

Editorial

DOI: <https://doi.org/10.32870/dse.v0i34.1797>

Artificial Intelligence and Education: A Current Tension

The emergence of technological innovations into school practices represents an intense and broadening debate in the field of educational research, a territory of dispute and tension, mainly between some technophile discourse that looks with optimism at any incorporation of these tools, and other rather technophobic ones characterized by pessimism about the effects of the implementation of technological devices into the social and cognitive development. We may argue that historically the understanding of educational institutions seems to be more inclined towards the latter position. The use of pocket calculators, the internet, or social networks in educational practices led at first to strong criticism grounded in the concerns of teachers and administrative staff about its implications for the learning processes of younger generations.

Not having left behind yet the debate on the implications of technological innovations for education, for some years now a new concern has been added about the emergence of the so-called Artificial Intelligence, understood mainly as the use of tools that generate text, graphic, and audiovisual contents, such as ChatGPT. Although this concern stems from an epistemological exercise that questions primarily the process of selective decoding of information sources, reliable or real images and videos, as well as an ethical positioning that presents a criticism of authorship rights and academic plagiarism, the measures taken to deal with this problem have been mostly limited to a punitive approach centered in strengthening surveillance and punishment control of this kind of practices.

Besides the fact that a culture of prohibition also reproduces some practices of symbolic violence and traditional pedagogic strategies based on dynamics and norms of behavior that are increasingly disconnected from the identities and socialization dynamics of children and youths, not going beyond mere surveillance and exclusion means refusing to question the present and project the future of educational practices. The problem for schools is often reduced to having activities assigned to students by teachers to assess their learning done easily by Artificial Intelligence. This approach brushes aside fundamental questions about education: the capability of school contents and work to awaken curiosity and develop the students' intellectual potential, and their links to the concerns and motivations of today's children and youths.

Beyond any Manichean position about the implementation of technological innovations in educational practices, the pace and depth of the imminent transformations in symbolic ecosys-

tems and the dynamics of knowledge and socialization pose a present challenge to inquire critically from the field of educational research how educational institutions and their actors are trying to understand the use of Artificial Intelligence in teaching and learning processes at school. With this fascinating challenge, *Diálogos sobre Educación. Temas actuales en investigación educativa* invites you to read its Issue 34, hoping that the papers presented here lead to further insights and inter-disciplinary discussion that nourish the debate on the challenges, tensions, and possibilities of the relationship between school systems and Artificial Intelligence.

Sergio Solorio Silva

Diálogos sobre Educación. Temas actuales en investigación educativa. Año 16, No. 34, noviembre 2025-febrero 2026 es una publicación cuatrimestral editada por la Universidad de Guadalajara, a través del Departamento de Estudios en Educación, por la División de Estudios de Estado y Sociedad del Centro Universitario de Ciencias Sociales y Humanidades, Campus Los Belenes. Edificio "A" Nivel 3 Av. Parres Arias #150 y Periférico Norte. C.P. 45100. Zapopan, Jalisco, México. Tel. 33-38-19-33-00, ext. 23604 y/o 23490. <http://dialogossobreeducacion.cucsh.udg.mx> Correos: dialogoseduccion@gmail.com y dialogoseduccion@administrativos.udg.mx Editor responsable: Anayanci Fregoso Centeno. Reservas de Derechos al Uso Exclusivo: 04-2009-082814355800-203, ISSN: 2007-2171, otorgados por el Instituto Nacional del Derecho de Autor (INDAUTOR). Responsable de la última actualización de este número, María Dolores Rivera Reynoso. Fecha de la última modificación: 31 de octubre de 2025, con un tiraje de un ejemplar. Las opiniones expresadas por los autores no necesariamente reflejan la postura del editor de la publicación. Queda estrictamente prohibida la reproducción total o parcial de los contenidos e imágenes de la publicación sin previa autorización de la Universidad de Guadalajara.