

Editorial

Introduction

We are pleased to present the inaugural issue of the **et al. (Education and Technology for Advancing Learning)**. The launch of this journal marks the opening of a space dedicated to scientific production that rigorously and critically investigates the role of technologies in advancing education. In a scenario in which technological transformations accelerate the circulation of information, it is essential to consolidate means to address misinformation, deepen debates, and sustain qualified analyses of technology-mediated educational phenomena.

We understand technology as a social process whose adoption involves human, cultural, and institutional dimensions. For this reason, we believe it is essential to offer a channel that encourages reflection, questioning, and the creation of scientific value around these themes. The **et al.** was born out of the need to strengthen debates that help education keep pace with, and critically interpret, the technological developments reconfiguring practices, policies, and ways of learning.

Our Mission

The **et al.** is committed to a transdisciplinary approach: publishing original research that examines how different technologies can advance education, regardless of the field of knowledge or the segment of activity. The journal welcomes theoretical and applied research that sheds light on contemporary challenges, proposes innovative interpretations, and offers insights into more effective educational practices.

Our mission is to serve as a reference forum for emerging research and cutting-edge discussions, promoting connections across areas and fostering the production of knowledge capable of influencing policies, guiding practices, and broadening understanding of the impact of technologies on educational training across various areas of expertise.

An inaugural volume by invitation

The strategic decision to launch our first issue with articles by guest authors was deliberate. This approach allowed us to ensure, from the outset, a very high standard of quality, relevance, and innovation. By inviting experienced researchers from various fields of knowledge, we ensured that our inaugural volume addressed a range of innovative topics and set a benchmark for future submissions.

To reinforce the journal's credibility and academic rigor, several of these authors were invited to join our **Scientific Committee**. Thus, exceptionally, in this first issue, we have some participants from the scientific committee as authors. However, to maintain the journal's impartiality, their works were evaluated anonymously by other members of the Committee.

Submitting an original article demonstrates the confidence these experts have in our project, and agreeing to participate in the Committee establishes a robust foundation that will guide the peer review process and the journal's intellectual direction.

Articles from the inaugural volume

The articles in this inaugural issue embody the theme that the **et al.** aims to explore and offer a multifaceted overview of how technology is being theorized and applied in the contemporary

educational context, revealing both its transformative potential and the challenges inherent in its implementation.

Each contribution represents a fundamental piece in current debates, illustrating the rich interaction between education, technology, society, and knowledge. This volume embodies the mission of the *et al.*, covering different areas of expertise, such as psycholinguistics, public policy, corporate training, computer science, and heritage education.

A joint analysis of these articles reveals a dynamic and diverse scenario in the application of technology to education. Approaches range from the use of sophisticated research tools, such as eye tracking, to the design of social technologies, such as focus groups. There is a strong trend toward using digital platforms and gamification to increase engagement, whether in corporate settings or in teaching technical skills. At the same time, fundamental challenges persist, such as inequality in digital access and the need for deeper technological literacy, as evidenced by reflections on Emergency Remote Education. The conscious and humanistic integration of technology, guided by principles such as Universal Design for Learning, offers promising ways to create more inclusive, practical, and truly student-centered learning environments.

Acknowledgments and an Invitation to the Community

Science is, by its very nature, a collaborative endeavor. This launch was only possible thanks to the efforts and trust of many people. We want to express our special thanks to the **Authors** of this inaugural volume and to our **Scientific Committee**.

Respectfully yours,

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