquiring if the exercises with bar graphs are pertinent and sufficient, or not, to interpret the information on the current health situation.

The twelfth article revolves around the review of 4 texts on mental health care, produced in the context of the SARS-CoV-2 virus pandemic by different agencies and agencies in Mexico and the world and through Of them, we reflect on the educational potential of these texts and the impact they would have in educational contexts such as Latin America.

The thirteenth article, from the environmental economics approach, examines the concept of sustainable development and emphasizes the misuse of resources and the generation of waste that is difficult to control, which characterizes the current situation of economic growth in Peru.

The fourteenth article presents an analysis of the theoretical-conceptual and methodological bases of the techno-pedagogical design, considering its omnipresence in the context of the non-face-to-face, remote and virtual educational modality in conditions of the global pandemic caused by COVID-19, in exceptional conditions and prospects for sustainability. The authors are convinced of the fruitfulness and urgent applicability of techno-pedagogical design in the current educational scenario, marked by virtuality with the transformative support of available digital tools.

Finally, the fifteenth article is a tribute to the legacy of Paulo Freire, a Brazilian educator and world leader in the field of liberating Education, with proposals in the context of an emphasis on critical, inclusive thinking, with action reflection, the use of the question and dialogue essential for the development of autonomy, democracy and citizenship.

With enthusiasm and hope, we invite each of our readers to enjoy these articles, analyze them and take advantage of them for their professional and personal lives.

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