



REVISTA

CÁTEDRA

EDITORIAL

The Cátedra Magazine is pleased to present volume two, number three in the electronic version. The subject matter developed has its theoretical bases in the Educational Sciences in their different specialties and educational levels; this is how some relevant aspects are presented, such as Education, Physics and Curriculum.

The contents exposed in this new issue are characterized by being elaborated under parameters of the methodology of the investigation. In addition, they are built with academic rigor and based on teaching practice.

The issue consists of six approved articles:

The first article entitled *Social networks in universities of the country: Descriptive analysis and approach to a possible solution to improve the impact on academic activity*, by Esteban Gordon-Salcedo, Frans Noguera-Vásquez, Mario Morales-Morales and Santiago Morales-Cardoso. The manuscript presents a study on the current use of social networks by university students and the position of educational centers when incorporating these media into their academic plans. In addition, it analyzes the use of data from FanPages publications from three universities in Quito from user comments and reactions to these publications.

The second article entitled *Perception of educational actors about the use of mobile devices: A case study*, by Maldonado-Garcés Verónica, Balladares-Burgos Jorge and Rivas-Toledo Álex. The manuscript gives an account of the views of students and teachers in a public educational institution that has benefited from the Mobile Digital Classroom Project implemented by Fundación Telefónica within the framework of the Profuturo Project and coordinated with the Ministry of Education of Ecuador. The research determines the perception of both teachers and students with respect to the educational use of mobile devices.



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The third article entitled *Android application to foster Kichwa language learning*, by Pilicita-Garrido Anabel and Cevallos-Duque Diana. The manuscript proposes the development of an application with Android operating system to establish an interactive learning guide of the Kichwa language in Ecuador. The purpose is to channel these technological guidelines to prioritize cultures, ancestral knowledge, customs and community values.

The fourth article entitled *Significant learning of luminance by the point-by-point method*, by Aulestia-Ortiz José, Vera-Macías Shirley, Mejía-Torres Nelson and Puga-Peña Luis. The manuscript describes the experimental process carried out to obtain the luminance of two types of lights, the incandescent and the fluorescent, in the same physical environment. The study chose the point-to-point method, which allowed to know the luminance in specific places of a surface under a light source located at a certain height. The results obtained determined the type of light that offers a good level of luminance and appropriate visual comfort, economic savings, easy to obtain and replace.

The fifth article entitled *Educational innovation and its impact on teachers*, by Páez-Granja Ruth and Martínez-González Ana Beatriz. The manuscript presents the analysis of the processes of change and innovation in education and their impact on teachers. The topic acquires particular relevance due to the fact that higher education in Ecuador is going through important processes of transformation that require a review of curricular content and teaching methodology, fundamental aspects that underlie any process of innovation or educational change. The work concludes with a body of recommendations that assume, among others, the need to involve teachers from the beginning in the processes of educational transformation through awareness, training and accompaniment programs.

The sixth article entitled *Curriculum redesigns in careers: an open dialogue in the Faculty of Philosophy, Letters and Education Sciences*, by Barreno-Freire Segundo, Borja-Naranjo Germania and Jaramillo-Jaramillo Cecilia. The manuscript identifies the perceptions of students and teachers about the difficulties of implementing the curricular redesigns in the Faculty of Philosophy, Letters and Educational Sciences of the Central University of Ecuador,



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for which it was taken as a basis for analysis the substantive functions of higher education which are: teaching, research and linkage with society. The results showed that in the elaboration and implementation of the redesign there was limited participation of key actors, and there was also evidence of a deficient pedagogical and curricular orientation. One of the most important conclusions points to a comprehensive reform of the curricular redesigns of the careers that respond to the graduation profile in coherence with the pedagogical, epistemic, methodological and axiological guidelines of the Faculty.

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

Directors/Editors-in-Chief



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