
Editorial Note

Nota editorial

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This journal increases year after year its impact factor in the prestigious databases JCR (Journal Citation Report) of the Web of Science and SJR (SCImago Journal Rank) of Scopus, which is possible thanks to the great work carried out by the large team of people linked to *Publicaciones*, the institutional and financial support of the institutions that sponsor its regular publication (Department of Education, Culture, Festivities and Equality of the Autonomous City of Melilla, Vice-Rectorate for Research and Transfer of the University of Granada and the Faculty of Education and Sport Sciences of Melilla) and the trust of the authors to publish in this journal.

In this case, the issue is also co-funded by the Consejería de Universidad, Investigación e Innovación de la Junta de Andalucía (Spain) and the European Union's Cooperation for Innovation and Exchange of Good Practices programme (Erasmus+), bringing together 7 works of different types, all related to the projects in which they are framed and which have enabled the publication:

- ICT innovation for the analysis of the training and satisfaction of students and graduates of early childhood and primary education and the assessment of their employers. A transnational perspective (INNOTEDUC), funded by the Andalusia ERDF Operational Programme 2014-2020 (R&D&I Projects). Consejería de Universidad, Investigación e Innovación de la Junta de Andalucía (Spain). Reference B-SEJ-554-UGR20 (2021-2023).

- Evaluation of teacher education in Latin America and the Caribbean. Quality assurance of education degrees (ECALFOR). European Union's Cooperation for Innovation and Exchange of Good Practices Programme (Erasmus+). Reference 618625-EPP-1-2020-1-ES-EPPKA2-CBHE-JP (2021-2024).

This issue begins with the work of Castro, Mallo and Belmonte, who analyse the skills that facilitate the employability of graduates of education science degrees, based on the results obtained in the Study of Labour Market Insertion developed by the Quality Agency of the Galician University System (ACSUG) in 2021. Among the main results of the study, it is worth highlighting that the skills most highly valued by the participants are the ability to learn, the ability to solve problems, motivation and adaptability. The competences that obtain a lower average score are: knowledge of languages, creativity and leadership skills.

On the other hand, Montesano, Lopes, Prieto and Zorzal propose to explore, through a content analysis study (Bardin, 1995), the changes in the perception of the experiences in digital competences of a group of general basic education teachers who took a training course for trainers in digital competences organised by the UNED-CAB-OEI and the AECID during 2021-2022.

The study by Alcocer-Sánchez, Palmero, Muñoz and Canto aims to identify the level of digital competence, emotional intelligence and positive emotions, as well as the differences between digital competence, emotional intelligence and positive emotions, in relation to gender and age, and to analyse the relationship between digital competence and positive emotions in university students. A correlation is observed between digital skills and positive emotions, suggesting the existence of a bilateral influence between these variables.

The article by Valdés-Godínes, Núñez-Urbina and Orgaz-Aguera takes an approach to life in so-called digital societies. In this context, they explore the approaches that different authors point out about how risky it is to live in this type of society. On this basis, they establish some strategies for educational intervention to support the education of children and young people living in these societies.

Digital competence is essential in teacher training, however, the scientific literature shows that it is still not fully effective and of high quality. This is the starting point of the study by Mañas and González, with a descriptive bibliometric analysis of the existing literature on digital competence training for primary and early childhood education teachers in Spain. To this end, they carried out a metadata analysis of 45 publications indexed in the Scopus database, with the support of the Bibexcel and VosViewer software.

Obaco, Lara, de la cruz and Ramírez address virtual education in the context of the pandemic, analysing the opportunities, barriers and level of satisfaction of educational actors. The results of their work show that communication, teacher performance and the management of virtual learning environments are basic conditions for the implementation of virtual education.

Finally, Bastarrachea, Domínguez, Vega and Ortega design and validate an instrument to analyse and describe the digital competence of primary school students. It is an instrument composed of 5 sections, applied to 143 students from different grades of primary education. The reliability of the instrument obtained an internal consistency of .946.