



REVISTA

CÁTEDRA

EDITORIAL

The Cátedra Magazine is pleased to present volume three, number one in the electronic version. The theme developed has its theoretical bases in the Educational Sciences in its different specialties and educational levels; this is how some relevant aspects are presented, such as: gender, computer science and education.

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

The issue consists of seven approved articles:

The first 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. The manuscript presents an analysis of the conflict between feminist ideology and the Fang culture, one of the various ethnic groups in Equatorial Guinea, Africa. This study is important because it highlights the multiple difficulties that feminist ideology encounters in influencing these people. The main results of this study show perspectives and challenges for an education oriented towards equality between men and women.

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

The third article entitled *Analysis of bilingual intercultural education in the educational institutions of the Tsáchila nationality, Ecuador*, by Victor Sánchez-Raza and Magdalena Rhea-Almeida. The manuscript presents an evaluation of Bilingual Intercultural Education (EIB) in Ecuador and how it has become a focus of discussion in Ecuadorian education due to the coexistence of peoples and nationalities that coexist in the same territory. Its main contribution is the identification of inclusive elements for the cross-cultural curricular axis that should be strengthened in the Unified General Baccalaureate (BGU) in order to contribute to the recovery of the Tsáchila cultural identity, under a socio-educational, qualitative, descriptive and explanatory approach to the teaching-learning process.

The fourth article entitled *Playful Strategies in Learning the Inorganic Chemical Nomenclature*, by Verónica Maila-Álvarez, Helen Figueroa-Cepeda, Elizabeth Pérez-Alarcón, Jefferson Cedeño-López. The manuscript evaluates the incidence of ludic strategies in the teaching-learning process of inorganic nomenclature. Its main contribution is the analysis of active methodologies that promote a change of attitude and allow the contents to be approached in a participatory manner.

The fifth article entitled *Perceptions of inclusive education in Ecuador*, by Francisco Rojas-Avilés, Lida Sandoval-Guerrero and Oswaldo Borja-Ramos. The manuscript presents an analysis of the policy of educational inclusion in Ecuador and its relationship with current pedagogical action in educational settings. The article contributes mainly to innovation in



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pedagogical thought and briefly presents some perspectives and challenges to promote inclusive thinking, but, above all, open to diversity.

The sixth 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. The manuscript presents in a general way, through practical examples, a discursive analysis. Dr. Cynthia Viteri was considered as the subject of analysis, since she is currently one of the most prominent women in Ecuadorian politics and the highest authority in the city of Guayaquil, Ecuador. The main areas that have promoted research are linguistic diversity, the difference in linguistic acquisition according to gender, forms of cultural transmission and, especially, the acquisition and development of communicative competence.

The seventh 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 analyzes the situation of the rights of Ecuadorian teachers in the labor and trade union spheres during the decade of the Correa government. It is an investigation that gathers the opinions of teachers belonging to the sector of public servants run by the State. Among the most relevant results is the fact that most teachers feel that their rights have been violated, especially their labor, union, and civil liberties rights.

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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