



MLS - EDUCATIONAL RESEARCH

Vol. 8 ● Núm. 2 ● Diciembre – December - Dezembro 2024

ISSN: 2603-5820

<http://www.mlsjournals.com/Educational-Research-Journal>

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MLSER es una publicación científica que se edita dos veces al año, meses de junio y diciembre.

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Diversity in educational research perspectives continues to be the keynote in this final issue of 2024. It begins by addressing the issue of identity and plurality as part of school coexistence in a rural context in Colombia, within the official proposal of the Ministry. It is based on a qualitative experience. The results highlight the importance of recognition of self and other as part of the acceptance of difference between people.

In the Dominican Republic, the study on access and inclusion in public education is an interesting vision based on compulsory schooling as a challenge for the country's education system. SISNAE, a computerized tool to optimize the admission process to Dominican public compulsory schooling, is used as a basis. The research follows a qualitative methodology through observations, interview, questionnaire and document analysis. The results suggest that the use of software to automate the process of access and admission to compulsory schooling has a positive impact on families, especially those who are economically disadvantaged.

The following study deals with a case of a child with Oppositional Competing Disorder (OCD) in a family setting, using classical music. It is based on the method of the Austrian pedagogue Jacques Dalcroze, who proposes the use of three basic evaluation domains for the success of a musical pedagogical intervention: rhythm, solfège and improvisation. Specifically, the child had body movements influenced by the music and understanding of the score, but without being able to mark the beats with the use of the hands and with restricted musical externalization through the tactile-motor sense. The presence and motivation given by the father is seen as a success factor.

Dedicated to the teaching and learning process there are several contributions. The first from surgical practice and quality management, a study in higher education. The design was descriptive and documentary and the findings highlighted the importance of integration between surgical education and practice, and the need for significant changes in training. The relevance of critical analysis and personal reflection in the educational process was emphasized. On the other hand, the Universal Design for Learning (UDL) and its impact on inclusive education at the teacher education level are analyzed through a systematic review of the period from 2016 to 2022. Twenty-five articles were obtained referring to educational experiences developed at the tertiary level, and more specifically, in teacher training. This review led to the conclusion that the use of SAD in the classroom has a positive impact on educational inclusion and allows for quality education and educational continuity.

On the other hand, the gender perspective is addressed in a study conducted in the teaching community of the university center in Uruguay, which analyzes the participation of women in the center and compares gender relations. The main conclusion is that in the CURE vertical segregation, the accumulation of women in positions and lower levels of stratification of scientific systems, and their consequent underrepresentation in higher hierarchical positions, is deepening.

The effects of continuing education on teachers' competence in evaluation are analyzed, in another article, in relation to the deficiencies frequently observed in initial training. A study was carried out with the participation of 253 teachers who teach in the Pedagogical Zone of Lisbon and the Setúbal Peninsula (Portugal), who answered a questionnaire. The results highlight that teachers who attended specific courses on evaluation obtained significantly higher results than teachers who did not participate in

such training.

Another study analyzes the ICT competencies in the modality of virtual education in rural contexts of the students of the Secondary School Teaching Program in Pedagogy and Social Sciences of the Faculty of Education Sciences of Universidad Panamericana. In this case, the approach is quantitative and the instrument is a questionnaire. The results in the analysis show that students mostly perceive themselves with an intermediate level in ICT skills and knowledge, using virtual learning environments with WhatsApp and email, among others.

Learning styles are analyzed with the intention of proposing teaching strategies that promote meaningful learning and improvements in academic performance. The Honey - Alonso Questionnaire of Learning Styles (CHAEA) was used. It is found that all learning styles are present in the sample of students. It was also identified that a student with less developed learning styles can obtain higher grade point averages than those students with more developed learning styles.

The curriculum in the school context is the subject of another study, in this case focused more on reflecting on contemporary practice. The main motivation was to investigate the selection of contents by teachers working in a specific school of the municipal educational network of Salvador-Ba. Questionnaires were administered to teachers and staff. There was a contradiction between what is said and what is done, impacting teaching practice and, consequently, student learning.

The scientific training of students is a requirement in most countries. In the case of Ecuador, there is a normative declaration on the scientific and integral education of students in different areas. In order to confirm this fact, a project in the area of Natural Sciences was investigated at the high school level of an educational unit. The results allow asserting the significance and sufficiency of the project for the development of research skills in students, and the scientific and technological learning required.

The evaluation of the perception of university professors after the implementation of a pension fund to guarantee the stability of the pension system in a public university in Mexico, shows that at the University of Guanajuato (UG), the existence of this fund can reduce the subsidy currently covered by the institution, thus giving solidity to the university and that the academic staff is in agreement with its creation and operation for the welfare of job stability.

Antonio Pantoja Vallejo
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