Foreword

Digital technologies have revived a real revolution in the social fields, which includes not only the constellations of human relationships but also the interplay between democratic institutions and the postmodern means of production. Having said this, the recent COVID-19 pandemic has radically changed human relationships putting lay citizens in the philosophical dilemma of Artificial Intelligence or Virtual Reality (Baudrillard 2003; Kellner, 1999). From immemorial times, philosophers have debated to what extent what we see is reality. From Descartes onwards, many philosophers –from different angles- have certainly questioned the role played by our perception and imagination in the formation of reality (Rafaele, Scribano & Korstanje, 2022). While some voices have alerted that there is nothing like reality, which in fact can be artificially reconstructed, others focused on the core of language as the main symbolic source to build the external world. What seems to be more important plots of science fiction movies like Terminator, Matrix or even the recent HBO Saga West world is claiming the negative effects of AI in social life. In a dystopian world where machines have confronted the eradication of mankind, humans also move with certain autonomy because of free will. In perspective, free will, at least for philosophy, marks the borders between humanity and what is non-human (Scribano & Korstanje, 2024). The recent adoption of robots and humanoids in the leisure service sectors (in industries like tourism or hospitality) has evinced a new reality for the global capitalist system. Even some policymakers are planning a world where robots will replace workers at the factories (Ivanov & Webster, 2020; Korstanje & Seraphin, 2022). Artificial intelligence today is applied to countless fields which includes literacy, medicine, tourism, and leisure activities (among others). The opposite is equally true, some global risks such as climate change have been aggravated. Numerous natural disasters threaten to shift radically not only the local economies –while increasing existent social maladies such as poverty across the globe- but also the current means of production and consumption. Hence it is time to use technology and data-set processing to optimize the current decision-making process in the constellations of risk management. Here is where the book edited by professors Fonkcam & Vajhala occupies a central position. The chapters selected by this edition, represent a high-quality product designed to discuss the future of education and curricula in the years to come. In Durkhemian terms, education is vital to understand society, its changes, cleavages as well as dilemmas in the convergence of labor and reciprocity. As Durkheim puts it, education has been historically determined by socio-economic changes associated with the rise of new means of production/consumption. These changes evinced long-lasting effects on the labor market. The history of capitalism witnesses some cycles of disruption –in the higher education system- which is conducive to the invention of new technologies applied to work. As Durkheim infers, through the study of education, social scientists may very well grasp how society is changing (Durkheim, 2004; 2012; 2018). In this respect, higher education trains the future workforce while shaping the new dynamics of the economy, mutually conditioned

by external or internal turning events (Barnes 1977; Davies, 1994; 2020). Doubtless, COVID-19 was a major event that altered education as never before. Typically, the COVID-19 pandemic started a new era where virtual and augmented reality came to stay. Classic education (as well as curricula) has been confronted with a new reality while opening challenges and opportunities for professors and students. In the present book, entitled *Revolutionizing Curricula Through Computational Thinking, Logic, and Problem-Solving,* editors offer a ludic diagnosis of the future of education and technology in a hyper-competitive landscape. They discuss critically to what extent computational intelligence or thinking can boost or affect education toward more problem-solving reasoning. The argument is inscribed in what some experts dubbed the paradox of risk which means that the new global dangers that threaten society should be managed through the use of real-world applications. In fact, some experiments show that the human mind is subject to some emotional or phenomenological distortions that affect the decision-making process. This happens simply because we are often accustomed to overlooking major risks while exacerbating other minor ones (Sunstein 2005). As a result of this, we often fall into accelerating some disasters that should be originally mitigated. The chapters, which are integrated in this collection, give readers a lucid snapshot of the potential of technology in the formation of new solving skills in students, a more than recommendable book for specialists and readership.

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