



REVISTA

CÁTEDRA

EDITORIAL

For the editorial team of the Cátedra magazine, it is satisfying to present in each of its issues valuable research in the socio-educational context. On this occasion we show to the academic community the results of eight scientific articles with high methodological rigor, whose refereeing and publication process corresponds mainly to interdisciplinary dissertations on local and national didactic problems.

The first article, with an emphasis on literary pedagogy, corresponds to the authors Glenda Viñamagua Quezada and Paúl Puma Torres; it is entitled "Alterity, introspection, self-knowledge in the works Bruna Soroche y los Tíos and La pasión según G.H.". Framed in the hermeneutic, critical, and interpretative analysis, this research is based on the methodology proposed by the thematic and the imagotypes, to approach the religious symbology in the imposition of identity and ethnicity as a social construct product of the look of the center and the periphery. The contribution of this research was to determine in the writing of Alicia Yáñez Cossío and Clarice Lispector how, from fiction, self-recognition is manifested through introspection in the construction of identity. As a second article, we present "The vocational identity of the initial and terminal level in the teaching careers of the Faculty of Philosophy, Central University of Ecuador", belongs to the researchers Wilman Ordóñez Pizarro, Juan Castejón Costa, Byron Chasi Solórzano and Willam Aguilar Veintimilla. The results of this study of ontological-pedagogical nature allow proposing academic strategies to prevent students' desertion while consolidating their personality as future teachers, in accordance with the challenges they will have to assume in today's education. The authorship of the third article concerns Alfredo Figueroa Oquendo, who reflects on "Intrinsic motivation and its impact on the academic performance of university students in Ecuador". The importance of the results of this work lies in the application of gamification as an autonomous, dynamic, and participative cognitive strategy in positive relation to the academic performance of university students. The fourth article is entitled "Use of Information and Communication Technology for Quality Management in the Classroom", authored by Paulina Pauta Ruales. At a time when digital literacy is related to educational quality, the study delves into the management of the baccalaureate classroom, to point out that information technology is not being adequately managed with respect to the stages of planning, organization, leadership, and evaluation of knowledge. It is undoubtedly a wake-up call that opens the debate on the role that information and communication technologies should play in the new paradigms and challenges of the educational scenario.



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The articles from the fifth to the eighth have the particularity of being circumscribed to the teaching-learning process in the field of Biology and Chemistry. In this sense, Fernanda Faicán Juca and Renato Manzano Vela, present their "Open research in laboratory practice to learn Chemistry in high school students". The study points out that students of this discipline are not directly involved in the construction of their own knowledge due to the excessive attachment to the laboratory guide at this educational level. The authors' proposal is oriented to the application of an open, constructivist methodology that allows students to strengthen their research process in the chemistry laboratory. The sixth article "Obtaining vegetable dyes as a didactic resource in Biology laboratories", authored by Raúl Pozo Zapata, Adriana Barahona Ibarra, Jonathan Tigasig Urcuango and Marxuri Vivar Toapanta, is also praiseworthy; it proposes that a natural vegetable dye can be obtained from the Jamaica flower using vinegar as a solvent; the intention is to use this procedure as a didactic resource that allows improving the experimentation in the Biology laboratory. The penultimate article, entitled "In bioethical criteria in demonstrative and experimental practices with animals in the Career of Pedagogy in Chemistry and Biology", under the authorship of Marjorie Murillo Cumbal, Anabel Velasco Chaluisa and Elizabeth Pérez Alarcón, exposes the need to use, in the laboratories of these scientific disciplines, bioethical norms in the study of animals to avoid their unnecessary sacrifice. To conclude, authors Lizeth Simbaña Farinango, Helen Figueroa Cepeda and Mónica Caizatoa Flores, close our current issue with their article "Incidence of procrastination on the academic performance of the subject of Chemistry". These researchers demonstrated that procrastination in homework due to the use of social networks and technological devices negatively affected the academic performance of chemistry students. This is research that invites us to reflect on the teaching role when it comes to behaviorally influence the performance of our students, to help them manage anxiety, improve their self-esteem in the face of evaluative pressure, anxiety and fear of failure.

From the Editorial Board of the *Cátedra* magazine, we hope that the socio-educational issues raised in this issue contribute to the academic debate, as a support tool in the generation of didactic strategies relevant to the requirements of our readership.

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