



REVISTA

CÁTEDRA

EDITORIAL

It is a pleasure for the *Revista Cátedra* to present volume four, number one in the electronic version. The thematic developed has its theoretical bases in the Educational Sciences in its different specialties and educational levels; this is how some relevant aspects are exposed, such as education and technology.

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

The issue consists of five approved articles:

The first article, entitled *Teaching styles: a descriptive study from the teaching practice*, was authored by Pablo Burbano-Larrea, Mirian Basantes-Vásquez and Isabel Ruiz-Lapuerta. The manuscript aims to determine the teaching styles of teachers in an educational institution. The authors use a methodology with a quantitative and descriptive approach, being a cross-sectional study. In their conclusions, they point out that most of the teachers' teaching style is dynamic. When integrating the results between the analytical and systematic styles, they found that most teachers have characteristics of rather traditional styles. They also found that in teaching practice, combined styles such as analytical-systematic and dynamic-practical are observed. Among the teachers investigated, they state that women have a prevalence of the dynamic teaching style, while men mostly have an analytical teaching style.

The second article entitled *Innovation of relational-communicative contexts for a transforming education*, by Maritza Crespo-Balderrama and Diego Tapia-Figueroa, was written by Maritza Crespo-Balderrama and Diego Tapia-Figueroa. The manuscript arises from the question of how to generate transforming processes in educational contexts, taking into account that education in Ecuador is still marked by the hierarchization of knowledge and relationships that seek homogenization and standardization. For the process an innovative perspective was chosen, the social-relational constructionism, which looks at care and education as creative, assertive and proactive appropriation of everything that happens to us in life: links, jobs, relationships and meaningful encounters; whose permanent learning processes need spaces for reflection and accompaniment. The authors conclude by indicating that the study carried out shows that freedom, dialogue, curiosity, critical reflection and respect for difference and relational ethics enhance educational contexts and generate transformations that contribute to a dignified life and to the construction of possibilities and common well-being.

The third article entitled *Challenges and achievements of the implementation of interactive groups in a learning community*, authored by Bolívar Villarreal-Yazán,



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Verónica Maila-Álvarez, Helen Figueroa-Cepeda and Elizabeth Pérez-Alarcón. The manuscript arises from the need to evaluate the achievements and challenges regarding the implementation of a new educational methodological strategy proposed in Ecuador. This work is descriptive and qualitative, and considers as a case study the Antisana Educational Unit, an institution located in a rural context in Ecuador. According to the authors, the main achievements were egalitarian dialogue, transformation and solidarity, as principles of dialogic learning, in addition to student leadership and empowerment of the zone of proximal development. Difficulties were noted such as empowerment, superficiality of instrumental activities and low participation of some students, teachers and volunteers. Finally, it was pointed out that it is necessary to propose collaborative activities and integrate other social actors as volunteers. Aspects that will strengthen inclusion and social cohesion.

The fourth article, entitled *The approach to virtual education from a holistic perspective in the face of the COVID-19 pandemic*, was written by Dina Inga-Lindo and Felipe Aguirre-Chávez. The manuscript emerges from the empirical experience and the review of various scientific papers that approach their studies from a panoramic view of people, in order to determine to what extent the virtual education approach complies with imparting holistic learning in university students. The results according to the authors were analyzed statistically indicating the reliability of the instrument applied to five dimensions with their respective items, in a high range of 0.933, they affirm that the tests were satisfactory. They conclude by indicating that the virtual education provided has a holistic vision due to the positive effects of satisfaction found in university students. They emphasize that it is necessary to use digital tools in an intelligent, multidimensional, flexible and disciplined manner that promotes active learning, based on the asynchronous and synchronous system.

The fifth article, entitled *Use of Kahoot as a motivating element in the teaching-learning process*, was authored by Juan Rojas-Viteri, Alex Álvarez-Zurita and Diego Bracero-Huertas. The manuscript arose from the need to generate in the researched students the desire to learn while having fun. The general objective of the research was to analyze the use of Kahoot as a motivating element in the teaching-learning process. The methodology used by the authors in structuring this work was empirical-analytical and descriptive. In addition, quiz-type questionnaires were used throughout the 2019-2020 school year to reinforce the topics covered in each class, which allowed them to statistically measure the students' preference for the use of Kahoot. They point out that the results revealed that the students investigated showed to be motivated at the moment of learning, as well as at the moment of being evaluated, since they felt no pressure to respond. Finally, it was demonstrated that Kahoot is a digital tool that motivates students to attend classes and participate more actively in the classroom.

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

Directors/Chief Editors



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