Editorial

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Social pedagogy can be considered as a discipline that focuses on education in social contexts. It has undergone important changes, mainly caused by the advance of information and communication technologies (ICT), since they have created new challenges and possibilities in education, allowing the development of practices and strategies that promote the inclusion and participation of all people in society.

This monograph will deepen the possibilities of social support or pedagogy through ICT, exploring practices, strategies, and proposals in the development of this field. It will be justified how ICT can be positive to enhance the work of teachers and facilitate access to information, the construction of knowledge, interaction, or communication between different educational agents.

Among the main advantages of ICT in the field of social pedagogy is the ability to break barriers, both temporary and geographical. Internet allows connecting and generating virtual learning spaces that help students to collaborate and participate, regardless of their physical location. This is particularly relevant in contexts where geographical mobility or social exclusion hamper access to educational opportunities. In addition, ICTs offer a wide variety of resources and tools that are tailored to the individual characteristics and needs of students. For example, personalized activities can be designed on virtual platforms, the pace of teaching and learning can be adapted, and individualized feedback can be provided. The diversity of the different digital formats used, such as audios, interactive games, infographics or videos, allows to enrich the teaching and learning process, stimulating the motivation and interest of students.

However, it is important to consider that the use of ICT in social pedagogy does not intend solely to use technology for the simple fact of doing so. It is necessary to reflect on the principles of social pedagogy when using ICT as educational tools, as well as their pedagogical purposes and the ethical values they can bear. Technology must be used critically and reflexively, seeking the benefit of teachers and the construction of a more equitable and inclusive society.

Throughout this monograph, concrete examples of educational practices and strategies that have been developed are presented, using ICT as tools for intervention. It will analyze successful practices, identify challenges for the coming decades and, above all, reflect on the impact of ICT in Social Pedagogy. In this way, the idea is to explore the different opportunities and horizons that open up in this field that is constantly evolving.

The first of the articles in this monograph presents an updated view of Freirean thought. The aim is to integrate multicultural education, as well as inclusive education through the media arts into social education. Efforts are being made to improve education by promoting inclusion through innovative educational programs and a collaborative learning environment. It highlights the importance of critical pedagogy and media literacy, establishing a connection between culture and art in a comprehensive program. It reflects on the training of artists and teachers for the "Virtual School", thus promoting creativity and independence in media arts activities.

Afterwards, the impact of inclusive competence in teaching practice is analyzed. The article focuses on inclusive education and teaching competence as fundamental elements to adequately serve students with special educational needs. A bibliographic review and an analysis of the existing tools are carried out, proposing a theoretical categorization of the most relevant competencies in inclusion. A review was conducted of 24 quantitative studies that assessed perceptions, competencies, and inclusive practices among teachers.

The following article is entitled "The social and cultural context in the reading and writing of upper secondary education". This research aimed to identify the difficulties and the context of writing production in high school students. A qualitative approach was used with the content analysis method. The sample consisted of 100 documents provided by 20 first-year students. The texts discussed were essays, travel books and narrative. The results of this study show that the different practices in these schools reflect the communicative skills acquired by students during their school period, indicating the need for new teaching strategies in reading and writing.

The appearance of forensic-themed television series has led to an increase in interest from the Degree in Criminology. However, this has generated a somewhat distorted image of forensic anthropology and for the students it has meant disappointments in the contents of this degree. The following article proposes the use of an active methodology, problem-based learning (PBL) in secondary education to teach contents of forensic anthropology. The results showed a collaborative and motivating environment, being very favorable the environment created both for the teachers and for the participants enrolled in this degree.

Finally, the article entitled "Use of mobile devices in the classroom to encourage learning". Case study with undergraduate students". This research aims to explore the possible use of mobile devices in the classroom as an emerging and very useful pedagogy. A qualitative approach was developed in which 63 students from 14 focus groups participated. The results conclude the need to incorporate the different mobile devices as a learning tool, focusing attention on their proper use, since they are essential components in current educational approaches and the prohibition of their use is not recommended. On the other hand, it highlights the capacity of teachers to incorporate them as tools that promote the teaching and learning process in the framework of educational innovation.

The miscellaneous section discusses diverse topics, reflecting how education is approached from different points of view.

First, it highlights the important role of school leadership to achieve quality education. Although there has been a lot of research and publication on management skills in the school, the originality of this article is precisely in the approach of the Salesian school. The authors intend to estimate the level of competencies assumed by the managers who work in the school management of Salesian institutions, for which they start from an original formulation of competencies; one of the most significant results is their identification with the Salesian leadership. The study opens up possibilities for research, training of school sector managers in new Salesian contexts and the exchange of good practices.

The importance of vocational training in the current educational approach should also be stressed. It is a flexible alternative that can become very effective in promoting employability, especially in countries such as Portugal, Spain or the Dominican Republic. This article analyzes how education has been adapted to the needs of the labor market, providing the possibilities of professional updating that help develop skills and competencies demanded by companies in these countries; it also highlights that distance education, a topic with great interest in the Fourth Industrial Revolution, has become popular.

Educational innovation has been advocated as an essential element in the training of an inclusive teacher who is able to face the current challenges of education. It aims to address the importance of innovation as one of the fundamental axes to promote inclusion in the classroom and develop tools and strategies that allow teachers to adapt to the individual characteristics of each student and promote an inclusive environment.

The following article aims to address the influence of vicarious learning and behaviors on the initial training of children. It analyzes the possibilities that students learn and are influenced by the behavior of their peers and that can serve as reference models at this important stage of child development. The results

indicate that although children show diverse behaviors according to the environment and activities, they have a higher incidence of aggressive behaviors; on the other hand, the lack of knowledge of teachers on this type of learning is evident.

Finally, the article "Quality of books from the perspective of knowledge management". The study raises a question about the characteristics that a book must have to optimize learning, for which it relates the learning objectives of the subjects with the content of the books with their explicit and tacit knowledge. It is argued that while explicit knowledge is always present in the text and illustrations, tacit knowledge requires strategies to help explore it. This balance is demonstrated by exemplifying it in two themes: poetry and geometry.

The set of articles that make up this edition is undoubtedly an invitation to rich reflections on new educational scenarios with the use of ICT and with an educational and social inclusion perspective, current issues of high importance for an equitable and fair society.

The monographs for 2024 will cover topics on teacher training and educational policies. Regarding the first, as stated in the Call, "teacher training stands as a strategic factor to enable the improvement of the quality of education in an increasingly liquid, changing and diverse society"; this requires solid, continuous training, focused on the development of skills and competencies, so that teachers can adapt to the new challenges posed by education, such as the active participation of students, critical thinking, attention to diversity, the integration of technology, socio-emotional support, among others. On the other hand, educational policies pose challenges such as improving quality, particularly in the Latin American context, curricular flexibility to adapt to the needs of the working environment, equity in access to quality education for all students, adaptation to technological change, promotion of inclusive education, etc. As always, we are happy to receive your manuscripts to arbitrate them and present the result of the research.