



Greetings!

We thank you for viewing the Fall 2025 edition of the HETS Online Journal and hope that you will find inspiration from the articles shared here by your colleagues. Some articles are written in English, while others are written in Spanish.

This edition of the Journal begins with an article entitled “Gamification and Student Retention in Virtual Courses: Evidence from Language Teaching Practice,” which examines how gamification tools can enhance engagement and persistence among online Spanish students. Four tools—Kahoot, Quizlet, Gimkit, and Quizzes—were integrated into asynchronous and synchronous activities in online Spanish courses. Data from Learning Management System (LMS) analytics and student

feedback surveys were analyzed descriptively to assess engagement trends.

The article “Competencias profesionales para enseñar en entornos virtuales, de maestros de matemáticas de los grados 9 a 12 del Departamento de Educación de Puerto Rico,” presents research that studied the level of self-perceived professional competence of mathematics teachers in grades 9 to 12 to teach in virtual learning environments.

“The Adverse Digital Childhood Experiences (ADCEs) Framework: A Transformative Paradigm for Decoding Digital Adversity and Safeguarding Human Agency in Child Development and Lifespan Trajectories,” explores the Adverse Digital Childhood Experiences (ADCEs) framework, an empirically informed and theory-driven extension of ACEs that systematizes ten interrelated domains of digital adversity encompassing social, cognitive, and environmental stressors.

The article “Perceived Online Teaching–Learning Environment as a Predictor of Student Satisfaction: Evidence from a Spanish Course” discusses the relationship between students’ perceptions of the online teaching–learning environment and their satisfaction with a Spanish language course at a private university. Using a quantitative, correlational design, the study analyzed student survey responses adapted from established online learning environment scales to capture instructor support, student interaction and collaboration, personal relevance, authentic learning, active learning, student autonomy, and enjoyment of distance education.

“Shaping Problem-Solvers: The Role of Diverse Methods in Advancing Mathematical Confidence” is an article that investigates how exposure to diverse methods for solving quadratic equations influences the development of mathematical confidence and problem-solving skills among undergraduate students in community college algebra courses.

In “Generational Cybersecurity: Helping Parents Understand Teens’ Online Risks,” parallel surveys of parents and adolescents were used to examine intergenerational understanding of teens’ online activities and risks. Findings highlight gaps in knowledge and communication that can be addressed through family-based education and structured workshops.

The results highlighted in the article “Academic, Social, and Emotional Impacts of COVID-19 on University Students in Puerto Rico” state the urgent need for Puerto Rican institutions of higher education to strengthen remote learning support systems, mental health services, and crisis resilience policies.

In “La importancia de los planes de inducción para docentes de enfermería en Puerto Rico: hacia una educación de calidad,” the significance of induction initiatives for the preparation and retention of nursing faculty is explored, comparing practices in accredited and non-accredited institutions.

Finally, the authors of “Engaging, Motivating, and Strengthening Learning Preferences with Kahoot! in Higher Education” present a practical framework for using Kahoot! to boost motivation and engagement, and help students surface and strengthen their learning preferences through metacognitive reflection.

As always, we hope that this issue of the Journal provides information you can apply at your institution, and perhaps that you will be inspired to further these studies and add to the body of knowledge.

We wish you a wonderful holiday season and look forward to seeing you back here in the new year!