



REVISTA

CÁTEDRA

EDITORIAL

It is a pleasure for the *Revista Cátedra* to present volume six, number two 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 Informatics, gender and education.

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 eight approved articles:

The first article entitled Digital narratives as innovative didactic strategies for Initial Education teachers authored by Stephanie García-Mera and Marcela Silva-Jiménez. This study is based on the need to incorporate digital narratives as learning strategies in early childhood education, taking into account that teachers are currently faced with new challenges due to the current situation caused by a post-pandemic. The manuscript highlights the creation of a Storytelling Web page (Viviendo el ayer) consisting of material created for use by teachers. This page is an easy-to-use, eye-catching tool that aims to generate emotions that provide rewarding experiences for children.

The second article entitled Artificial intelligence for analyzing academic performance in higher education institutions. A systematic literature review, authored by Patricia Jimbo-Santana, Laura Cristina Lanzarini, Monica Jimbo-Santana and Mario Morales-Morales. The manuscript reviews research that has been developed using artificial intelligence techniques to analyze academic performance in higher education institutions. The scientific databases Web of Science, Scopus, and IEEE Xplore have been considered. Among the results obtained, it can be indicated that the most used techniques for the prediction of academic performance are: neural networks and decision trees. The authors conclude by indicating that the application of artificial intelligence can improve the efficiency and accuracy of assessment, and provide valuable information for decision making and improving the quality of education.

The third article entitled Teaching competence in future Computer Science teachers in Ecuador, authored by Juan Rojas-Viteri and Alex Álvarez-Zurita. The manuscript diagnoses and analyzes the level of mastery in the 5 areas of digital competence in the students of the Pedagogy of Experimental Sciences of Informatics of the Central University of Ecuador. The instrument that was applied was created by the teachers: Débora Martín Rodríguez, María Saénz, Raúl Santiago and Edurne Chocarro, professors from two renowned universities in Spain. To measure the reliability of the questionnaire, Cronbach's alpha coefficient was used for dimensions of digital



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competence in teaching, obtaining a score of over 0.90. The methodology used was empirical-analytical and descriptive, using non-probabilistic sampling at the convenience of the researchers; the respondents were 161 students from different levels and subjects. Among the main conclusions found were that the least developed areas of teaching digital competence are problem solving and safety.

The fourth article entitled E-book: a gamified didactic resource for learning Natural Sciences, was authored by Rossana Benavides-Velasco. The manuscript responds to the need to improve teaching and learning processes through the use of Information and Communication Technologies (ICT). The methodology is quasi-experimental and consists of two groups: 135 students in the experimental group (EG) and 115 in the control group (CG). A pretest and posttest were used with a questionnaire validated through expert judgment, Cronbach's alpha was 0.80, which proves the reliability of the questionnaire. The results were relevant as they significantly improved the students' interest and motivation to learn, directly influencing their academic performance, which was demonstrated in the averages obtained: the GE reached an increase of up to 4 points as opposed to the GC, which decreased one point when performing the activities in a traditional manner.

The fifth article entitled Intimate partner violence among college students, by Johanna Bustamante-Torres, Pablo Burbano-Larrea and Ana Isabel Cano-Cifuentes, was written by Johanna Bustamante-Torres, Pablo Burbano-Larrea and Ana Isabel Cano-Cifuentes. The objective of the manuscript was to determine the prevalence of violence in intimate partner relationships in students of the Psychopedagogy and Educational Psychology careers of the Universidad Central del Ecuador. This study was developed under a quantitative, descriptive, documentary and field approach. The results identified the naturalization of violence in the study population, most of whom reported having experienced violence in their relationships. The authors point out that violence is attributed to the cultural factor, and that its main etiology comes from psychological and sexual aggression.

The sixth article Feminism in Equatorial Guinean literature: an approach to the socio-educational study of the novel Ekomo by María Nsue Angüe, authored by Pedro Bayeme Bituga-Nchama, Marcelo Beká Nsue-Nsá, María Soledad Ayíngono-Edú and Anita Hichaicoto-Topapori. The manuscript studies the feminist perspective of this novel to learn about its socio-educational content and to promote socio-cultural changes that allow for a more equitable and inclusive society. A qualitative, descriptive approach was used in the methodology. The results reflect the inconsistencies of male discourses, as well as the injustices and asymmetries of gender relations in Equatoguinean society. The authors conclude by indicating that it is necessary to disseminate the novel Ekomo from the academic sphere, since its content is pedagogical.

The seventh article, entitled Student access to the National University of Equatorial Guinea: prior guidance needs, was written by María Lourdes Nso-Mangue, Beatriz Malik-Liévano and Juan Llanes-Ordóñez. The manuscript diagnoses the orientation needs of university students in Equatorial Guinea, prior to their access to university. The methodology used was a quantitative, non-experimental, exploratory-



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descriptive approach through a survey. The results indicate that there is little information regarding the choice of career, as well as the career enrolled, and therefore, there is a diversity of academic problems and dissatisfaction with current studies. The authors conclude that it is necessary to present projects of academic-professional orientation in the choice of a university career to meet the needs and difficulties faced by Equatoguinean students throughout their university education.

The eighth article, entitled Functionality of research competencies in the application of the Integrating Knowledge Project with undergraduate students, was written by Kléver Cárdenas-Velasco. The manuscript analyzes the incorporation of the Knowledge Integration Project (PIS) as an innovative learning strategy that changes the role of teachers and students. The author points out that in the application of this project, teachers will have to assume the formation of research competencies in their students, and students will have to develop collaborative learning. The results of this study indicate a better interaction between teachers and students, a change of methodology in the teaching and learning process, with new challenges and commitments.

Cátedra 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 submit their research papers related to Educational Sciences in their different specialties and educational levels.

Directors/Chief Editors



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