

CALL FOR PAPERS

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Monographic Section

Culture and Climate in Educational Organizations in the Digital Era

*Cultura y clima en las organizaciones educativas en la era
digital*

Guest Editors

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Scope

Educational organizations are undergoing a profound transformation driven by technological advances, which affect not only teaching and learning processes but also institutional cultures and organizational climates in which academic, professional, and community life develop. The incorporation of emerging technologies—such as artificial intelligence, learning analytics, process automation, advanced virtual environments, and digital ecosystems—is redefining values, norms, interpersonal relationships, leadership styles, and governance models within educational institutions.

This monographic issue aims to analyze, from an educational and organizational perspective, how technological advances influence the configuration of culture and climate in educational institutions across different levels and contexts. Special attention is given to the effects of these processes on the well-being of teachers and students, institutional cohesion, decision-making, talent management, and the construction of inclusive, ethical, and sustainable environments. Particular emphasis is placed on contributions that integrate interdisciplinary approaches, rigorous empirical studies, comparative analyses across diverse geographical and cultural contexts, and innovative experiences grounded in solid theoretical and methodological frameworks.

The ultimate goal is to advance understanding of organizational change processes and provide evidence and guidance to strengthen resilient, collaborative educational cultures prepared to face current and future technological challenges.

Descriptors

- Organizational culture and digital transformation in education
- Institutional climate, well-being, and organizational health
- Educational leadership and management of technological change
- Emerging technologies, artificial intelligence, and educational governance
- Innovation, equity, and inclusion in educational organizations

Guiding Questions


The following questions are proposed to encourage participation from the educational community, institutions, and researchers:

- How can educational organizations strengthen innovative and collaborative institutional cultures in contexts of technological transformation?
- What are the effects of digitalization on organizational climate, teacher well-being, and interpersonal relationships in educational institutions?
- What leadership, governance, and talent management models facilitate ethical, equitable, and sustainable integration of emerging technologies?
- What contributions do different international contexts offer for understanding and promoting resilient organizational cultures and climates in education?

About the Guest Editors

Dr. Emilio Álvarez-Arregui. Full Professor of Didactics and Organization at the Universidad de Oviedo (Spain). Currently serves as President of the I+D+ie Center of Asturias, Tutor Professor at the Asturias Associated Center, and Head of the Guidance and Employment Center at UNED. Acts as administrator of the Ibero-American Network for the Evaluation of Higher Education Quality and coordinator of the Education Research Line of the Ibero-American Network of Education and Psychology (Community, Legal, and Health). Advisor to the Innovation Committee of ASATA and to the ICT Cluster of the Principality of Asturias, and member of the team developing Spain's roadmap for the STEAM Alliance led by the Ministry. Author of more than 400 scientific publications and has participated in the management of over one hundred R&D&I projects in the educational and organizational fields. Member of numerous international networks and recipient of awards for articles, conference papers, and professional career in the United States and Spain.

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Dr. José Fernando Toledo Montiel. PhD in Education from the Universidad Nacional de Educación a Distancia (Spain), a Master's degree in Mathematics from the Universidad de Santiago de Chile, and a Bachelor's degree in Physical-Mathematical Sciences from the Universidad Austral de Chile. Has developed an extensive academic and university management career at the Universidad del Bío-Bío (Chile), where roles have included Director of the Department of Basic Sciences in the Faculty of Sciences, Director of the Master's Program in Science Education, Dean of the Faculty of Sciences, Vice-Rector, and President of the Board of Trustees.

Has led strategic projects aimed at improving higher education teaching, funded by the Chilean Ministry of Education, including MECESUP and Regional Higher Education programs, focused on educational innovation, institutional strengthening, and articulation between universities, the school system, and the broader social environment. In the field of research, has directed high-impact projects related to scientific and educational innovation, teacher training, and the development of learning communities with a focus on gender, inclusion, and interculturality. Main research interests include mathematical models applied to biological systems, innovation in science teaching and mathematics education, as well as the design of training programs oriented toward knowledge transfer and the improvement of higher education quality.

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Dr. Ieva Margeviča-Grinberga. PhD in Pedagogy and is a distinguished researcher and professor at the Faculty of Education and Psychology, University of Latvia. Author of international publications on higher education and on educational programs aimed at reducing social exclusion. Has served as a visiting professor at universities in Georgia, Mexico, Chile, Lithuania, Spain, and Brazil, and is one of the founders of the Ibero-American Network for the Evaluation of Higher Education Quality (RIAICES).

Leads research projects and collaborates with academic partners in Spain, Argentina, Brazil, Chile, and Mexico on studies related to teacher education, social inclusion, intercultural communication, and higher education. Has extensive professional experience in complex educational contexts, having worked for more than twelve years with students from minority groups, individuals with chronic illnesses, and those with special educational needs. Also taught Latvian as a second language for thirteen years at the Center for Children with Chronic Illnesses and has carried out educational interventions with youth in situations of high social vulnerability.

Current research interests focus on competency-based higher education, inclusive higher education, and adult education, contributing an international, intercultural, and socially engaged perspective.

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Submission Guidelines

Alteridad primarily publishes empirical research articles written in Spanish, English, or Portuguese; studies and selected literature reviews (state-of-the-art) are also accepted.

For the Miscellaneous section, diverse contributions within the field of education are continuously peer-reviewed.

Articles must be submitted exclusively through the journal's web portal. The submission process requires all authors to register, although only one author will be designated as the corresponding author.

Two files must be submitted:

- The article, following *Alteridad* publication guidelines
- Cover page and cover letter according to the provided template

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Author registration: <https://alteridad.ups.edu.ec/index.php/alteridad/user/register>

Publication guidelines: <https://bit.ly/3t5IBaY>

Cover page and cover letter: <https://bit.ly/4sodTJv>

Pre-submission checklist: <https://bit.ly/2NfCwK4>

Important Dates

Submission deadline: **July 26, 2027**

Publication date: **January 1, 2028**