



REVISTA

CÁTEDRA

EDITORIAL

It is a pleasure for Revista Cátedra to present volume eight, number one, in its digital version. The topics covered in this edition are based on the Educational Sciences, covering various specialties and educational levels. In this way, highlights of each academic work are presented, addressing areas such as educational innovation, educational resources, Philosophy of Education, and Educational Management.

The contents included in this issue stand out for being developed according to the standards of research methodology. In addition, they have been prepared with academic rigor, evaluated through a double-blind refereeing system and supported by both practice and teaching theorization.

This issue consists of seven approved articles:

The first article entitled *Development of research competencies through artificial intelligence*. An innovative approach by authors Cardenas-Velasco Kléver, Moreira-Benavides Jesenia, Amores-Pacheco Celia and Nunez-Santiana Mariela highlights the need to incorporate artificial intelligence in education to optimize active learning and solve the problem of lack of knowledge about artificial intelligence in teachers and students. The main objective is to improve the educational process by integrating artificial intelligence and fostering research skills, with a focus on the ethical dimension of its use. In addition, the study is supported by analytical-synthetic methods, documentary analysis and specialized literature review, concluding that it is crucial to progressively implement artificial intelligence in educational institutions. This requires adequate virtual support to facilitate the development of research skills and promote cooperative learning.

The second article *Study of emotional intelligence using the Bar-on IQ inventory in students of the Faculty of Philosophy* by authors Taramuel-Villacreces James, Pérez-Narváez Hamilton and Rosero-Celi Yessenia addresses the challenges of higher education in integrally training students in an environment that demands emotional intelligence to manage complex situations. Emotional intelligence is key to developing interpersonal skills, adaptability and stress management, which are fundamental for personal and professional success. The study uses Bar-On multifactorial model, which combines emotional and social skills, and employs the Emotional Quotient Inventory (EQ-i)-S to assess five dimensions of emotional intelligence. The results show varying levels of emotional intelligence, influencing the social, academic and professional spheres. As a conclusion, it is recommended to create spaces for reflection between teachers and students to work in areas such as emotional self-awareness, self-regulation and interpersonal skills, promoting the integral development of university students.

The third article *"Voices of fear": Latin American terror podcasts for the development of oral expression in higher basic education students* by authors Cabrera-Quirola Emilia and Peñafiel-Peñafiel Viviana starts from the fact that the development of oral expression in higher basic education students in Ecuador is still a challenge, since most teachers use traditional methodologies that limit the active participation and creativity of students. These skills are essential for academic, professional and social success, but traditional methods such as expositions and reading aloud have not achieved significant results.



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

Therefore, this study proposes the use of Latin American terror podcasts as an innovative teaching strategy that, supported by information and communication technologies, can enhance oral expression by connecting technological and cultural aspects. In conclusion, it is affirmed that the incorporation of Latin American horror podcasts could be an effective tool to improve students' oral expression skills, fostering a more dynamic and culturally enriched learning.

The fourth article, *Creative writing teaching techniques on the development of written expression*, by authors Chasi-Solórzano Byron, Nuñez-Zumba Crsitina and Araujo-Chalá María José, analyzes how the lack of creative writing teaching techniques affects the learning of written expression in students of General Basic Education (EGB) in Ecuador. For this purpose, a quantitative approach with a quasi-experimental pre-posttest design is used. The results show that these techniques significantly improved aspects such as spelling, sequence, calligraphy and narrative creativity. In addition, the students who participated in the study were able to express ideas more clearly, coherently and appropriately to the communicative context. In conclusion, the incorporation of innovative techniques in teaching enhances written expression and promotes divergent thinking, highlighting the importance of teacher commitment in improving educational practices.

The fifth article *Contributions of the philosophy of education to the development of critical thinking* by authors Cherres-Vargas Diana and Aguilar-Gordón Floralba addresses the crisis of critical thinking in students, caused by the constant exposure to immediate and unverified information, which affects their capacity for analysis and reflection. From a humanistic-critical perspective, the philosophy of education analyzes the state of the educational system and proposes a normative framework that evaluates and develops strategies to revitalize critical thinking in education.

The sixth article *The Concept of the Person in the Bantu-Fang Culture* by author Ncogo-Ndong analyzes the loss of cultural identity in the youth of Equatorial Guinea in the face of globalization, highlighting the importance of reflecting on the concept of the person in order to rediscover their identity. The study focuses on Bantu-Fang culture and examines how this concept may have been affected by colonization, using an analytical-descriptive approach based on the analysis of the Fang language. The results show that the Fang concept of personhood did not undergo acculturation, as colonization mainly affected the tangible cultural heritage, leaving the intellectual and conceptual aspects intact. In conclusion, for the Fang culture, personhood implies both belonging to humanity and compliance with community values and norms, underlining the need to preserve cultural identity in a globalized context.

Finally, the seventh article *Leadership: analysis of professional management performance in educational institutions* by authors Quishpe-Mosquera Kleber and Cevallos-Benavides Diana analyzes the leadership style in four types of educational institutions (fiscal, fiscal-commissioned, municipal and private) and its relationship with educational quality standards in professional management performance, based on audits conducted by the Ministry of Education of Ecuador. Using a mixed approach, data were collected through surveys of teachers and managers, in addition to interviews with various experts. The results indicate that transformational, distributed, dialogic and sustainable leadership styles have a significant relationship with the dimensions of professional managerial performance. In addition, it is concluded that there is a high correlation between distributed and sustainable leadership styles and pedagogical management, highlighting the need to strengthen managerial competencies in these styles to improve compliance with educational quality standards.



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

The Cátedra journal extends its gratitude to all the authors and article reviewers who have contributed to the realization of this publication. It also invites the academic community, both nationally and internationally, to send their research papers related to Educational Sciences in their different specialties and educational levels for their evaluation and publication in a future issue.

Directors/Editors-in-Chief



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