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Editorial

Once again, it is a pleasure to present this next issue of the *Journal of Neuroeducation* opening its fifth volume, this time with special emphasis on reading comprehension.

Led by Liliana Estela Fonseca, from the School of Humanities of the National University of San Martín, Argentina, and Dr. Fabián Román, from the Ibero-American Network of Cognitive Neuroscience, Chair of Neuroeducation at the University of Barcelona and Doctorate in Psychology with a specialisation in Applied Cognitive Neuroscience, Maimonides University, Argentina, are the authors of the monograph that opens this fifth issue of the *Journal of Neuroeducation*. In this Editorial section, Liliana Estela Fonseca and Dr. Fabián Román emphasise the need to implement educational interventions based on scientific evidence and neuroeducation to improve literacy and reading comprehension.

On the one hand, Pearson et al. contribute to the development of a study that examines the feasibility and impact of adapting and providing tailored scaffolding for a multi-level reading intervention with 164 third grade students from two private schools in Argentina.

On the other hand, Sandra Marder and Rocio Guadalupe Jaquenod, in their work entitled “Intervention for teaching the writing of words and texts. Comparative study in Argentina”, compare the results of the application of the integral development and literacy programme “QA” in the writing of words and texts, with the results of the application of a type of teaching based on the *Whole language* perspective. The conclusion is that, in order to achieve adequate performance students’ written production, a systematic intervention in the teaching of writing that addresses all the aspects included in the programme presented, based on teacher training and planned teaching, is essential.

The work of Alejandra Victorio and María Pujals highlights the importance of early assessment to identify skills and competencies for an adequate start in school and, thus to be able to intervene as early as possible. This article presents a battery in digital format, the *Assessment of Competencies for Starting School (CIE Battery)*, to assess basic cognitive competencies for starting school through tests that predict academic performance.

Finally, “Literacy and artificial intelligence”, by Alberto Gatti, closes the articles that comprise the monograph on reading, in general, and reading comprehension

in particular. This article proposes how the invention of generative artificial intelligence today constitutes a new milestone in the history of reading and writing, such as, for example, by enabling new ways of thinking.

Four other papers are presented in the neuroeducational research section. Flórez Durango et al. carried out a descriptive study from which shows that both working memory and cognitive style can play a crucial role in academic performance in mathematics, and could be determining factors in the differences observed in this area. This section continues with the recognition and analysis carried out by Henry Giovanni Parrado Torres carries on the interventions focused on executive functions developed in educational contexts from 2018 onwards; and with the development and implementation of an interactive model of the human brain with augmented reality (bRAin) to teach memory disorders to Psychology students at the National Autonomous University of Mexico, by José Manuel Sánchez-Sordo and Sergio Teodoro-Vite.

This section culminates with the work of Amanda Seccia and Karyn Allee, who conclude that incorporating information about the brain into educational courses can be an effective way to promote critical thinking and dispel common neuromyths held by teachers in training.

The Experiences and Perspectives section opens with an in-depth analysis of the educational proposals focused on the figure of the neuroeducator and the educational environment associated with the arts, by Rubén Rojo, who highlights the importance of re-evaluating in a reflective manner. the profile of the neuroeducator and the configuration of their training. Ali Nouri also provides a review that focuses specifically on exploring educational neuroscience as a profession, arguing that describing its professional landscape is as important as understanding its disciplinary boundaries.

For his part, Prof. Contreras Paredes contributes his article on the impact of Neuroeducation in addressing Special Educational Needs, while Montse Planas de Farnés brings us closer to the project of the Sapiens methodology of the ElBulliFoundation (created in the culinary world) in the field of the educational field. Vikas Pathak and Kundan Lal Verma contribute their article on the principles of curiosity and information processing, from the philosophy of mind and the cognitive neuroeducation approach, while the article by Álvaro Federico Muchiut closes this section of the magazine by sharing teaching practices that demonstrate the applicability of neuroscience in the classroom.

At the end of this issue, you will find all the articles in our-much appreciated Neuromads section, to ensure that young people have access to the latest advances in the field of neuroeducation. In this section, you will find nine summaries are provided corresponding to the articles that accompany each shipment, and it is from this space we greatly appreciate the work of the young people who have accompanied us during these last months, who are part of the great family that we are, the people involved in this magazine and for having facilitated this collaboration.

With the publication of this first issue of the fifth volume of the *Journal of Neuroeducation*, we once again offer our thanks to you, our community of readers, educators, researchers and neuroeducation enthusiasts, we extend our sincere gratitude for your continued support, learning and curiosity.

The team of *Journal of Neuroeducation*, the journal sponsored by the UB-EDU1st Chair of Neuroeducation, wishes you a happy reading. ■

Laia Lluch, Anna Forés, David Bueno