



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.

It is a pleasure for Catedra Magazine to present volume one, number one in the electronic version. The theme developed on this occasion has its theoretical bases in the Educational Sciences in their different specialties, and thus some relevant aspects are presented, such as: digital competence, speech symbolization, reflection on the hidden curriculum in the educational context and understanding of gender and culture; in general, the existing relations between society, digital development and the educational process are shown.

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

The volume consists of eight approved articles:

The first article, entitled *Instruction on the use of the template of Revista Cátedra*, by Sergio Luján-Mora and Verónica Simbaña-Gallardo. The purpose of the manuscript is to present and explain the rules of style and the template to be used when preparing an article. The objective is to maintain uniformity and internal coherence.

The second article entitled *Instructions on the structure of the manuscript* of Revista Cátedra, by Verónica Simbaña-Gallardo and Sergio Luján- Mora. The manuscript aims to improve skills in scientific writing through the explanation for the presentation and structure of the article.

The third article is entitled *Blended learning and digital education of university professors*, by Jorge Balladares-Burgos. The manuscript presents a review of different bibliographical sources to investigate experiences and results on the use of hybrid learning, which constitutes an effective modality for the continuous formation of the teaching staff.

The fourth article entitled *Impact on the use of ICTs as a learning tool of mathematics in students of Elementary School*, by Jorge Revelo-Rosero. The manuscript determines the level of impact that the integration of Information and Communication Technologies (ICT) as tools for learning mathematics has on secondary education students in Ecuador.

The fifth article entitled *An infallible relationship among gender, interculturality and biodiversity*, by Germana Borja-Naranjo. The manuscript carries out an analysis of the



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theoretical foundation of the concepts of gender and interculturality in order to demonstrate the relationship between theory and practice, action of the social, cultural, economic and ecological reality.

The sixth article, entitled *Cartography of the being, and meaning of women in the philosophical thought of the ancient and medieval times*, is by Floralba del Rocío Aguilar-Gordón. The purpose of the manuscript is to present reflections on the being, meaning and significance of women in the history of ancient and medieval philosophy; reflections that allow us to understand the protagonism of women in today's society.

The seventh article entitled *The dark side of education: its role in the formation of values, spirituality and ideology*, by Mauro Avilés-Salvador. The manuscript presents a reflection on new references and educational spaces that, in a field of educational sciences, respond not exclusively to a scientific vision -segregated and dichotomizing- but to a more complex and integrating vision that motivates and guides an authentic integral formation.

The eighth article entitled *Taboo and euphemism: the forms of speech in modern Quito society*, by Azucena Escobar-Miño. The manuscript carries out a descriptive analysis with a labeling of the words considered taboo and their replacement by other forms that, within Semantics, constitutes a study of the different changes of meaning that certain lexical constructions undergo in certain contexts. The aim is to understand how society is formed on the basis of linguistic experiences.

Cátedra magazine would like to thank 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/Editors-in-Chief



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