



REVISTA

# CÁTEDRA

## EDITORIAL

Within the framework of Educational Sciences, the *Revista Cátedra* presents to its selected readers the digital version of the sixth volume, number one. In this opportunity, new approaches are presented around technological tools for pedagogical performance, inclusive methods for students with functional diversity, considerations on the pedagogy of solidarity, cultural identity, and vocational orientation. Particularly noteworthy in this opportunity are important socio-educational reflections in the university context. Each of the published research papers reflects the authors' commitment to the Social Sciences and teaching performance in order to address a series of concerns both in the context of national education and in international cultural scenarios.

In this sense, the first of the articles, entitled Impact of virtual classrooms in the training of human talent in health at the General Teaching Hospital of Calderón-Ecuador, whose authors are: Luis Olmedo-Pérez, Patricia Benavides-Vera and Fernando Durán-Lucio, addresses the impact of teaching through the virtual classroom platform as a result of the covid-19 pandemic. This is quantitative research aimed at teachers and undergraduate and rotating internship students of Medicine, Obstetrics and Nursing of the cohorts of the Faculty of Medical Sciences of the Central University of Ecuador and who fulfill their assistance and academic activities in the General Teaching Hospital of Calderón. The results of the research also aspire to contribute to the didactic process of other Higher Education Institutions in order to improve the training of aspiring health professionals who are currently under this new modality of virtual studies.

Similarly, oriented to the study of new information technologies, the second article analyzes the behavior of Web 2.0 as a tool for university teaching in times of the covid-19 pandemic. The study, by authors Jorge Revelo-Rosero, Ana Yaguana-Campos, Verónica Cadena-Heredia and Clara Andrade-Erazo, aims to determine the use of digital resources for the development of curricular contents in Higher Education. Both the perceptions of teachers towards the application of teacher training programs regarding the use of ICT and the implications that could have an institutional policy that enhances such teacher training in the use and application of ICT in university classrooms, are aspects that seek to improve the quality of higher education adapted to the impact caused by the pandemic covid-19, to develop autonomous and collaborative work in their students.

As a third article, the author Olga Delgado-Zambrano presents her study Implementation of parental control applications in the use of the Internet as technological support tools for academic performance, whose objective was to diagnose the parental control that the representatives of the "Tarqui" Fiscal Educational Unit, in the city of Manta, province of Manabí - Ecuador, carry out on the content that minors handle on the Internet. The authors emphasize that despite the precautions or actions taken by the representatives to monitor the Internet activities of minors, there is a need for an adequate tool through the use of computer programs or mobile applications to carry out this activity in real time, taking into account that parental interaction to ensure a good use of the Internet can support the academic performance of students and therefore positively influence their performance.

The fourth article, called Vocational and professional orientation as an alternative in the choice of university careers, belonging to the authors: Francisco Dillon-Pérez, David Rojas-



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Londoño, Elizabeth Lara-Ramos and Irina Freire-Muñoz, talks about the lack of professional orientation and the construction of vocational tasks that consolidate the choice of career of students in the third year of high school who aspire to enter the Higher Education system. The approach used was quantitative of explanatory and correlational type, supported by a qualitative analysis process of interpretative hermeneutic type. The results of the study could help students in their third year of high school, from different public and private institutions in Ecuador, to choose through a conscious decision their professional career aligned to their particular life project and aptitudinal potential.

In this same framework of the Epistemological contributions offered by higher education, *Pedagogies of solidarity: service-learning model for social transformation. A view from the university* corresponds to the fifth article included in the current issue of our journal. Its authors: César Perdomo-Guerrero, Ana Pirela-Hernández and Belkis Rodríguez-Villasmil, emphasize the need to analyze the pedagogy of solidarity in the face of what they call the expiration of conventional educational paradigms in today's society; which would influence the design of better models of educational intervention that promote the formation of values and principles. This implies the protagonism of several actors: teachers, students, governments and society in general, in order to understand that this learning in solidarity involves assuming a position regarding the commitment to the society we wish to build.

Article number six, entitled *Evaluation of the managerial process in the interaction of students with functional diversity in the university environment*, by the authors Víctor Zapata-Achig, Milagro Yustiz-Ramos and Paulina Meneses-Vásconez, aims to strengthen and consolidate creative actions to increase knowledge in the search for technological advances in educational management, capable of attracting a greater number of students with functional diversity to insert them into the occupational world. In addition, this research observed practices characterized by rejection, segregation and exclusion of students with functional diversity, in a constant search for themselves and their families to find an educational space where they are recognized and accepted.

As the seventh article, we present the study *Inclusive methods for reading ability: the case of students with moderate intellectual disabilities*, authored by Celinda Pisco-Sánchez and Lubis Zambrano-Montes. This research corroborates that inclusive methods are educational strategies aimed at the attention of diversity and, as such, present specificities directed to the development of adequate pedagogical practices implemented with the support of an adequate educational policy. The research allowed defining the characteristics of the work techniques applied to students with moderate intellectual disabilities, highlighting among them the flexibility in the management of tactics for the personalization of the diverse learning experiences in their reading comprehension processes.

The eighth article is entitled *La Chakana as an intercultural methodological instrument for strengthening reading comprehension*. Leslie Núñez-Zurita, in this study, indicates how the great variety of methodologies aimed at improving the teaching-learning process has usually been centered on the traditional methodology of knowledge transmission. However, recent times have revealed a new way of interacting with knowledge with alternative proposals. In this sense, the Andean Chakana is an alternative didactic resource that can improve critical thinking in 5th



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grade students of the "Cardenal Spínola Fe y Alegría" educational unit. The teacher argues that, in the face of the evidenced shortcomings and according to the benefits offered by this alternative methodology under the Andean cosmovision, the Chakana forges spaces for a comprehensive education that involves harmonizing knowledge through reading comprehension focused on the student's contact with the nature that surrounds him/her.

Finally, the ninth article entitled *The culture for the recognition of the identity: case of the fang culture of Equatorial Guinea*, by Bonifacio Nguema Obiang-Mikue, closes this edition of our journal. This work, from philosophical and anthropological perspectives, addresses the concern for the decadence and decline of the culture of the Fang ethnic group of Equatorial Guinea. Since this is a research that addresses a sociocultural issue, its author has thought it convenient to adopt a qualitative methodology to examine the impact of culture as a recognition of the Fang identity; with this argument, according to Obiang Mikue, the identity of the black African Bantu, in general, and of the Fang in particular, is externalized in its different cultural manifestations such as dance, art, religion, among others.

We hope, as has always been our interest to consolidate our position as an organ for the dissemination of socio-educational research, that this issue will continue to be useful to the critical eye of our readers, whom we thank for their confidence in maintaining us as a reference in the academic debate in the Educational Sciences.

Luis Cuéllar  
Managing Editor



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