



REVISTA

CÁTEDRA

EDITORIAL

Revista Cátedra is pleased to present volume three, number one in the electronic version. The topic developed has its theoretical bases in the Educational Sciences in its different specialties and educational levels. The contents presented in this new issue are characterized by being elaborated under parameters typical of the research methodology. In addition, they are written with academic rigor and based on the teaching practice.

The number consists of 7 approved articles, are structured in three thematic axes:

1. Gender
2. Computer
3. Education

The first thematic axis called *Gender* has an article:

The article entitled *The Conflict of Feminist Ideology in the Fang Culture: an approach to the study of patriarchy in Equatorial Guinea*, by Pedro Bayeme Bituga-Nchama, presents an analysis of the conflict between feminist ideology and the Fang culture, one of several ethnic groups in Equatorial Guinea, Africa. This study is important because it highlights the many difficulties that feminist ideology has in that area. The main results of this study show perspectives and challenges for equality-oriented education between men and women.

The second thematic axis called *Computing* has an article:

The article entitled *Use of SCRATCH in the learning of Programming in Higher Education*, authored by Hamilton Pérez-Narvaéz, Rosabel Roig-Vila and Lilian Jaramillo-Naranjo, presents an analysis of the advantages of using the Scratch programming language for the development of skills such as modeling, abstraction and pattern recognition. In addition, Scratch promotes cooperative work, tenacity and perseverance in the teaching-learning process.

The third thematic axis called *Education* has five articles:

The first article entitled *Analysis of bilingual intercultural education in the educational institutions of the Tsáchila nationality, Ecuador*, by Víctor Sánchez-Raza and Magdalena Rhea-Almeida, presents an assessment of bilingual Intercultural Education (BIE) in Ecuador and how it has become a focus of discussion of Ecuadorian education due to the coexistence of people and nationalities that live in the same territory. Its main contribution is the identification of inclusive elements for the intercultural transversal curriculum axis that must be strengthened in high school to contribute to the recovery of Tsáchila cultural identity, under a socio-educational, qualitative, descriptive and explanatory approach to the teaching-learning process.



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The second article entitled *Playful Strategies in Learning the Inorganic Chemical Nomenclature*, by Verónica Maila-Álvarez, Helen Figueroa-Cepeda, Elizabeth Pérez-Alarcón, Jefferson Cedeño-López, assesses the impact of playful strategies on the teaching-learning process of inorganic nomenclature. Its main contribution is the analysis of active methodologies that promote a change of attitude and allow to address the contents in a participatory way.

The third article entitled *Perceptions of inclusive education in Ecuador*, by Francisco Rojas-Avilés, Lida Sandoval-Guerrero and Oswaldo Borja-Ramos, presents the analysis of the policy of educational inclusion in Ecuador and its relationship with the pedagogical action in force in the educational scenarios. The article mainly contributes to innovation in pedagogical thinking and briefly presents some perspectives and challenges to promote inclusive thinking, which is open to diversity.

The fourth article entitled *Analysis of women's dialectics in the 21st century in Ecuador through the speech of Cynthia Viteri*, by Miguel Román-Jaramillo and Magali Arévalo-Arteta. It presents, in a general way and through practical examples, a discourse analysis. As the subject of analysis, Dr. Cynthia Viteri was considered to be one of the most outstanding women in Ecuadorian politics and the highest authority of the city of Guayaquil, Ecuador. The main axes that have promoted research are around linguistic diversity, difference in gender acquisition, forms of cultural transmission and, in particular, the acquisition and development of communicative competence.

The fifth article entitled *Approach to the situational state of the teaching rights in the decade of correist government, Ecuador*, by Oswaldo Haro-Jácome and Ana Chamorro-Morales. The manuscript analyses the status of Ecuadorian teachers' rights in the labor and trade union during the decade of the Correist government. It is an investigation that reflects the assessments of teachers belonging to the public sector run by the State. Among the most relevant results are that teachers are perceived to have been subjected to infringement of their rights, especially labor, trade unions and civil liberties.

Revista Cátedra thanks all the authors and evaluators of the articles that have made possible the publication of this issue. It extends the invitation to the national and international academic community to present its research papers related to the Sciences of Education in its different specialties and educational levels.

Directors/Editors-in-Chief



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