

Editorial

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In this issue, we offer six research articles and three reflection papers based on research.

1. López Silva, Duque Aristizábal, Camargo de Luque, Ariza Muñoz, Ávila Cantillon and Kemp in *Pre-reading skills of preschool students in the Colombian Caribbean región* review some pre-reading skills that account for student readiness in a sample of preschoolers from a low socio-economic background in the Caribbean region of Colombia as fundamental aspects of the scholar preparation.
2. Estéfano in *Knowledge and application of learning strategies for higher distance professors* describes the knowledge teachers of the Education Career, Mention Learning Disabilities, possess about learning strategies and their implementation as apprentices of the subjects they teach.
3. Toloza, Barletta, and Moreno in *A coaching experience to assist the teaching and learning process of reading and writing in the school context* report the results of a process whose purpose was to influence positively in the teaching and learning of reading and writing through a methodology based on a socio-constructivist theory and a genre based pedagogy.
4. Rojas Álvarez in *The geometric instruction and the flat representation of multicube modules in a group of students: a preexperimental design* determines the effect of geometrical instruction on flat representation of multicube modules in a group of students.
5. Molina and Rada in *Relationship between the level of formal thought and academic achievement in mathematics* determine the relationship between the level of formal thought and academic performance in mathematics of secondary students of Barranquilla.
6. Robles, and Rodríguez in *A virtual environment for critical thinking skills in ESL* describe the results of the implementation of virtual learning in an undergraduate International Relations English Course at Universidad Del Norte.
7. Moyetta, Lucchese, and Fernández in *Reading in content specific areas: the experience at the School of Medicine, U.N.C.* describe the project carried out at the Ciclo de Nivelación en la Facultad de Ciencias Médicas (UNC) to instruct students in academic reading in a comprehensive and reflective way.
8. Patiño Chicué, Bárcenas, and Fernández in *Technology-mediated strategies that contribute to the development and socialization of knowledge in mathematics* present the results of a study about

the technology-mediated strategies used by teachers of secondary schools, that contribute to the development and socialization of knowledge in mathematics.

9. Pacheco Lora in *Teacher reflection: support to promote representational change in conceptions and practices of teachers* shows how teacher reflection, that uses the implicit and explicit conceptions of teaching and learning as the focus of analysis, constitutes a strategy to re-describe or give a new hierarchy to concepts rooted in traditional assumptions or transmission, predominant in teaching practices that lack of effectiveness in the teaching and learning processes.

**FRANCISCO MORENO**