Editorial

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Twenty-first century society requires teacher training adapted to the demands and challenges needed by teachers to receive solid and constantly updated training, focused on the acquisition and development of professional competences that allow an adequate response to the demands of teaching. In this context, both initial and continuous teacher training has evolved towards a competency-based approach, which has meant a reorientation of training plans with the aim of contributing to the improvement of teaching practice and, therefore, to the quality of education.

This competency-based approach, used by different educational institutions worldwide, stands as an integrative training model that involves overcoming traditional models of teaching-learning and moves towards structures that facilitate the effective integration of educational innovation in different educational contexts, enhancing continuous learning, transversality, adaptability, as well as systems that involve moving from learning evaluation to assessment for learning (Pérez Gómez, 2007). In this sense, competencies require that teacher training plans adapt contents, methodologies, and resources to the needs of the new students to guarantee a comprehensive, equitable and quality education.

This monograph presents five works that show a reflective and critical vision of both initial and continuous teacher training, highlighting the key knowledge and competencies that should be part of teacher training.

Acuña, Gringerg and Núñez in "The education of the artisan teacher. Crafts and fabrications to hold the school", present the response of two public high schools in Argentina to their adaptation and responsiveness to the context in which they are located, as well as to the micro-institutional processes implemented in the institutions. The permeability of schools to the social problems of the environment requires the development of pedagogical dynamics and permanent support in teachers, which need a teacher training based on the artisanal foundation of their activity, in such a way that it makes the school as a safe and loved place for students.

Santos-Calero, Zubillaga-Olague and Cañadas, address the "Peer-assessment in physical education of initial teacher education" as an opportunity to facilitate in future teachers the development of essential competencies such as assessment competence. This paper presents a case study in which future teachers had to coevaluate the performance of their peers and give feedback, in the context of two university subjects and through three training workshops. The results show that peer assessment, in addition to developing the aforementioned competence, allows future teachers to internalize, understand and establish knowledge, improving learning and favoring its transfer to other contexts and practices, in addition to developing positive relations between the participants.

De Lima approaches the "Production of a digital game as a mobilizer of initial teacher training" through qualitative research. Their work shows that it is not possible to dissociate material and social aspects in the socio-educational processes and how the production of a digital game allows the creation of new inclusive teaching and learning environments that promote a digital culture.

Inglada Rodríguez, Breda and Sala-Sebastià stress the need for teachers to reflect on their own practice as a fundamental competence. From research that analyzes 119 investigations on functions performed by future high school teachers of mathematics, shortcomings are discovered in the own

reflections of these teachers in training, with consequences that could influence the quality of their teaching processes. The authors propose that these future teachers have a specialized pattern of systemic analysis to overcome this deficiency, allowing a greater analysis in their reflections that would therefore improve their teaching practice.

The fifth paper written by Ledezma, Morales-Maure and Font, from Panama and Spain, presents an "Educational experience on modeling for Panamanian mathematics teachers". From a professional experience carried out in the context of a University Diploma, the procedures for solving three problems were analyzed. Four resolution procedures were identified, which allow raising the possibility of making curricular adaptations in the teaching of mathematics.

The articles that make up this monograph invite a critical and reflective review of teacher training, giving a relevant role to the contexts from which each of the contributions have been generated. It emphasizes the importance of assessing the teaching activity and its impact on educational improvement.

In the Miscellaneous section, the first three articles are related to the use of educational technologies in education. A relevant topic considering the progress in connectivity and access to knowledge, interactivity, and exchange of information; and, above all, the possibility of more student participation, and a more active participation in the learning process.

The article "Ibero-American references in Media Information Literacy (MIL)" constitutes a literature review in WoS and analyzes the theoretical foundation, lines of research and approaches. Romero-Romero, Hernando and Islas argue that Spain is the country that has published the most in the Ibero-American context, these publications expressing different approaches and the great impact on society of the educational, political, economic, and technological fields. As a conclusion, they highlight the need to implement teaching-learning processes supported by Information and Communication Technologies (ICT) to innovate in education.

Flores, Sabag and Martínez, from the experience of the SARS-CoV2 pandemic, analyze the learning-teaching processes in the face-to-face and distance modalities. Although, in the case study, the face-to-face modality with the support of technology is perceived by students as better planned, the authors consider the importance of looking for strategies to improve the quality of instructional designs of the distance modality, which is increasingly used by universities.

The Flipped Learning (FL) is becoming a pedagogical approach that reverses the traditional model of learning. In the third article, Guayasamín and Inga describe the benefits of this model as a methodology for students in seventh grade of basic education to learn English. Among these are the use of multimedia resources, student protagonism and their commitment to the learning process, collaborative work, motivation and improvement of learning outcomes. In this didactic approach considered innovative, teacher is a facilitator and guide during the process.

In view of a more dynamic and meaningful learning, Nunciaroni, Corrêa and Silva, analyze the use of storytelling during the teaching-learning process in nursing degree students, showing that it can be used collectively, as a strategy that puts emotions and feelings into action, which is dynamic, significant, and adaptable to a digital format. The relevance of this research in the nursing area could serve as inspiration for other areas of knowledge.

Academic performance and the factors that influence it have always been topics of educational research. Medranda, Contreras and Obaco analyze the relationship between school conflicts and academic performance in the Ecuadorian context. Although they express that there is an average level of conflict, there is a low academic performance. The article opens up new elements of research, such as poverty, cultural differences, the presence of emotional tensions and aggressive behaviors, among others. The authors conclude that, if not treated in time, they may have a deeper impact on performance.

In the last issues of the journal there is a constant subject addressed in the articles published, specifically the use of educational technologies in the teaching-learning process. This has enormous advantages, such as interactive learning, collaborative work, access to information, the possibilities of adaptation and innovation; but, on the other hand, there are also risks, such as excessive reliance on technology to believe

that it guarantees the quality of education and distraction in the classroom due to the use of electronic devices for other activities not related to the subject. The key will be to strike the right balance, seeking a more conscious use. Future papers will also discuss topics related to the use of artificial intelligence in education.

Reference

Pérez Gómez, A. I. (2007). *The nature of basic competences and their pedagogical applications.* Government of Cantabria, Ministry of Education.