



REVISTA

CÁTEDRA

EDITORIAL

It is a pleasure for the Revista Cátedra to present volume four, number two in the electronic version. The thematic developed has its theoretical bases in the Educational Sciences in its different specialties and educational levels; thus, some relevant aspects are exposed, such as education-Informatics, mathematics, interculturality, gender and philosophy.

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 six approved articles:

The first article entitled *Teachers' Appropriation of Technological Capital during the Covid-19 pandemic*, authored by Lizbeth Ponce-Tituaña and Alex Lucio-Paredes. The manuscript describes the limited resources and capabilities of Ecuador to generate non-face-to-face education processes, educational inequality and the digital divide that arose from the Covid-19 pandemic. The objective of this research is framed in the challenges to give continuity to education through the analysis of the forms and levels of appropriation of Technological Capital in its state. The data collection method was the survey. The 38-question questionnaire was applied to 109 teachers. The results showed that the mean of teachers' embodied technological capital is 11.1 % Advanced, 20.4 % Intermediate, 21.8 % Medium, 27.1 % Basic, and 13.1 % Null. In the last 6 months prior to the study, 72% of teachers received a training certificate on digital competencies. The dominant forms of objectified capital are laptop and smartphone. 35.8 % from 10 to 20 megabytes, 34.9 % from 1.5 to 5 megabytes and 22.9 % from 30 to 40 megabytes in internet speed. The authors conclude by indicating that education is a responsibility of the State, and it should allocate the necessary resources to provide teachers with technological tools, train them and certify them in the use of ICTs free of charge, permanently and in a timely manner.

The second article entitled *Design of an educational mobile application through App Inventor to reinforce the learning process in operations with whole numbers*, by Cristhian Quishpe-López and Santiago Vinueza-Vinueza, was written by Cristhian Quishpe-López and Santiago Vinueza-Vinueza. The manuscript arises from the need to develop and implement new technologies that help to enhance learning. This proposal analyzes the impact of an educational mobile application designed on the App Inventor platform, which seeks to help reinforce the learning process of integer operations. We took advantage of the ease of use presented by the free online platform, to structure in a striking way all the content according to the academic level of the user. Thus, several screens were developed in the application called MatEstudio, each of these screens serve to strengthen the learning process.



[Licencia Creative Commons Atribución 4.0 Internacional \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/)

Subsequently, a survey was applied, in which, based on the results obtained, it became evident that there is a problem for the correct understanding of the theory and practice of operations with integers. The authors conclude by indicating that it is feasible to implement an Educational App to reinforce the learning process of operations with numbers. However, there are several limitations, among the main ones, the access to the network and the poor use of the program by the user.

The third article entitled Perception about textbooks in the teaching-learning of Mathematics, authored by Ángel Montaluisa-Vivas, Edgar Salas-Jaramillo, Leonardo Canga-Unda and Adriana Ponce-Benavides. The manuscript analyzes the textbooks that are used as a necessary resource in the teaching-learning process of Mathematics. The purpose of this research is to determine the level of satisfaction that textbooks generate in students and teachers. It should be emphasized that the Ministry of Education provides this school material free of charge to all public institutions in the country and, therefore, motivates research on its application and use. The results are expressed by levels of schooling, both in the General Basic Education sub-level and in the General Unified High School, and by the curricular elements studied. The authors conclude by indicating that the objectives proposed for the Unified General Baccalaureate have a higher level of satisfaction than those declared for General Basic Education, and also indicate that for both levels there is a medium level of satisfaction with the elements investigated in the textbooks, which means that the students who use them are not oriented to continue more complex learning.

The fourth article entitled The intercultural mexiquense university and rural and indigenous communities. Strategies of rapprochement and linkage experiences, authored by Zuzana Erdösová. The manuscript describes the educational model of the intercultural university and aims at the construction of knowledge in conditions of equity and dialogue with native peoples, however, due to the neoindigenist ideological load of the educational model, the theoretical approach and actual practices often differ. This article analyzes the ways in which a specific university, the Intercultural University of the State of Mexico, relates to the indigenous communities of the region. The findings are based on an analysis through the testimonies of a series of indigenous and non-indigenous protagonists, involved in the processes of Community Liaison, one of the axes of the educational model. The author concludes by indicating that the university-community relationship is characterized, on the one hand, by the openness of the University to the initiatives arising from the communities, including the students who come from them, but, on the other hand, by a modernizing attitude that gives priority to the notions of economic development understood in neoliberal terms before the cultural autonomy of the development of the native peoples. In this sense, demystifying the hegemonic educational discourses becomes of primary importance to ensure the transparency of the educational system and its functionality in the context of ethnic diversity.

The fifth article entitled *Gender roles in the fang family concept: a differential socialization system*, authored by Pedro Bituga-Nchama. The manuscript focuses on



[Licencia Creative Commons Atribución 4.0 Internacional \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/)

making visible the gender roles, products of the differential socialization of the Fang family concept. This fundamental objective shows that since the family is an institution in which the first socialization of people takes place, the Fang family model is not far from this standard, because the way of socialization within this culture means that men are assigned different roles than women. In order to better study this issue, a quantitative methodology has been used, based on the descriptive method, which has made it possible to reflect the incidence of this phenomenon in the selected population group. The author concludes by reaffirming that traditional gender roles are promoted in different ways within the concept of the Fang family, fostering an education of dependence, where the cognitive and personal skills of women are always undervalued by the Fang patriarchal system.

The sixth article entitled *The concept of guilt from the main referents of contemporary philosophy*, authored by Floralba Aguilar-Gordón and Karol Batallas-Almeida. The manuscript discusses the concept of guilt from Nietzsche, Heidegger, Jaspers and Ricoeur as the main referents of contemporary philosophy that have addressed this topic. The article reflects on the different conceptions of guilt and its relation to the modern subject, its existence, transcendence and responsibility. The methodology used for the structuring of this document is supported by the main guidelines of qualitative research, it relies on the bibliographic review, the analysis of texts, and consequently, the hermeneutic method for the interpretation of theories, categories, principles, doctrines and conceptions. The authors indicate that in a technified era, dominated by the utilitarian and consumerist tendency, mass production and the alienation that the human being lives with respect to himself, it is essential to rethink about authenticity, individuality and subjectivity in unique contexts such as Ecuador.

Catedra Journal thanks 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



[Licencia Creative Commons Atribución 4.0 Internacional \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/)