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**Cover:** Water lilies in Lake Nicaragua (Nicaragua).  
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## Editorial

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This second issue of the year 2022 begins with an interesting study in which teachers and children are linked in an interaction that bets on the transformation of teaching skills in line with the nature of the educational process and the importance of the first six years of life for the construction of synapses in the human brain. To this end, a program is developed and applied following a quasi-experimental method. Finally, we conclude by providing evidence that shows that the model can, from the educational process, be useful for the development of children's potential.

This issue continues with two articles focused on language. The first one refers to the written autobiography as a scenario for the reflection of the self, the social environment and the life project in secondary school students. The approach is a quantitative and qualitative combination applied to the assimilation of linguistic competence, self-knowledge and its historical development in the students' lives. Self-analysis and reflection helped the subjects under investigation to better understand their experiences in order to change those that could be changed and to procure the personal good and the good of those around them. Also linked to language, but in a more academic line, is the following study related to the writing of citations and references in graduate theses. A mixed method of data collection was followed and it was concluded that there were various errors in the citations prepared, such as incorrect use of punctuation marks, erroneous ordering of elements, omission or change in the data, absence of the year of publication of the source, and the combination of different formats in the references.

Another block of articles is made up of those related to technologies, always present in the magazine. The first one is related to the current demands in the use of ICT in a municipality in Angola and how they represent a challenge for education, due to their impact on social and educational demands and needs, and in the generation of new opportunities for teachers, improving and modernizing their pedagogical practice and the school. The second research refers to the impact of gamification with ICT in the teaching of Social Sciences in fourth grade elementary school students. A mixed study was carried out and highlights the existence of differences between the means of the scores obtained in the pretest and posttest, after the implementation of the gamified proposal, while the improvement of the classroom climate, greater motivation and student participation in class is evidenced.

Culture and its teaching are present in the following article, based on learning English as a foreign language through films. An action research methodology was developed and four-week lesson plans were designed and implemented through an academic intervention with first year high school students. The results showed that the use of films in English language teaching contributes to students' cultural knowledge and reinforces language learning.

The following contribution links education, teaching, school and physical education. It contains some reflections on the importance of the study of teaching praxis in a broad sense, as well as the place of the physical education teacher as a subject involved in the reflection and creation of spaces that promote the knowledge of physical education. The concept of education and school and the meanings they have historically assumed, the institutionalized teaching practices and some aspects of the current situation of physical education in relation to the subject are presented.

Finally, the last study presents the results of the evaluation carried out by Master's students of the Public Management discipline taught in the Master's program in Public Administration at the Catholic University Extension in Gurué in the province of Zambézia in Mozambique. Even if only as a guideline, this study shows how the results are largely determined by the country's own economic variables: time (module duration), digital literacy of master's students, poor Internet and poor learning culture.

Antonio Pantoja Vallejo  
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