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We begin this first issue of 2022 increasingly distanced from the pandemic that has been affecting us in recent years. Although in no case has it been able to affect the world of research, it has affected it due to the difficulty of access to the specific contexts of study. Proof of this are the hundreds of articles that continue to arrive at MLSER in a continuous flow of very diverse topics.

Teacher training is one of these lines of work that remains stable. The first three articles are part of it. The first of them refers to the analysis of the strategies employed by nursing faculty to meet the retention of students enrolled in a nursing program in Puerto Rico. The purpose of the study was to explore the strategies used by educators to retain students in their courses, already knowing the various situations that affect it. The conclusion is that educators should be familiar with retention strategies that guarantee an excellent education.

The second one evaluates the satisfaction index of teachers participating in the course of entrepreneurial education: young entrepreneurs in public schools in the state of Rondônia (Brazil). It is a qualitative-descriptive study in which 245 teachers from 6 cities of this Brazilian state participated. The results show that the course has had a positive effect on teachers and students who continue to demonstrate an entrepreneurial spirit.

The third study analyzes the teaching competencies of undergraduate teachers working at the basic education level in the city of Soacha (Colombia). It uses techniques such as interview and survey in 50 teachers. The study shows the real profile of teachers at the undergraduate level of education and their strengths and weaknesses at the time of professional practices as well as the approach to the profiles requested by the state. Likewise, it will give guidelines to project improvement plans.

The MLSER issue continues with two studies related to technologies. On the one hand, the association between the achievement of meaningful learning in Early Childhood, the level of comprehension, and Augmented Reality (AR) in an ICT-mediated environment. For this purpose, the quasi-experimental method was used with two groups A and B that used AR in alternative phases of the study. The study was carried out at the Colegio República de Colombia I.E.D. in Bogotá. The results show an increase in comprehension levels for each of the dimensions considered in the conceptual framework of comprehension. On the other hand, ICTs are analyzed to strengthen multiple intelligences and to learn history in secondary school at the Instituto Adventista Florida (Buenos Aires, Argentina), a private denominational school with 340 students enrolled in secondary education. Through a mixed study, they worked with 74 students of the Social Sciences modality of Upper Secondary Education and collected data from 22 educators, 14 teachers, and 8 directors. The results show the importance of implementing WebQuest integrated in Project Based Learning to improve learning in History with the use of ICTs, favoring Multiple Intelligences.

In another line of work, the study on the non-place of hearing-impaired children in the hearing culture, which aimed to identify the cultural realities in which a group of 24 hearing impaired children, together with their parents, are involved in an important educational institution in the city of Villavicencio (Colombia). A qualitative methodology based on interview, social mapping and group discussion was used. As a general conclusion, it is evident that there is no place for hearing impaired children within the hearing culture. Likewise, the existence of the phenomenon of exclusion is verified, which

is exercised from a hearing majority of the Spanish language towards a linguistic-cultural minority.

The issue continues with the work based on the applicability and effectiveness of flamenco as a tool for socio-educational intervention. The ethnographic method is used, based on the compilation of experiences that were analyzed in depth over more than five years in different parts of Andalusia. The results obtained shed light on the multiple possibilities of flamenco as a tool applied to socio-educational intervention in the sense that it contributes concrete elements to the interventions studied that favor the success of the work carried out.

The review is completed with a study in the Angolan context which shows the importance of the link between universities and business, with the aim of analyzing the capacity to generate knowledge through research, technological development, and innovation in the process of knowledge transfer in the construction of a sustainable development model. In the Angolan context, the challenge is the asymmetry of economic and political powers. For this reason, the effort must be to work on those issues of sustainable development in which scientific research focused on renewed and interdisciplinary efforts can play an important role.

Antonio Pantoja Vallejo
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