Education at the crossroads: Digital realities, persistent inequalities, and new paradigms

Dear academic reader community,

This issue of our journal stands as a deliberate mosaic, where each investigative piece illuminates a critical facet of the complex contemporary educational landscape. The eight articles gathered here, along with the final conference paper, do not constitute a random collection but a carefully arranged reflective itinerary. This journey guides us from the concrete transformation of classrooms toward the deepest human challenges, passing through management frameworks and ethical imperatives, to culminate in a fundamental reflection on the very foundations of knowledge. The proposed sequence —from Schneewele to Medina Borges— is not chronological but conceptual, revealing an intrinsic dialogue between the digital, the human, the organizational, and the philosophical.

We open this dialogue on the ground of immediate practice. The study by **Manuel Schneewele** on the **PrimOT** platform in France places us at the heart of the everyday digitalization of primary school. His analysis demonstrates widespread adoption and effective integration of this digital workspace, normalizing its use in pedagogical routines. This success, however, is not an endpoint but a starting point that immediately forces us to look beyond the tool.

Because technology is implemented in complex human contexts. The revealing systematic review by **Celia Gallardo Herrerías** on the **relationship between the child with ADHD and the family environment** reminds us forcefully that the educational process transcends digital or physical space; it is rooted in bidirectional emotional and relational dynamics. The cycle of negative emotionality, parental styles, and clinical symptomatology described shows that any pedagogical innovation —including digital ones— must be sensitive to the student's psychosocial well-being and their support system. One cannot optimize teaching without understanding these fundamental interdependencies.

Precisely, the effectiveness of the digital tool when the human context is considered is strengthened by the research of **María Elena Di Tillio Cárdenas and Luis Alejandro Lobo Caicedo**. Their quantitative evaluation confirms that the pedagogical application of ICT in subjects like Geography and History **significantly favors academic performance.** This empirical finding validates the direction indicated by Schneewele, but, like him, its authors warn: success depends on teacher training and strategic suitability. The tool is powerful, but its power is channeled by professional competence and contextual awareness.

Faced with this reality of digitized classrooms and complex human realities, the question arises about the leadership that can guide these transformations. The research by **Beisy Lisbeth Romero Luzardo** on **Conscious Educational Management** offers a paradigmatic answer. In a BANI (Brittle, Anxious, Non-Linear, Incomprehensible) world, it proposes transcending traditional managerial models towards a **Conscious Transpersonal Educational Administration**. This approach cultivates ethical, resilient, and collaborative leadership, integrating mindfulness and integral human development. It is

the necessary framework for managing institutions that must simultaneously integrate technology (like PrimOT), welcome diversities (as in ADHD cases), and enhance learning (through ICT), all with wisdom and adaptability.

How does this conscious leadership translate into the daily practice of management? The study by **Deinny José Puche Villalobos and Savier Fernando Acosta Faneite** in Maracaibo provides a crucial piece by demonstrating, with quantitative evidence, the **positive correlation between management indicators and effectiveness in decision-making**. For administrators, this relationship is particularly strong. Conscious management does not dispense with data; it requires and humanizes it. Indicators are the compass, but consciousness is the ability to navigate with it in turbulent waters.

Excellence in management and teaching must, in turn, be supported by the quality of the knowledge generated and transmitted. The work by **Jossarys Gazo Robles** on evaluating the **research quality of university teachers** based on efficiency, efficacy, and effectiveness positions research as the fundamental pillar of the educational ecosystem. Without rigorous scientific production, digital tools, inclusive strategies, and management models lack a valid and reliable knowledge substrate.

Advancing in this layer of critical thought, the analysis by **Thais Raquel Hernández Campillo** on **artificial intelligence literacy and content curation** in France points to the horizon of complexity we face. It is not enough to use technology (Schneewele) or measure its impact (Di Tillio and Lobo); it is now imperative to develop critical and ethical competence to interact with AI systems. Content curation emerges as the key skill to discriminate, contextualize, and give meaning to information in an algorithm-mediated environment. It is the necessary antidote against misinformation and superficiality.

However, all this conversation about digital vanguard and critical thought may seem abstract when contrasted with realities where the basics are in question. The reflection by **Mário Adelino Miranda Guedes** on **access to primary education in Angola** is an unavoidable ethical reminder. The figure of 22% school exclusion confronts us with persistent inequality as the greatest global educational challenge. The socioeconomic, geographic, and health factors limiting access in Angola and so many other places demand that any innovative paradigm include, as its first mandate, the fight for equity. We cannot debate AI while millions of children do not even have a classroom.

Finally, to give coherence and depth to this mosaic of realities —digital, emotional, managerial, critical, and unequal— we turn to the conference by **Rosa María Medina Borges, "Philosophy or Philosophies?"**. Her radical questioning of the single canon and her defense of the plurality of knowledges provides us with the ultimate philosophical framework. Education at the crossroads does not need a monolithic answer but the capacity to dialogue with **multiple paradigms**. Her reflection validates the necessary coexistence and dialogue between technological efficacy, human sensitivity, conscious management, investigative rigor, critical literacy, and social justice.

In conclusion, the sequence of this issue reveals to us a journey from the tool toward meaning. It shows that digital reality (Schneewele, Di Tillio and Lobo, Hernández Campillo) is inseparable from human reality (Gallardo Herrerías, Miranda Guedes), and that both require new paradigms of management (Romero Luzardo, Puche and Acosta) and professional practice (Gazo Robles), all under a

plural and critical philosophical gaze (Medina Borges). The crossroads is not a dead end but an intersection where the direction to take will depend on our capacity to integrate, with wisdom and justice, all these dimensions. The articles presented here not only diagnose this crossroads but offer valuable lights to navigate it.

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