
Editorial Note

Oswaldo Lorenzo Quiles

Director, *Publicaciones*

Fatima El Mahraoui El Ghazzaz

Icarus Intern, *Publicaciones*

Volume 50 (1) of *Publicaciones*, the official journal of the Department of Education and Sports Sciences of Melilla (University of Granada), launches its ordinary issues for the year 2020. This one coincides, at the time of its publication, with the magnificent news that *Publicaciones* has been included in Scopus 2020 in Quartile 2 (Q2) of Education journals and Quartile 3 (Q3) of journals on Developmental Psychology and Education. This constitutes, undoubtedly, a recognition of the fine work that the journal's editorial team has been doing, and the quality, diffusion, both national and international, and increase in citations of it.

We should not forget, as always, to recognise the work of the team behind the journal, the institutional and financial support provided by the institutions that back its publication (Autonomous City of Melilla's Ministry of Education, Culture, Celebrations and Equality, the University of Granada's Vice-Rector's Office for Research and Knowledge Transfer, and the Department of Education and Sports Sciences of Melilla), the trust the authors place in this journal by being published in it, and the citation of it by other authors.

This issue contains 21 pieces, whose main characteristics are summarized below. These works are grouped by the topics they address: psychosocial problems; studies focused on Information and Communication Technologies; didactic-disciplinary articles; and research focused on physical education. We hope that they will be of great interest to all readers of *Publicaciones*.

In the context of the COVID-19 virus, about which both scientists and professionals caution society of its prevalence and transmission, Fariña, Seijo, Fernández and Vázquez carried out a study to determine the reasons why some separated parents supported a suspension of children swaps during the confinement, as well as to understand whether these families had to reorganize periods of stays, and communications, during the lockdown, who proposed this, how they agreed to it, and what they thought of it. Finally, they examined perceptions of the current situation, and levels of rapport with the other parent in the wake of this health crisis.

Sanmarco, Camplá, Marcos and Novo analyse the relationship between processes of victimization involving bullying, a sense of belonging, and the mediating role that ad-

olescents' psychological adjustment can play. Their analysis is based on a sample of 140 2nd-year ESO students from the province of A Coruña, ages 12 to 16. The results show a clear relationship between victimization in the form of bullying and a sense of school belonging through psychological adjustment. However, this relationship is not borne out in the case of the other two factors of victimization by bullying, which leads these authors to conclude that improving a sense of belonging to schools could be considered as a tool to prevent bullying.

Dalouh and Soriano frame the content of their article on violence in couples in cross-cultural contexts, addressing the perceptions that mothers and social and educational professionals harbour of inter-couple violence and its negative impact on adolescents' psycho-emotional and physical well-being. The results illustrate the importance of values education to avert abusive and potentially abusive conduct in adolescent couples. In addition, they highlight the protective effect of both parental support and healthy communication between parents and children, and the promotion of civic skills.

Higher education is undergoing a major transformation due to the technological developments now pervading it, and these continuous changes have demonstrated the need to constantly keep up to date and embrace the concept of lifelong learning. In light of this, González-Sanmamed, Sangrá, Souto-Seijo and Estévez carry out a literature review in order to identify and understand the aspects characterizing the new ways in which we learn, through the concept of learning ecologies, leading to a better understanding of the role that the university should play in today's society.

Fernández, Fernández-Morante, Cabreriro, Soto-Carballo, Martínez-Santos and Casal-Otero point out that Information and Communication Technologies (ICT) have become an element impacting all sectors, including Education. They focus their study on determining the levels of competency and usage, and the attitudes that pre-school and primary education students have with regards to ICT, as well as analysing how interaction between these factors helps to explain their use of these technologies.

Cuenca, Rayón and Bautista present a research project aimed at analysing the efficacy of educational situations in photo-elicitation processes to gauge teachers' practical thinking. Specifically, they identify the most relevant educational theories and beliefs that appear in the practices of four primary school teachers, and analyse the similarities and differences in the theoretical content and beliefs of each teacher, to determine the consistency and diversity of their practical thinking.

Many seniors decide that it is never too late to train in the use of technologies, and some get up to speed by participating in University Programs for Seniors. In this context, Cabero and Llorente carried out a study to verify whether the beliefs that older people have about the consequences of the use of ICTs determine their use of them. The authors conclude that the degree to which this group adopts these technologies is significant, although it must be recognized that most members of this population segments do not frequently use these technologies.

There are, undoubtedly, variables that impact the educational achievement of secondary school students. Therefore, it is vital to investigate them closely in order to generate strategies that have a positive impact on schools. Related to the above, Treviño-Villarreal and González analyse the relationships between variables in Displeasure in Decision-making, Procrastination in Decision-making, Bullying at School, and Emotional Understanding, and the educational achievement of high school students, concluding that there are variables that must be considered when working in the school setting, as they will generate benefits in terms of achievement.

With regards to of evaluation processes, Pascual-Arias and Molina carry out a Formative and Shared Evaluation (FSE) in the Practicum II course during the second semester at the Education Department of Segovia, establishing evaluation criteria and designing some assessment instruments to achieve the same FSE process for all students, regardless of the context or internship supervisor. This work may be of interest to teachers who serve as tutors for Practicum courses in Initial Teacher Education or other university contexts that develop FSE practices.

Barba-Martín frames the content of his work by analysing the transformation of the evaluation processes of a group of Early Childhood Education teachers and their relationship to the training models implemented, stressing the pedagogical foundations that unite the two elements. The study concludes by identifying the need to develop critical pedagogical thinking and approaches during initial teacher training to implement democratic evaluation.

The study by Cañadas and Santos-Cantor seeks to assess the academic performance of those students who participated voluntarily in a university Service/Learning program, compared to students who did not choose to do so, in addition to analysing the differences in subjects, courses and academic years between the students who participated in the programme. The results indicate statistically significant differences in the academic performance variables between the students participating in Service/Learning and those not doing so, with the former getting better grades.

The role of educational inspection is a topic that is hardly addressed by educational research. Thus, Martínez and Serrano analyse the contribution of inspection as a guarantor of the quality and equity of the educational system, constructing and validating a scale to ascertain and analyse the opinion of Andalusian education inspectors regarding the actions they carry out to improve schools' results.

Exam anxiety is a growing problem in the academic context, although study of it in the Primary Education stage is still limited. Hence, Seijo, Freire and Ferradás delve into the factors underlying this phenomenon, analysing the role that extrinsic and intrinsic motivation play in the appearance of test anxiety, as well as possible differences in results based on gender, in order to compare them with those obtained by previous similar studies.

Seeking to improve scientific literacy and Critical Thinking (CT) skills forms part of an experience carried out by Ortega-Quevedo y Gil in Primary Education students. To do this, a work sequence consisting of three sessions of approximately one hour each was designed and implemented. Each of them is subdivided into three parts: thinking routine and sharing, a dialogical presentation of curricular content, and the filling out of consolidation sheets and associated discussions. In each of these parts communicative moments are essential for learning and the proper development of the sequence. In order to present a reconstruction of the students' knowledge, after these moments of interaction, the students were allowed or induced to reformulate the answers they gave in each of the written activities.

Calvo, Payá and Sigalat present an applied innovation experience in degree programmes related to the Labour Sciences, committed to generating exchanges between the professional and academic spheres as an element of improvement and adjustment between the needs and requirements of both perspectives. This is a first empirical approach, of an exploratory nature, that aims to ascertain the perception that those involved –both students and representatives of the participating organizations– have of the effects that the experience is generating.

Napal, González-Sanmamed, Muñoz and Romero propose an analysis of the future faculty and different aspects of their musical education before entering Educational Sciences departments, in order to have data that allow for the optimisation of their didactic/musical training. An analysis of the musical training with which one accesses Teaching degree programmes is relevant, as it could be considered one of the reference points to define and structure the set of contents essential for the adequate musical training of future Primary school teachers.

In their study, Urrutia-Gutierrez, Luis de Cos, Arribas-Galarraga and Luis de Cos explore differences in the motor skills and perceptions of this competence between boys and girls. In addition, they analyse the precision with which young people assess their motor skills. The results confirm a positive relationship between the variables. The boys group proved to be and perceived itself as more competent than the girls, but both groups were imprecise in their assessments of their motor skill levels.

Proceeding from the initial idea offered by motor praxeology, stating that, when tackling a given motor-skills situation, a series of praxic processes are activated with different consequences depending on the nature of the motor practices in question, Falcón, Castellar, Ortega and Pragas propose to study, in Compulsory Secondary Education students, the predictive capacity of the motor interaction variable, associated with the internal logic of games on positive and negative emotions, as well as the effects of different variables belonging to the various subcategories of the internal and external logic of the motor game on the emotional intensity experienced. The conclusion is that motor games generate more intense positive than negative emotions in students, with differences being observed depending on the type of game, making this an important predictor of emotional experience.

Electronic sports events are a major tourist attraction for event organizations. Thus, the objective of the study by Vegara Ferri, Ibañez-Ortega, Carboneros, López-Gullón and Angosto was to analyse the tourism impact of the "Iberian Cup 2019" e-sports event in a sample of 390 participants who attended the competition held in Barcelona. The attendees reported satisfaction with the event and positive future intentions. Finally, the participants who engaged in physical activity exhibited significant differences. These results are useful to create strategies that attract more tourists to future sporting events.

The inculcation of healthy habits from an early age, including daily physical activity, is of great importance to improve adherence to them over time. Hernández-Rodríguez and Lirola establish as a main objective of their study to carry out a motor skills intervention program in an early childhood education class in order to improve physical/health conditions. 19 children (10 boys, 9 girls), age 3, participated in this study. The results obtained reveal that the physical condition of the participants improved significantly, although this improvement was only statistically significant for the case of a test.

Finally, Flores, Hernández and Camargo focus their study on the analysis of the inclusion of students with auditory functional diversity in Physical Education contexts. Two samples were selected: people with auditory functional diversity (277) and students studying for a Primary Education Degree (282), carrying out a descriptive, explanatory and correlational study using a quantitative methodology. In light of the results obtained, the authors conclude that people with auditory functional diversity feel engaged in the area of Physical Education, and included in the sessions, even though there is always a need for a Sign Language interpreter.