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SUMARIO • SUMMARY • RESUMO

- Editorial 118
- El desarrollo de la competencia pragmática en estudiantes de español nivel principiante: un estudio sobre las peticiones 119
Developing pragmatic competence in first year Spanish students: a study on requests
Jeremy W. Bachelor, Heartland Community College Universidad.
- El debate como estrategia metodológica para el desarrollo de las competencias genéricas del proyecto Tuning para América Latina141
Debate as a methodological strategy for the development of generic competences of the Tuning project for Latin America
Edison Francisco Higuera Aguirre, Dennis Schutijser de Groot, Virginia Isabel Salinas Cárdenas, Pontificia Universidad Católica del Ecuador
- Estudio comparativo entre metodología de aula invertida y metodología tradicional en clases de español, inglés y matemáticas159
Comparative study between the flipped classroom methodology and the traditional methodology in Spanish, English and Mathematics classes.
Carolina Maria Schmeisser Arriaga, Jose A. Medina-Talavera, Universidad Internacional Iberoamericana
- Inteligencia emocional rasgo y su influencia sobre el optimismo disposicional en profesionales de centros de atención a personas con discapacidad intelectual.....177
Emotional intelligence as a feature and its influence on the dispositional optimism of professionals who work in care centers specializing on intellectually disabled people
Óscar Gavín Chocano, Universidad de Jaén
- Capacidades dinámicas: un análisis empírico de su naturaleza 192
Dynamic Capabilities: An Empirical Analysis of its Nature
Javier Alfonso Mendoza Betin
- Estudio sobre la percepción de los estudiantes de Bachillerato en Enfermería al utilizar la evaluación clínica objetiva estructurada (ECO) en simulación clínica en cursos de enfermería en Puerto Rico210
Study of undergraduate Nursing students' perception on the objective structured clinical evaluation (OSCE) when used in clinical simulations in Nursing courses in Puerto Rico
Reina Del Carmen Rivera Vélez, Universidad Internacional Iberoamericana



Editorial

A set of articles on diverse topics are brought together in this new MLSER issue, with some being of a similar nature as is the case with the articles on competencies. The first of these deals with pragmatic competencies in Entry-level Spanish students, a key piece for them to communicate in an effective manner in the foreign language. To this end, pragmatic lessons are sought to be incorporated with respect to the request strategies in a first-year course of Spanish as a foreign language in the US. It is clear that the experimental group developed a greater increase in pragmatics competence (with regard to requests), though this was not statistically significant.

The following centers its attention on debate as a strategic methodology for the development of generic competencies in the Turing Project for Latin America. It uses Philosophy students from the Pontifical Catholic University of Ecuador as a reference, based on three generic competencies: capacity for oral and written communication; skills in searching, processing and analyzing information coming from different sources; and the capacity to apply knowledge into practice. The provisional results of the study point out to the fact that debate may favor the development of the competencies analyzed.

On a completely different plane, we find the study between the inverted classroom methodology and the traditional classroom methodology in Spanish, English and Mathematics. In this case, it centers on verifying the performance impact on the use of the inverted classroom methodology compared with the use of the traditional methodology in ninth and tenth grade students in the courses of Spanish, English and Mathematics. No statistically significant difference was found in the end between both groups.

Another of the articles included in this current issue is that of emotional intelligence as a feature that may influence the dispositional optimism of professionals in centers of care for intellectually disabled people. Its purpose is to analyze the relationship between these concepts in professionals that work in centers of care for intellectually disabled people in the province of Jaen (Spain). Its main conclusion is the existence of significant relationships between some of the dimensions of the considered instruments and those of Emotional Intelligence and the varied socio-demographic genre, as well as a positive association between Emotional Intelligence (intrapersonal) and dispositional optimism.

The flexibility of the MLSER research content is seen in the study on dynamic capacities and financial profit based on the analysis of basic sanitation businesses in Cartagena (Colombia). With an exploratory and transversal strategic methodology, it arrives to the conclusion that the dynamic capacity idiosyncrasies are eclectic and integrated together with the heightened resilience of organizations' economic performance which uses the contrast of hypotheses through structural equations.

The final article is found within a different dimension, which addresses an exploration from the perception of students from the Nursing Degree on the use of Objective Structured Clinical Evaluation in nursing courses from a university in Puerto Rico. The effectiveness of the OSCE in measuring the achievements of the professional competencies in a nursing course, with different areas of improvement being identified when using the same.

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