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University teaching is often exercised through reflection, i.e., by thinking about teaching in higher education—with scientific debate as a starting point—and, consequently promoting research. In our journal *Revista de Investigación en Docencia Universitaria* (RIDU) we seek to share the works of our collaborators and encourage the production of scientific knowledge in our readers. In this sense, and according to the Web of Science Group's JCR (Journal Citation Reports) ranking of 2020, we rank first in Peru in the category of Education and 156th in the world (*Scientific Journal of Communication and Education Comunicar*, 2021). This recognition forces us to continue working and exploring the multiple paths of university teaching.

In this opportunity, we present a new issue of the journal, composed of seven articles including research studies and teaching experiences. Each one has been undertaken with different samples, be it with students, professors, and administrative staff in the university environment. It should be noted that, although this issue is not thematic, three of its articles published refer to the current context we are living in, i.e., the COVID-19 pandemic.

In the early months of 2020, the world population began a turnaround shift in terms of lifestyle. The spread of the new severe acute respiratory syndrome coronavirus (SARS-CoV-2), responsible for the COVID-19, began to expand outside the Chinese borders (Melendez, 2020). This created a pandemic context characterized by serious implications on the physical and mental health (Ministry of Health of Argentina, 2020), resulting in the need for individual and collective adaptation (Espada, Orgilés, Piqueras, & Morales, 2020). According to the World Health Organization (WHO, 2020a), the population is experiencing a public health crisis with serious threats.

Faced with this reality, one of the strategies adopted by various governments at the request of the WHO (2020b) was home confinement or social isolation, which has generated a variety of symptoms, such as post-traumatic stress, confusion, and anger (Brooks et al., 2020). In general, negative affect and cognitions were generated as a result of the high infection rates (Huarcaya-Victoria, 2020). Some authors even point out that it could trigger new psychiatric symptoms in people without mental illness or aggravate those with pre-existing conditions (Ho, C., Yi, & Ho, R., 2020); in addition to the economic consequences generated (Zaar & García, 2020). In this context, three articles that share the COVID theme are published here, the same which are summarized below.

The pandemic context allows us to identify behaviors related to new paths to learning. In this sense, Víctor Castillo Riquelme, Nicolás Cabezas Maureira, Constanza Vera Navarro, and Constanza Toledo Puente present their research entitled “Anxiety to Online Learning: Relationship with Attitude, Gender, Environment, and Mental Health in University Students.” This study identified that anxiety toward online learning is negatively related to attitudes toward online classes, self-perceived mental health, and quality of connectivity. Thus, women expressed much more anxiety than men. The authors point out that educational institutions have also suffered the effects of the spread of COVID-19, to the extent that they have had to adapt to the new situation, generating anxiety in the academic environment.

The article “Higher Education and COVID-19: Methodological Adaptation and Online Evaluation at Two Universities in Barcelona” by David Moreno Candil, Edwin Ricardo Bravo Verdugo, César Jesús Burgos Dávila, and Abel Antonio Grijalva Verdugo, describes the teaching experiences in two subjects and the evaluation strategies developed in two Catalan universities as a consequence of the pandemic. The authors point out that the methodologies were made more flexible and adapted to the needs of the students who, in turn, had to adapt to the new work and personal situation.

The third article, related to this new context, was “Higher Education and Pandemic: A Pilot Study of the Educational Experience during a Pandemic Questionnaire” by Daniel Ortega Ortigoza, Julio Rodríguez Rodríguez, and Ainoa Mateos Inchaurredo. They assert that the new situation caused many countries to interrupt their face-to-face educational activities and classes were held in a virtual modality. However, there was no instrument to evaluate the students’ experience in this context. In closing, the authors design and validate an instrument to evaluate the student experience during the pandemic.

On the other hand, in this issue, we also publish articles related to different topics such as pedagogical strategies, work stress, machine translation, and interpersonal behaviors in sports, as briefly presented below.

Rossmery Jessica Jara Conohuillca's article "Pedagogical Strategies with Technology in the Teaching of University Academic Writing: A Systematic Review" presents a review of the teaching strategies and tools that professors use when teaching academic writing. It also found that collaborative work, autonomous learning, and competency-based learning are the most widely used strategies. The tools most used by teachers were virtual environments such as blogs, word processors, and virtual platforms. It concludes that teachers should evaluate the needs of students and, based on this, use suitable strategies and tools aligned with the initial diagnosis.

The contribution "Main Methodological Issues in the Study of Job Stress in College Staff: A Systematic Review" by José Luis Rojas-Solís, Guadalupe Flores-Meza, and Irma Guadalupe Cuaya-Itzcoatl, reviews work stress in the university environment based on the methodological and instrumental aspects in studies published between 2010 and 2019, in professors, administrative, and support staff working in Latin American universities. Significant levels of occupational stress were found in the samples reviewed, as well as prevention strategies associated with its causes and factors.

The article "Machine Translation and Postediting in the Didactics of Translation and Interpreting" by Diana González Pastor and Celia Rico, a qualitative study using the grounded theory design, presents the results of the experience carried out within the framework of the POSEDITrad Teaching Innovation Project. It also presents the design and implementation of tools, techniques, and procedures oriented to the development of skills that will allow the future entry of the students into the workforce. In the same way, this study allows laying the foundations for the generation of an innovative curricular design in the field of translation didactics.

From an instrumental design, the article entitled "Psychometric Properties of the Interpersonal Behaviors Questionnaire in Sport in university athletes from Lima" Sebastián Cáceres, Rafael Gargurevich, Lennia Matos, and Allison De La Haza-Gonzales, validate an instrument based on the Self-Determination Theory. The objective of the instrument is to evaluate the perception of interpersonal behavior of support or hindrance of the basic psychological needs of athletes (autonomy, competence, relationship) from the coaches' perspective.

To conclude, one of the main motivations of the editorial team is to promote knowledge. From this, we will be able to contribute to the reflection and generation of educational policies at the higher education level, in line with the context in which we live. We thank the authors, reviewers, members of the editorial committee, and all those who, directly or indirectly, have contributed to this issue of RIDU.

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