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## Editorial

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Teacher training and Information and Communication Technologies (ICTs) are recurrent research topics in today's educational landscape. MLSER is enriched with contributions from authors from many different countries, a trait that can be seen in each of them. This is to say, we are facing a trend that is spreading throughout the world's educational systems which shows how education is increasingly committing itself to innovation and change.

The first article implements a methodological strategy based on guided research into the suitability of physics laboratory practices, showing how technological advances require the development of scientific thought with which students can access and transform their environment.

Its main conclusion is that the strategy developed is innovative for students by proposing guiding and didactic elements for the teaching of science, bringing them closer to today's new technological and scientific developments.

There is no question that teacher training favors inclusive and quality education, as this enables the use of innovative techniques and methodologies applied to learning difficulties. The following article addresses this issue in the Brazilian context and does so through a transversal study and interview as a way of data collection. The results show how teachers are concerned about the quality of education and how they look to other professionals for information and training within continuous and postgraduate courses.

The third article addresses teachers' preparedness in ICTs, in this case applied to the training of NCOs from the Barranquilla Naval School in Colombia. The research is carried out from the perspective of teachers, the head of the technology program, the cabin crew, the Department of Statistics, and the Department of Telematics. The results point to proper training in ICT and ongoing teacher training, which is a clear sign of teacher awareness.

The following article looks at digital and ICT topics within the field of Mathematics, aimed at specifying the level of digital empowerment and the development of mathematical skills in the teacher's induction training for this subject. A qualitative methodology is followed and the implications on the use of digital resources by teachers are evaluated. Most teachers' induction training has considerable digital empowerment, which is essential for learning mathematics and developing skills in reasoning, problem solving, mathematical modeling and communication during the teacher's education in mathematics.

There is a notable change in the following subject matter, something typical of an open journal such as the MLSER, in which any educational research subject that may be of interest is accepted. In this case, it addresses how the Senegalese education system is organized and how, following World War II, school policy was dominated by the ideology of assimilation, which has been largely inherited to this day. To change this picture, it is necessary to analyze and investigate how educational guidance laws and their written messages are used in educational programs and official instructions.

This issue of the MLSER ends with a case study of symphonic bands from Caldas (Colombia), where the relationship between musical aptitude and school performance is tested. To do so, a methodology with a quantitative approach is used that

showed the existence of positive correlations between all the variables that evaluate musical aptitudes.

Antonio Pantoja Vallejo  
*Editor Jefe / Editor in chief / Editor Chefe*