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Editorial

In this first issue of 2024 of MLSER, the journal has already reached the number of twelve articles, a challenge for the Editorial Team, which is supported by the large number of manuscripts received, many of them with high quality, which requires their publication in the interest of improving scientific knowledge in different areas of knowledge. This is one of the main purposes of the journal in its contribution to an open science available to all.

A first block of content is dedicated to technologies, an increasingly common reference in the studies carried out to check how they are affecting education. The update of an instrument for the evaluation of virtual learning environments in the European project of inclusive education is addressed in order to measure more accurately the relevance of learning for the learner, the support by the instructor and the learner's autonomy relevance of learning for the learner, instructor support and learner autonomy. On the other hand, the importance of the application and use of social networks in the and use of social networks in the popularization of science aimed at young university students. Its usefulness is to lead to a new approach to address the strategies to be developed by academic journals in those social networks where more young university students are concentrated. Another field of interest is the analysis of digital educational resources that are open to the understanding of natural sciences in rural institutions with secondary education. Specifically, the aim was to determine the improvement of these students when technologies are used as a pedagogical strategy. Finally, the use of mobile devicesfinally, the use of mobile devices as a tool for real-time assessment of learning is analyzed. The the study, addressed to the teaching community, has served to show the previous rejection and a bet on the future of this technology, after a punctual implementation and valorization.

Another block of content includes studies that analyze teaching and competencies. Specifically, we archetypes of active teaching in the perspective of high school students are reviewed. The complexity of the resulting teaching archetypes the resulting teaching archetypes and a theoretical-conceptual scheme in favor of the construction of conditions that favor the school permanence of the youth of the studied entity is conformed. For its part, emotional intelligence is again a field of study, in this case in preschoolers with ADHD preschoolers with ADHD in an educational center in the city of Manta-Manabí-Ecuador. Integral development and work on emotional self-control are used and substantial improvements in the emotional education of these schoolchildren are observed.

Linked to teaching competencies are two studies. In one of them characterizes the same in teachers of primary education in the Dominican Republic. The training needs that emerged as a result of the emergence of COVID-19 were identified the training needs that emerged as a result of the emergence of COVID-19 and that urgently need to be incorporated into teacher training processes were identified, but their technological competence was found to be limited. On the other hand, an analysis is made of the the requirement of soft skills in the field of business administration, marketing and advertising in the strengthening of academic curricula. This study is very different from the rest due to its subject matter and context. Its purpose was to identify and analyze the most in-demand soft skills required by the labor market in these careers. It concludes with the idea of raising the awareness of the authorities to change from the traditional

educational approach to a new role in which the formation of competencies is considered in the new curricula.

Two articles are placed in the context of higher education. One dedicated to test the relationship between student involvement and academic performance in the introductory course of programming for engineering, and the other on project methodologies for teaching in architecture. The first addresses how first-year engineering students engage with the subject of programming and its relationship to academic performance. It concludes with the importance of frequent monitoring of student activity on the platform to encourage engagement from early stages. The second article deals with project development as one of the essential skills to be strengthened in the academic field in the training of architects. The literature is reviewed and the information obtained is processed. The methods used in the research studies are mostly qualitative and focus on methodological, analytical, reflective and pedagogical aspects.

In a different field, the study in which an inclusive multilevel modelis implemented in the area of reading in English within the bilingual system. The interrelationship between the inclusive multilevel model in the English reading class and the academic performance of students without and with some type of educational need is studied. Among the most valuable findings, it is highlighted that all students in the experimental group, without and with SEN, showed a significant increase in academic performance in the different skills involved in English reading with the implementation of the inclusive multilevel model.

This issue of MLSER concludes with an investigation that analyzes the influence of the gender variable on the lexical availability of Chilean primary school students and shows how gender is a variable that does not affect the lexical availability of these students gender is a variable that does not affect the lexical availability of these students.

Antonio Pantoja Vallejo
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