



ISBN: 9788411661089

Received: December 9, 2025
Accepted: December 9, 2025

* Corresponding author's address:

Departamento de Ciencias de la Educación. Facultad de Formación del Profesorado. Universidad de Extremadura. Avda. de la Universidad s/n 10003 - Cáceres (Spain)

E-mail / ORCID:

mariocp@unex.es

 <https://orcid.org/0000-0001-8097-0573>

REVIEW / RESEÑA / RESENHA

Suárez-Guerrero, C., Raffaghelli, J.E., Rivera-Vargas, P. (2023). *Mitos EdTech. Desmontando el solucionismo tecnológico en educación*. Editorial UOC

Mario Cerezo-Pizarro *

«EdTech Myths: Dismantling Technological Solutionism in Education», by Cristóbal Suárez-Guerrero, Juliana E. Raffaghelli, and Pablo Rivera-Vargas, university scholars and lecturers, is a work addressed to education professionals across all sectors who are interested in the role that educational technology plays in learning processes. The book examines and interrogates what may be true in the most widespread EdTech myths, drawing on contributions from a substantial group of researchers who help readers understand and deconstruct narratives of technological solutionism in modern society.

In the authors' own words, «this book emerges from the pedagogical imperative to understand the relationship between education and technology from a humanistic, critical, and interdisciplinary vocation.» It approaches readers in language that is as formal as possible while remaining accessible, enabling the work to be read by diverse audiences regardless of prior training or experience. In this way, it seeks to dismantle nine myths—or narratives—about the impact of technologies on education that have proliferated over the last forty years, with a clear objective: to build a deeper understanding of technology so that it can genuinely have a meaningful impact on educational development.

The book is divided into nine chapters, one devoted to each myth, as well as a final chapter in which the editors reflect on the work itself and its impact, considering the power of EdTech myths and the need to clarify them. From the foreword through the introduction, readers gradually encounter the idea that technology in itself is neither good nor bad; rather, it is our uses, interpretations, and integrations of it that determine its role in education. In this regard, the way the text is framed is particularly valuable, as it invites reflection and a deeper engagement with the topic in ways many readers may not have previously undertaken.

Chapter 1 addresses the most contemporary myth, focused on artificial intelligence and its role in education. It concludes that there is no straightforward causal relationship between this technology and learning; instead, what is required is reflection on what is lost and what is gained through its integration. Such integration necessarily passes through the hands of teachers and education professionals, whose experience will ultimately determine AI's real impact in their classrooms.

The second myth examined is the claim that technology homogenizes and facilitates access to information. Widely disseminated since the rise of the internet, this idea is readily refuted not only by the limited access to this resource among large segments of the population, but also by the ways in which, in recent years, it has generated new forms of social inequality. These inequalities are exacerbated by factors such as age, gender, or ethnic origin; language; income and employment status; and country of origin or residence. This chapter is particularly compelling because it does more than analyze the myth: it also proposes strategies to reconstruct it, grounding its argument in the 6P framework (Rahman & Carter, 2022) and articulating five principles to advance policies and initiatives for digital equity.

Next, as Chapter 3 argues, it becomes necessary to examine whether technology is truly the answer to the problems and needs of the education sector. The chapter does so by analyzing the limited reach of certain technology-mediated teaching methods and strategies, which it argues affects not only the idealization and presumed objectivity of technology as a science and its implications for educational interaction, but also the need to rethink how techno-pedagogical tools are designed, programmed, and structured.

The notion that the digital is immaterial, that it has no physical space and is not anchored in any pre-existing place, is likely among the most widespread myths of the technological world. Chapter 4 examines this idea, often promoted in the slogans of companies such as Meta (Facebook), and argues that far from being true, it requires serious academic debate. Can technology on its own substantiate projects of technological innovation? Is it exempt from cultural and teaching realities? Drawing on arguments about human-machine relations, the impact of infrastructures on knowledge, and the value of socio-educational context in virtual experience, the chapter demonstrates that it is not. It concludes that the current model is moving toward hybrid education, more complex, but not as disruptive or radically transformative as the myth suggests.

Although the demystification of the second myth already touches briefly on the fifth, the claim that technology is free, and therefore more accessible, warrants a chapter in its own right. Technology is not free; moreover, in many cases it requires educational institutions and individual teachers to make substantial financial investments, encouraged by a capitalist market model in which technology has become a high-value commodity that is therefore considered worth paying for. While alternatives persist in the form of programming and language models that support openness and free access through open-source principles, the difficulty of challenging dominant power remains acute and calls for knowledge and resolve in the major task of equalizing access and equity in the technological domain.

Chapter 6 returns to artificial intelligence, this time offering a critical analysis of its educational impact. It defines what AI is and how it affects teaching and learning processes, then discusses expectations versus its actual impact in education in order to dismantle the idea that teachers will soon be replaced by it. The chapter thus argues for coexistence, within a learning model in which AI becomes an ally rather than an adversary for education professionals.

The seventh myth, or set of myths, is structured around Open Education. While the chapter offers an interesting introduction to the concept and the origins of the myth, it is not until the third section that it clearly sets out the strands that compose it, acknowledging that Open Education can be segmented and mapped into several sub-myths.

Eighth, the book poses a question: is technology a device that liberates time and space? Are digital platforms truly liberating for knowledge and the subject? The capacity to promote autonomy is not as real as it appears, since students often end up using technology in an artificial way, without genuinely engaging with the content. In objective terms, technology may seem to function as a liberating platform, yet a set of associated risks can only be addressed through greater knowledge and experience—building stronger capacities for response, deliberation, and participation in decision-making, not only in technology use but also in its governance and creation.

The final myth, presented in Chapter 9, is the claim that technology is a means to achieve greater social justice. This is examined through two dimensions: the relationship between development, well-being, and technology; and the relationship between technology, education, and social justice. The chapter concludes that digital technology is only as just as the society, or the social moment, in which it is created, while also recognizing its capacity to adapt when

the ultimate, and only the ultimate, aim is to achieve greater social justice.

Through this structure, the book becomes a necessary and timely instrument for educational debate. Its principal value lies in the fact that it does not position itself against technology, but against technological naïveté, inviting a critical and balanced reading that reasserts the importance of pedagogy, ethics, and collective reflection in the face of uncritical enthusiasm.

The book does not seek to offer definitive answers, but to open questions. In doing so, it becomes a manual of intellectual resistance to technological solutionism, reminding us that educating with technology does not mean educating through it, but rather understanding how, when, and why it can contribute to an education that is more human, equitable, and conscious.

