



REVISTA

CÁTEDRA

EDITORIAL

Cátedra magazine, from the Faculty of Philosophy, Literature and Educational Sciences of the Central University of Ecuador, publishes articles aimed at improving the educational process and its link with society.

Cátedra Magazine is pleased to present volume two, number one in the electronic version. The subject matter developed on this occasion has its theoretical bases in the Educational Sciences in their different specialties and educational levels, so some relevant aspects are presented such as: the educational dimension from the student's point of view; the educational dimension from the teacher's point of view and the educational dimension from the point of view of educational paradigms.

The contents presented in this new issue are characterised by the fact that they are elaborated under the parameters of research methodology. Moreover, they are built with academic rigor and based on teaching practice.

The issue consists of ten approved articles:

The first article is entitled *Intercultural Education and Ethnomathematics in the training of the professor of mathematics and physics*, by Iván Dávila-Garzón and Ximena Pinos-Benavides. The purpose of the manuscript is to study the contribution of intercultural education and ethnomathematics in the academic training of students and teachers of Mathematics and Physics at the Central University of Ecuador.

The second article is entitled *The culture as a factor of interest for the learning of French as a foreign language*, by Jorge Delgado-Rocha and Katherine Sánchez-Medina. The manuscript aims to determine the image of the Alliance Française de Quito that has been generated by the use of French culture as an attraction for the students of the institution. The second thematic axis called "The educational dimension from the professor's point of view", is made up of three articles:

The third article is entitled *Relationship between academic performance and attendance as student promotion factors*, by Segundo Barreno-Freire, Oswaldo Haro-Jácome and Paola Flores-Yandún. The manuscript aims to analyze the relationship between grade averages and student attendance; statistical analysis shows a moderate positive and directly proportional correlation between both variables.

The fourth article is entitled *The substantive and dialogical dimensions of critical thinking in high school and university students*, by Manuel Gonzalo Remache-Bunci. The manuscript analyses critical thinking as one of the fundamental pillars in the personal, social and academic development of the individual because it helps to process and build conscious knowledge of the real world.



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The fifth article is entitled *The digital competencies in teachers and future professionals Universidad Central del Ecuador*, by Juan Cobos-Velasco, Lilian Jaramillo-Naranjo and Santiago Vinueza-Vinueza. The manuscript makes a diagnosis of the digital competencies that future professionals and teachers possess in the exercise of their profession; the results show that most future professionals have a basic level of digital competence.

The sixth article is entitled *The innovation in the use of language in a context changes the way of thinking of the professors*, by Nelly Carrillo-Aguilar. The manuscript determines how teachers, after training in the use of language in context, improve their reading comprehension processes, and change their way of thinking with respect to their teaching practices.

The seventh article is entitled *The evaluation to the executive and teaching performance as an opportunity to improve the educational quality*, by Beatriz Córdor-Quimbita and Manuel Remache-Bunci. The manuscript studies how management and teacher performance influence learning, and how maintaining traditional pedagogical practices do not contribute to the improvement of teaching quality.

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

The ninth article is entitled *To know, to teach and to change. Approximation to the technologies in Higher Education*, by Ana Beatriz Martínez-González and Omar Astorga. The manuscript analyzes some technological trends that have been affecting higher education.

The tenth article is entitled *Evaluation of the relations of power, state and education*, by Juan Durán-Molina and Fernando Rodríguez-Arboleda. The manuscript evaluates the relationship between knowledge and power and its relation to social inequalities.

Cátedra Magazine thanks all the authors and evaluators of the articles that have made the publication of this volume possible. It extends an invitation to the national and international academic community to present their research work related to the theoretical bases of the Educational Sciences in their different specialties and educational levels.

Director/Editor-in-Chief



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