



*Case Studies about Teaching  
in Today's Classrooms*

Coordinated by

**Dra. Angélica Mendieta Ramírez**

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Editor in Chief  
&

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CLASSROOMS

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This book, *Case Studies about Teaching in Today's Classrooms*, aims to show to the Academy original research in the field of teaching, research and innovation, applied mainly to the fields of Communication, Sociology, Audiovisual Technology and Communication.

To this end, three publishers, Vision Books (Spain), Media XXI (Portugal) and Journal of alternative Perspectives in the Social Sciences (USA) have decided to join forces and edited in three languages chapters that help give a body to the new landscape Communication and Classrooms in the XXI century.

The following chapters are the results of new contributions within the American collection '*Educational innovations in higher education*' so that they are exposed through its dissemination to the scientific community specializing in the subject area of educational innovation and new teaching spaces.

Also, this project consciously makes a scientific effort to provide an updated, critical and evaluative study from specialized sources of information and analysis training of subject area in order to develop the present study.

Requirements for compliance with quality criteria with the necessary zeal, it was found that the chapters presented have not been previously published in full, and are therefore original, the result of research and / or self-reflection (for type essay) and that have never been nominated for other publications of whatever type.

It also notes that its publication has received the consent of all the authors and the responsible authorities (implicitly or explicitly) the research ones that some chapters are based.

In order to maintain a very high level of demand in terms of quality of content, always from the approach of scientific rigor in the U.S. or Edit (like their Spanish and Portuguese counterparts) of this Collection-university scientific and professional verifies that the manuscript review process has been done under the principle of arbitral review by categorical pairs, with two blind reports (and a deciding third for discrepancies between both), external to the editorial's three reviewers is (Vision Books, Media XXI, and the Journal of Alternative Perspectives in the Social Sciences) and belonging to the International Academic Community.

The coordinator of these three collections and each Editor verifies that the job done by reviewers is assigned to the proper scholars in its arbitration work. Reviewers have evaluated the following aspects:

- a) Originality of the manuscript;
- b) Methodology employed;
- c) Quality of the results and conclusions as well as consistency with the goals outlined in the book and in the Collection '*Educational innovations in higher education*', and
- d) Quality of the consulted references.

All this effort for excellence in reporting on formal plans and content is reflected in the following pages, which combine innovation in teaching, leading to new curricular challenges, with the classic university tradition of the learner-teacher relationship.

Drs. David Caldevilla Dominguez and Otto F. von Feigenblatt  
Complutense University of Madrid (Spain), and Northwood University (Florida-USA-)  
Collection Coordinators of '*Educational innovations in Higher Education*'

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The new directions of research in higher education, in the areas of innovation and research, not to mention teaching, represent an international challenge that affects all institutions and all countries with a college education system of first order.

The publisher has set JAPSS create a special collection to collect contributions from several countries on different continents to unite the efforts of the leading researchers in each since the future of higher education is global and not confined to one country area, a fad or a language. To this end, we selected a series of texts from various sources, showing the latest cutting edge content delivery. Thus, we have been able to compile various researches and reflections on the new training content from European and American reforms.

The basis for this ambitious work which are reflected in this collection 'Educational innovations in higher education', reflects broad agreement with several research groups and global educational partnerships that allow an overview of the situation of academia. Also, this collection is available in Portuguese and Spanish so that the language barrier is not an obstacle to the approach of anyone who wants to delve into the reality of plural and multidisciplinary university education.

This great editorial effort reflects a desire, long sought, to unify visions, efforts and ideas for improvement in the changing world of innovation, research, forecasting and superior teaching. The criterion of excellence can only be achieved if progress together.

Through the titles included in the collection educational innovations in higher education (and their counterparts in Portuguese and Spanish) the flagship authors in their respective countries are the ideal formula of visible together with colleagues from other nations.

To ensure the quality of the texts, all the contributions in this book have been checked by the system of 'blind peer assessment'.

