

Editorial

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For nine years the *Ciencias Sociales y Educación* journal has projected a pulse, i.e., a heartbeat in the constellation of the fluctuant field of what might be understood, in specific circumstances, as a scientific journal in the academic world. As it can be evidenced in the 18 issues published, and as it can be done in this current issue, we have published a series of articles derived from research, translations, reviews and interviews, and with each one of these a graphic design that acts not as a decoration but as a visual endeavor to invigorate the plurality of the contents of a scientific type publication. For this 19th issue, corresponding to the first semester of 2021, the journal presents seven articles derived from research, three translations from French to Spanish, and five reviews. The journal has selected a series of drawings considered as grotesque in art history of the Dutch Arent van Bolten (1573-1633), sculptor and painter of layers, curves and depths and organic manifestations that give his oeuvre a comic and grotesque style, linked to a fervent fantasy of biblical and teratology figures. In the last part of this issue, some reflections upon the six graphic works are shared.

The first article is titled “Learn as you go. University Teaching Practices in Public Health and the Coronavirus Pandemic”. In this article, Cecilia Molina and María Florencia Lindardelli reflect upon the teaching practices in the context of the COVID-19 pandemic that has lasted more than a year and has forced preventive and mandatory social distancing measures in Argentina since March 2020 (as in other Latin-American countries). The text examines, from an experience systematization perspective, the virtual course *The Health Problem (Problemática de la Salud* in Spanish) of the Social Work program of the National University of Cuyo, in the Mendoza province. In this context, the text analyzes the impact of the pandemic in the teachers’ pedagogic practices, the learning objectives and the experiences of the students in the situation that has shaped the current epidemiological situation. The second article “Practices of University Culture. The Case of the Citizenship Formation Cycle of the Corporación Universitaria Minuto de Dios, Bello Campus”, written by Elidio Alexander Londoño Uriza and Andrés Felipe Bedoya Bayer, analyzes the challenges undergone by the EDC (the Education for Development Center) of the University Corporation *Minuto de Dios* (Uniminuto) regarding the citizenship formation cycle, which has been an endeavor towards individual and social development among the students as ethical, political and civic actors in the coexistence and consolidation of democracy. This research returned to primary sources material collected from

Uniminuto's EDC Management Archive and the pedagogical and institutional complimentary bibliography in the Education for Development (EPD in its Spanish acronym) perspective. The next article is written by Abraham Osorio Ballesteros and Felipe González Ortiz. It is titled "Polarizing Representations of Children in the World of Narco and Narcos in the Press". In this article, the authors study the negative position of the Mexican press on a child hitman detained in 2010 and a YouTuber teenager murdered in 2017, by a drug lord apparently. The authors, from a cultural sociology perspective, manifest their intentions to crystallize ideas among the readers that stigmatize the most vulnerable sectors of society. The fourth article is written by Ana María Martorella. It is titled "Educational Research: Competencies Developed in a Child Abuse Prevention Course", this article is derived from quantitative and qualitative educational research on a blended learning course on child abuse prevention course that was given, for eight months, to professionals compromised with infant and adolescent population. We highlight the interest of this article for the resolution of child victimization, the difficulty of interdisciplinary teamwork, and the desertion of most of the course assistants. The next article is titled "Conceptions of Higher Education Teachers about the Curriculum: a Contemporary Look" by Ángela María Osorio Ospina, who reflects upon and analyzes the different definitions of curriculum in the Bolivarian Pontifical University (UPB in its Spanish acronym), Medellín headquarters. These definitions are confronted with the curriculum proposition of the aforementioned university and the study concludes that teachers understand curriculum more in a practical than in a theoretical way. It is assimilated that the curriculum is more than class planning or compliance with predetermined guidelines, given how the teaching practice must contemplate a convenient time for its management. The sixth article is titled "Social and Cognitive Skills as Tools in the Mediation Process" by María José Briz Clarigetm who analyzes the social and cognitive skills as tools used in the process of pedagogical mediation that will affect constructive conflict management. This article has as its epicenter the formation and experience of active listening and skills for life. Finally, the section of academic articles ends with the text "Social and Educational Practices and their Challenges in Regional Archaeological-University Training, Mendoza, Argentina", written by Leticia Saldi, Luis Mafera, Vanini Terraza and Karina Castañar. In this text, the authors study the social and educational practices (PSE in its Spanish acronym) in the context of the Argentinean national universities. They specifically analyze their impact in the recent archaeology undergraduate program in the National University of Cuyo in the Mendoza province. In this context, the research shows the implication of such educational practices in the formation of a professional linked with its surroundings as a social subject.

In the translations section, we present the text by Gérard Chazal called "Interfaces and inquiries about intermediary worlds" and the text "Change of perspective; the inside and the outside", by François Dagognet. Both translations from French to Spanish were made by Luis Alfonso Paláu-Castaño. These documents are crucially important in the discursive horizon of a philosophy of experiences of the outside that claims for the surface, the exteriority and the corporeal *sensorium commune* as interfaces where spatiality is a mixed remission effect: co-relative folds between the outside and the inside in a Moebius epidermal fashion. The third text of this section of the journal is titled "The Capitalist Epoch" by William H-Sewell Jr., which was translated from French to Spanish by Jessica Montaña Oliveros. Sewell argues that capitalism must be understood as an epoch phenomenon, which implies a historically specific way of life and temporally limited which is characterized for endowing people with stronger bodies, and linked, furthermore, with an increase in life expectancy and growth in the social powers in technological, educational and scientific levels. In this context, economic growth has made evident a cyclic pattern that causes environmental destruction and generates new forms of insecurity and extreme poorness. The author defends that the capitalist epoch is coming to its end because of its consequences in the human and environmental spheres of that which has been called as Anthropocene.

Last, this issue offers five reviews. The first one is about the Spanish translation of the book *La mujer normal, la criminal y la prostituta* by Cesare Lombroso and Guglielmo Ferrero, which was published in 1893 and translated from French to Spanish by Rodrigo Zapata Cano. The second review was written by Claudia Arcila Rojas and Maria Camila Arcila Rojas of the book *Sapiens: A Brief History of Humankind* by the Israeli historian Yuval Noah Harari. Next are the reviews of the books *Urdimbre de la imagen. Aportes para la enseñanza de la historia* by Carlos Alirio Florez López, written by Jesús Alfonso Flórez López and *Compromiso y educación. Redefinición del aula como contexto de aprendizaje* by Daiana Y. Rigo, reviewed by Daiana Schlegel. Last but not least, the fifth review states a series of reflection upon the works selected for illustrating this issue by the painter and engraver of the XVII century Arent van Bolten, written by the journal's editor.

We hope that the *Ciencias Sociales y Educación* journal keeps contributing to the social sciences and humanities field with the publication of articles under the rigor of a scientific publication. Dear readers have a pleasant reading of the constellations of encounters, becomings and criticisms of the texts that constitute this nineteenth issue.

Hilderman Cardona-Rodas