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Cover: Ginger Heliconia flower in the Panamanian jungle (Panama).
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Diversity is the predominant trend in educational research today, as is evident in this new issue of MLSER. The first article addresses the vocational orientation of women in the digital context. In its reflection on the challenges of promoting human and social development, research associated with the gender gap and the commitment to reduce the inequalities of women to enhance the welfare and progress is raised. In this sense, the opportunities for participation and professional training in the field of information technologies are pointed out. The study compiles and analyzes the expressions of 267 adolescent women in secondary education regarding their perceptions of the vocational orientation experience and extracts suggestions that lead to formulating and qualifying proposals for the educational environment.

The previous study focused on the Colombian context and the following one on the Peruvian context. In this case, to inquire into teachers' knowledge and beliefs about ADHD. There are two objectives: a) to compare the knowledge, erroneous beliefs, and knowledge gaps of inexperienced teachers (IT) and experienced teachers (ET); and b) to analyze the differences in knowledge, beliefs, and gaps between ETs who had or had not taught students with ADHD. We worked with 264 teachers and obtained as results that the ETs had more answers that are correct in the total scale than the ITs. The ETs with experience in ADHD presented higher rates of teaching stress, although they also had higher self-efficacy and better knowledge about ADHD. Self-efficacy correlated with ADHD experience.

The diversity mentioned above is manifested in the third study, this one in the Mexican setting, to focus on the concept of the share capital and with the objective of revealing how the resources of this type in third year high school students in the city of Torreón, Mexico, affect their school performance. It is a quantitative study: descriptive/correlational. Questionnaires were applied to 130 students and relationships were found between school performance and the number of times the student changes schools; whether the student receives help from his/her teachers to do homework; the parents' perception of the student's school performance; school problems at the level of school suspension and trust towards teachers, among others.

With the title "Development of critical thinking in *Songwriting* students using project-based learning," a study was carried out with the objective of finding the benefit of Project-Based Learning (PBL) in the development of critical thinking competency. The qualitative research indicated that there is a development of critical thinking competence, especially in the subcompetences of Analysis and Evaluation of information.

The scenario changes to the university in the study that analyzes the training based on neuroeducation and positive psychology in the positioning of young people with and without ADHD. Forty-three diagnosed and twenty-one undiagnosed students participated in the study. The findings in both groups show that teaching strategies based on neuroeducation are perceived as tools to improve attention and positive psychology practices as an aid to generate a good attitude and strengthen values.

Distance education in the Brazilian context is another article included in this issue of MLSER. It studies the context of teachers and their limitations with respect to the career plan and other aids that are relevant to distance work. The research has a quantitative approach and is conducted in the northeast and southeast regions of Brazil. The research subjects were 150 teachers and a questionnaire was used as an instrument. It is concluded

that teachers dedicated to distance education need recognition with respect to public and educational policies.

The following study is devoted to the formation of intercultural citizenship, but takes as a reference the relationship between cultural intelligence and intercultural competencies of teachers in the United States. A cultural intelligence scale was applied to a teaching team of 75 teachers in the areas of mathematics, science, social sciences, English, foreign languages, and sports. Moreover, it was supplemented by qualitative research. The results indicate that the teachers are moderately high in the metacognitive, motivational, and behavioral dimensions, but low in the cognitive dimension of cultural intelligence. All teachers have low intercultural competencies in their professional performance.

The issue of the magazine is completed with an article in Portuguese that deals with the problem of bullying at school. This is a highly topical and interesting subject set in the first cycle of a Brazilian public elementary school. A mixed method is used and data is collected from a sample of 30 children. The results allow us to understand bullying as a systematic intimidation, which often explains the behavior of minors. A formative action of teachers and administrative staff is necessary to get children to tell adults what happens to them in relation to the bad action of other people.

Antonio Pantoja Vallejo
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