
Editorial Note

Nota editorial

Oswaldo Lorenzo Quiles

Director, *Publicaciones*

Fátima El Mahraoui El Ghazzaz

Technical Editor, *Publicaciones*

Issue 51 (1) of *Publicaciones*, the official journal of the Department of Education and Sports Sciences of Melilla (University of Granada), marks the first standard issue in the year 2021, and will be followed by a special one.

Issue 51 (1) forms part of our ongoing effort towards the national and international dissemination of the journal. We would like to recognize all the work of the team linked to *Publicaciones*, the institutional and financial support of those institutions that sponsor its publication (Ministry of Education, Culture, Festivals and Equality of the Autonomous City of Melilla, the Vice-Rectorate for Research and Transfer at the University of Granada, and the Department of Education and Sports Sciences of Melilla), thank the authors for placing their trust in us, and also those other authors who have cited the journal.

This Issue 8 includes articles published entirely in Spanish and English as part of our continuing commitment to dual publication in both these languages. The articles are grouped by the topics they address, and we hope that they will be of interest to all the readers of *Publicaciones*.

In *Analyzing the SCP Foundation International Project*, García focuses on the formative aspects of this pedagogical practice, exploring its implications for the planning of educational innovation activities in the classroom. The results show that it is an effective collaborative formula allowing for important learning related to literacy takes place. In addition, the use of a formal/academic linguistic register is noteworthy, with great heterogeneity in the selection of topics, resources used, complex hypertextual structures and multimodal elements.

The work of Valdés-González, Álvarez-Arregui, Rodríguez-Martín and Martín-Antón is intended to set forth and share the comprehensive process developed to transmit the concepts of prime numbers and composite numbers to deaf people who use Spanish Sign Language as their first language, and those who are semi-lingual in oral communication.

Morote and Colomer analyze the resource-based activities that use some type of Information and Communication Technology (ICT) proposed by Social Sciences textbooks (3rd phase of Primary Education) in relation to the socio-environmental issue of weath-

er and the climate. All this is carried out based on a review of the main publishers used in Spain (with a special emphasis on the Valencian Community). They conclude that these activities continue to be limited, and imitate conventional ones, such that a substantial change is not expected in the short term in terms of teaching these contents.

Based on an intrasubject pre-post study, Cámara, Díaz and Ortega analyze the changes produced in civic attitudes, interpersonal skills and intentions to participate in social actions among a group of 162 students studying for Education degrees at a university, before and after the integration of Service Learning programs into their curriculums. The results obtained show that the use of the SL methodology in Education students promotes the development of aptitudes that facilitate future professional performance supporting the development of more just and committed societies.

Pegalajar and Martínez analyze university students' perception of the implementation of the methodological strategy based on "Dialogic Pedagogical Conversations". After their implementation in the "General Didactics" course for the Degree in Early Childhood Education during the 2019-2020 academic year, the authors demonstrated that this is a methodology that favors students' engagement and interest in the teaching/learning process and stimulates reading, communication, social development, etc.

The aim of the study by Portillo and Reynoso was to analyze the relationship between self-concept, adjustment to school, and emotional intelligence in a sample of students from Mexico's National Online High School System, analyzing their levels by type of course (ordinary or not ordinary), gender and age. The results indicate high scores with regards to self-concept, adjustment, and emotional intelligence in the student body, finding positive correlations between these variables and their dimensions.

Rodríguez focuses on understanding self-perceptions of leadership exercised by students at the University of Granada, verifying whether those who hold representative positions are genuine leaders. The results indicate that these leaders are not prepared to foment change and innovation in others' work or to ensure that agreements reached are fulfilled.

Finally, Parra and García-Martínez seek to analyze how evaluations and feedback received on evaluations given could improve the work of students when evaluating the achievements of others, and their own. For this, two natural class groups did evaluations of the work carried out by other groups, and their own work, in a Diagnosis and Evaluation in Social Education course for the degree in Social Education. The difference between the groups was that one of them received feedback from the teacher after the evaluation, and the other group did not. The data showed that both groups improved the precision of their assessments over the course of the sessions, but the improvement was significantly greater in the group that received feedback.