

PRESENTATION OF THE THEMATIC DOSSIER

"SCREENS, DIGITAL TECHNOLOGIES, AND ARTIFICIAL INTELLIGENCE IN CHILDREN'S LEARNING AND DEVELOPMENT PROCESSES"

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We live in a time in which human experience, especially childhood, is inscribed under the sign of life's digitalization. Screens, algorithms, and artificial intelligence have ceased to be "mere tools" and have become ubiquitous mediators of social, cognitive, and affective relations. Within the fabric of this new sociotechnical order, childhood emerges as a territory of major reconfigurations, where educational practices, technological rationalities, and disputes over meanings and significance intersect.

This thematic dossier arises from the intent to bring together critical, plural, and interdisciplinary academic works on the interfaces between childhood, technology, and education. It is grounded in the understanding that, in the contemporary world, learning and development are no longer processes that occur solely within schools or traditionally pedagogical spaces, but within hybrid ecosystems permeated by digital devices, multimodal languages, and algorithmic rationalities.

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By gathering research studies and theoretical essays from diverse institutions, countries, and epistemological perspectives, this dossier seeks to problematize the naturalized assumptions that underlie the use of digital technologies in children's everyday lives and school contexts. It interrogates how new informational logics and data infrastructures reshape children's ways of knowing, perceiving, and acting; how algorithms come to participate in pedagogical mediation; and how educational policies and practices can resist the technocratic capture of human formation.

It is, therefore, a collective effort of analysis and critique centered on the material and symbolic conditions that shape childhood experiences in an era marked by the platformization of life and the hegemony of computational rationalities. The texts gathered here point to the need to understand technology not as a neutral tool, but as a historical, political, and cultural construction that acts upon bodies, subjectivities, and modes of learning.

Far from technophobic or technophilic positions, the reflections presented here cultivate an attitude of dialogue and critical mediation. In them, technology is conceived as a contested field, between control and emancipation, surveillance and autonomy, automation and creation. The research exposes both the traps of datafication and surveillance capitalism and the openings for invention, playfulness, and resistance that emerge from children's practices, creative pedagogies, and teaching approaches committed to holistic education.

While the dossier denounces digital inequalities and forms of algorithmic colonization that permeate childhood, it also creates space for new ethical-political perspectives that reposition the child as a subject of rights, a maker of meaning, and a protagonist of the child's own cognitive, emotional, and cultural experiences. Readers are thus invited to think of childhood not only as a stage of life, but as an analytical category and a horizon of humanization amid the tensions of the digital age.

By bringing together contributions that engage with fields such as the philosophy of technology, the sociology of childhood, critical pedagogy, developmental psychology, and cyberculture theories, this dossier becomes a fertile space for interrogating the present and imagining possible futures. It proposes rethinking educational processes through the lens of a pedagogy of critical

mediation, a pedagogy that recognizes the transformative potential of technologies while insisting on the centrality of human connection, playfulness, and sensitivity as foundations of learning.

With this set of texts, Revista Pedagógica offers the academic community an overview of the challenges and possibilities that arise in and around contemporary childhood. It is an invitation to reflection and action: to think critically in order to act pedagogically. In a world increasingly mediated by screens, this dossier highlights the need for an education that does not merely adapt to the digital but is capable of re-enchanting the human in the age of algorithms, reinventing educational practices, educational policies, and the very conceptions of childhood and knowledge.

In concluding the organization of this dossier, we hope that the articles gathered here will inspire reflections, dialogues, and new investigations into the complex relationships among childhood, technology, and education. May the analyses and experiences presented foster critical and sensitive perspectives on the sociotechnical reconfigurations that permeate living, learning, and teaching in times of the digitalization of life, contributing to the problematization of reality and to the construction of an education committed to human development, social justice, and the strengthening of democracy.

As organizers, we express our gratitude to the researchers who accepted the invitation to participate in this dossier, dedicating themselves to producing texts that reveal their studies and reflections, resulting in high-quality articles aligned with the guidelines of the *Revista Pedagógica* of the *Programa de Pós-Graduação em Educação (PPGE)* at the *Universidade Comunitária da Região de Chapecó (UnoChapecó)*. We also extend our thanks to the editors, the journal's technical team, and the reviewers for embracing the proposal, for their partnership, and for their commitment throughout the process of preparing and publishing this dossier.

We wish readers an engaging, pleasant, and fruitful reading experience, may this dossier serve as an invitation to pedagogical imagination and to the reinvention of the human in the age of algorithms.