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Editorial

The year 2023 is a new challenge for the journal, which already has ten articles in each issue, which means that more and more authors are choosing our publication to present the results of their research, with a significant increase in the number of manuscripts received. This entails more work for the Editorial Team, especially the associate editors and reviewers, and it is only fair to acknowledge their important work here. Likewise, the secretariat, a fundamental part in the correct development of all phases of the editorial process, is increasing its work, something that should be reflected here.

Issue number 1, corresponding to this volume 7, focuses on a wide range of topics. It begins with a timely study on climate change and the relevance that education can have on it. Its objective was to develop an education program for high school students in order to evaluate the mitigation potential it may have. The program was applied to first year high school students in a private institution and evaluated through surveys and observations. The results showed that attitudes towards climate change improved, that students began to develop more mitigation habits and demonstrated more awareness and interest in applying them in the future.

Another group of contributions are those based on technologies. In the implementation strategy of B-learning in the Telecommunications Engineering career, we worked qualitatively with several samples of graduates, employers and academic managers at the UNED of Costa Rica. It was demonstrated that B-learning can be applied in engineering careers, and the strategy provides the planning to achieve AAPIA accreditation from CFIA, being an example framework that other engineering careers can use. In turn, the study on the virtual forum as a driver of the learning experience analyzes the gaps of this application in master's degree students at the Graduate School of the Universidad Tecnológica del Perú (UTP). It shows how it is possible to identify opportunities for improvement in the use of the virtual forum as a driver of the learning experience and to assess its impact on educational social interaction.

On a different level is the study aimed at determining an effective communication model for the dissemination of Public Investment Programs and Projects (PIP) of the Department of Loreto in Peru. This quantitative study revealed that there are important limitations in the current model of PIP dissemination and finally proposed an Effective Communication Model. Along with this study, another study is presented related to the communicative competencies in English in a sample of incoming university students. These are compared according to sociodemographic and academic characteristics. It is concluded that it is necessary to intervene in the communicative competencies of oral production and comprehension in this type of students and to strengthen written and general comprehension, as well as different components of grammar.

Research based on learning is a block of great interest. Such as the one carried out to analyze the exit profile of the Ecuadorian high school, with a look at the project-based learning method, in which it is concluded that this is an alternative to raise the educational process of the country (Ecuador), while facilitating harmonious coexistence in the school framework for those who use it. Similarly, another study analyzes academic performance and self-regulation of learning in Colombian high school students. Using a mixed methodology reveals a low mastery of fundamental competencies for the acquisition of basic skills, that the use of cognitive strategies and academic performance favors students

with higher and high value judgments develop more motivating and autonomous modes of involvement, which correlates with successful academic performance. The study on learning styles is also about academic performance, in this case in Peruvian business and administration students. The style that stands out the most is theoretical and no relationship is found between learning style and gender or study cycle, but there is a relationship between learning styles and academic performance.

The study on the development of oral production through large group pedagogy and the implementation of ICT tools at the National Autonomous University of Honduras is focused on a different line. It is an action research in which strategies for the development of oral skills and interaction in large group pedagogy are carried out. It is evident that not only can oral production be worked on inside the classroom, but also outside the classroom with the guided and didactic use of technological tools for language teaching.

Finally, it addresses critical thinking, diversity and interculturality: essential interrelationship in the English as a foreign language classroom, an investigation based on a systematic review and the identification of the low social impact of English classes.

Antonio Pantoja Vallejo
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