

## EDITORIAL

*Revista Cátedra*, of the Faculty of Philosophy, Letters and Education Sciences of Universidad Central del Ecuador disseminates articles oriented to the improvement of the educational process and its linkage with the society.

It is important to *Revista Cátedra* to present volume two, number one in the electronic version. The thematic developed in this opportunity has its theoretical bases in the sciences of the education in its different specialties. The contents exhibited in this new volume are characterized by being elaborated under the parameters of the research methodology. In addition, they are written with academic rigor and based on teaching practice.

### Structure

The volume consists of 10 approved articles which are structured in three thematic axes:

1. The educational dimension from the student's point of view.
2. The educational dimension from the professor's point of view.
3. The educational dimension from the educational paradigms' point of view.

**The first thematic axis called "The educational dimension from the student's point of view"**, presents four articles:

The first article entitled *Intercultural Education and Ethnomathematics in the training of the professor of mathematics and physics*, authored by Iván Dávila-Garzón and Ximena Pinos-Benavides, which aims to study the contribution of intercultural education and ethnomathematics in the academic training of students and professors of mathematics and physics at Universidad Central del Ecuador.

The second, *the culture as a factor of interest for the learning of French as a foreign language*, by Jorge Delgado-Rocha and Katherine Sánchez-Medina; this article aims to determine the image of the French alliance of Quito that has been generated thanks to the use of French culture as an attraction for the students of the institution.

The third entitled *Relationship between academic performance and attendance as student promotion factors*, by Segundo Barreno-Freire, Oswaldo Haro-Jácome and Paola Flores-Yandún, which analyses the relationship between the averages of the student qualifications and attendance; statistical analysis shows a moderate and directly proportional positive correlation between the two variables.

The fourth, *The substantive and dialogical dimensions of critical thinking in high school and university students* by Manuel Gonzalo Rivet-Bunci; it analyses critical thinking as one of the most essential elements in the personal, social and academic development of the individual because it helps to process and build conscious knowledge of the real world.

**The second thematic axis called "The educational dimension from the professor's point of view"**, is made up of three articles:



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The first one entitled *The digital competencies in teachers and future professionals Universidad Central del Ecuador*, written by Juan Cobos-Velasco, Lilian Mercedes Jaramillo-Naranjo and Santiago Vinueza-Vinueza; it conducts a diagnosis of the digital competencies of future professionals and teachers in the exercise of their profession; the results show that most of the future professionals have a basic level of digital competence.

The second, *The innovation in the use of language in a context changes the way of thinking of the professors*, by Nelly Carrillo-Aguilar determines how the teachers, after a training in the use of the language in context, improve their comprehension processes and change the way they think about their pedagogical practices.

The third entitled *The evaluation to the executive and teaching performance as an opportunity to improve the educational quality* by Beatriz C3ndor-Quimbita and Manuel Remachet-Bunci, studies how the management and teaching performance influence the learning and how maintaining traditional pedagogical practices does not contribute to improving the quality of teaching.

**The third thematic axis called "The educational dimension from the point of view of the educational paradigms"**, consists of three articles:

The first entitled *Relevance of the Art method for the teaching of the Latin American tale in Elementary School (EGB)*, by Andr3s Rom3n-Orbe and Kerly Hidalgo-Medina, presents the use of the art method, a set of reflective activities, theoretical and experimental based on the learning theories of Piaget, Vigotsky and Ausubel in the teaching of Language and Literature.

The second, *To know, to teach and to change. Approximation to the technologies in Higher Education* by Ana Beatriz Martinez-Gonz3lez and Omar Astorga, analyzes some technological tendencies that are affecting the higher education.

The third one entitled *Evaluation of the relations of power, state and education* by Juan Dur3n-Molina and Fernando Rodr3guez-Arboleda, evaluates the relationship between knowledge and power and its relation with social inequities.

**Revista C3tedra** thanks all the authors and evaluators of the articles that have made possible the publication of this volume. The editors extend the invitation to the national and international academic community to present research works related to the theoretical bases of the education sciences in the different specialties and educational levels

Director/Editor-in-Chief



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