REVISTA CÁTEDRA

Instrucciones sobre la estructura del manuscrito de la Revista Cátedra

Instructions about the manuscript structure of Revista Cátedra

Verónica Simbaña-Gallardo
Universidad Central del Ecuador, Quito, Ecuador
vpsimbanag@uce.edu.ec
https://orcid.org/0000-0002-7466-7364

Sergio Luján-Mora
Universidad de Alicante, Alicante, España
sergio.lujan@ua.es
https://orcid.org/0000-0001-5000-864X

(Received on: 20/05/2018; Accepted on: 1/06/2018; Final version received on: 15/06/2018)

Suggested citation: Simbaña-Gallardo, V. and Luján-Mora, S. (2018). Instructions about the manuscript structure of *Revista Cátedra. Revista Cátedra,* 1(*1*), 35-52.

Resumen

El presente artículo tiene como objetivo explicar la presentación, estructura y envío del manuscrito de la *Revista Cátedra*. Las instrucciones son de uso obligado, pues, hoy en día, es necesario regirse a normas para que el artículo cumpla con estándares de calidad e indexación. La revista se alinea a la estructura IMRAD, que son las siglas de los cuatro apartados de un artículo: introducción, materiales y métodos, resultados y discusión

Aunque el formato IMRAD solo incluye el cuerpo del artículo hay otros aspectos importantes que se deben considerar: tema, autores, resumen, palabras clave, revisión de la literatura, agradecimiento (opcional) y bibliografía. En este artículo, de una manera clara, descriptiva, concisa y fácil de entender, se detalla cada componente del manuscrito que se debe enviar cuando se quiera publicar con la *Revista Cátedra*. Las instrucciones presentadas en este artículo pretenden mejorar la escritura científica de los manuscritos y garantizar su publicación, pues este es el medio más efectivo que tiene un investigador para mostrar su trabajo y los resultados de un proceso investigativo.

La *Revista Cátedra* tiene como bases teóricas las Ciencias de la Educación en sus diferentes especialidades y niveles educativos; sobre la base de estos principios y la reflexión de la práctica docente, publicará artículos originales, innovadores y estratégicos para fortalecer al perfeccionamiento del proceso educativo y su vinculación con la comunidad científica.

Palabras clave

Estructura, normativa, presentación, publicación, redacción.

Abstract

This article aims to explain the presentation, structure and submission of the manuscript to *Revista Cátedra*. These instructions are of obligatory use so that the article complies with quality standards and indexing. The journal is aligned with the IMRAD structure, which stands for the four sections of an article: introduction, materials and methods, results and discussion.

Although the IMRAD format only includes the body of the article there are other important aspects that should be considered, such as: topic, authors, abstract, keywords, literature review, acknowledgment (optional) and references. In this article each component of the manuscript is detailed in a clear, descriptive, concise way and easy to understand. The instructions presented in this article aim to improve the scientific writing of the manuscript to guarantee its publication, since the manuscript is the most effective means that a researcher has to show his/her work and the results of an investigative process.

Revista Cátedra has as theoretical bases the Education Sciences in its different specialties and educational levels; based on these principles and the reflection of the teaching practice, it will publish original, innovative and strategic articles to strengthen the improvement of the educational process and its linkage with the scientific community.

Keywords

Presentation, publication, regulations, structure, writing.

1. Introduction

This article aims to explain the rules for the presentation, structure and process of a manuscript to Revista Cátedra. The proposed norms aim to improve skills in scientific writing. Writing a scientific article is a fact that is linked to the recognition, relocation and the professional success of the investigator. In this regard, Howe (2000), states “publication in refereed journals and reputable congresses represent the researcher's personal prestige” (p. 22). Nowadays, it is common to measure the academic quality of the institution or the professional according to the number of publications and the importance of its scientific content.

The publication of articles in scientific journals is the last stage of the investigative process. When the manuscript is submitted to publication in an arbitrated journal, the academic peers review it thoroughly in both form and content. *Revista Cátedra* is aligned to the needs of the authors and determines presentation and structuring formats, built under the parameters of the research methodology, with academic and scientific rigor.

The structure of this work consists of six parts: the first describes the guidelines in what is supported *Revista Cátedra*; the second part explains the contents of the Microsoft Word template and some syntactic aspects that are necessary for the submission of articles; the

third details the structure of the article; the fourth part mentions instructions on bibliographic references; the fifth part numbers some tips for writing the manuscript, and the last part explains the process of submission and evaluation of the manuscript in *Revista Cátedra.*

2. About Revista Cátedra

Revista Cátedra has been a means of communication since 1992; the academic voice of teaching was expressed through newsletters whose objective was to improve the quality of education based on the experience, wisdom and knowledge of professors and teaches. On May 2018, the journal is updated, renewed and aligned to the demands of supervisory bodies responsible for monitoring the quality of higher education. The Office of Higher Education, Science, Technology and Innovation (SENESCYT, 2012), in agreement No 2013-157, states that "the Constitution, in article 387, determines the responsibility of the State to promote the generation and production of knowledge, promoting scientific and technological research in order to contribute to the realization of good living" (p. 1). According to these academic and scientific perspectives, *Revista Cátedra* emerges as a space that creates and disseminates articles oriented to the improvement of the educational process and its linkage with the society.

Revista Cátedra, with the aim of assuming an effective participation in the society, aligns itself with the fulfillment of the objectives and policies of the Good Living National Plan, in which the orientations are embodied to comply with the Government program to guarantee the rights of the citizens; for example, objective 2 points out that "the higher education system constitutes a powerful agent for the empowerment of the citizen capacities, when they generate appropriate contexts for the development of 'positive freedoms' with emphasis on scientific research" (p. 162). The Journal agrees with these guidelines and promotes scientific exchange networks based on Education.

Education Sciences, in its different specialties and educational levels constitute the theoretical basis of *Revista Cátedra*. The diversity of disciplines allows analyzing and explaining the educational phenomena in their multiple aspects, as well as understanding the dynamics in the teaching-learning process. *Revista Cátedra* promotes the dissemination of articles from a multidisciplinary approach; the Education Sciences that make up these knowledge are: Pedagogy of the Experimental Sciences Informatics, Pedagogy of the History and the Social Sciences, Pedagogy of the Language and the Literature, Initial Education, Pedagogy of the Experimental Sciences of Mathematics and Physics, Pedagogy of the Experimental Sciences Chemistry and Biology, Pedagogy of National and Foreign Languages English. These careers are described below according to the mission, the vision and the teaching practice.

- **Pedagogy of the Experimental Science: Informatics**
  The School of Informatics is presented as a challenge for education, it works in parallel with the technological innovations that characterize society nowadays. Due to the permanent advances that occur in this field, the school is renewed continuously; it constitutes the process of technological mediation to promote and accompany the teaching-learning process from the different technological aspects and demands that this entails. The subjects in the curriculum are presented as a means of vital communication in the interaction and the social organization, in this way they foment new forms of more interactive and global learning, which help the student to have computational domain, as well as creative and critical thinking.

- **Pedagogy of History and Social Sciences**
  This branch of study contributes to society as it transforms the present and allows a projection into the future by educating teachers with skills in the analysis and understanding of historical facts; it contributes to the construction of the environment and history. The professionals who are trained in this school can perform in different work spaces related to the educational field, as in the formal education system, where programs are fulfilled based on the scientific knowledge and in the achievement of the critical thinking sustained in the analysis. Another space for the application and practice of this knowledge are the community educational institutions, which emerge as inclusion spaces to foster awareness and change from within the human being.

- **Pedagogy of Language and Literature**
  The School of Language and Literature has a tradition in the training of professionals with solid knowledge of language, both in their traditional conception and in the new theories that arise to understand it in their different ways. In the literary field, the study is focused on knowing and analyzing the literary production that has emerged in contexts of each nation. The whole of this knowledge is directed to the future professionals to cultivate an analytical and critical capacity on language, as it is considered a living entity. Likewise, the academic competences related to the literary area are oriented towards the mastery of concrete theories and methods that lead scientifically to the comprehension of the text, to the construction of meanings and successful critical judgments. Moreover, it must also be considered that the career motivates the literary creation, the theatre and spaces of analysis and reflection on the use of Spanish. In this way, disciplinary academic excellence is built between the arts of language and culture.

  • Initial education
  The initial education career is one of the most accepted careers in the Faculty of Philosophy, it is formed by professionals with the capacity to respond effectively, efficiently and according to the context to the particular requirements of early childhood; the theoretical and practical inputs are determined to teach according to the demands of the current societies. Thus, the formative work of future teachers of this level is aimed at acquiring tools to achieve that their learners raise a level of independence, self-sufficiency and performance criteria, based on values, knowledge and acceptance of the culture that sets them up. The integral training of the learners at this stage is one of the worries of the career, so it is also working in the application of strategies and innovative tendencies

- **Pedagogy of mathematics and physics**
  This career is focused in the fact that the future teachers understand the teaching of mathematics and physics as a strategy for understanding the phenomena that occur in the environment and in the daily life. In this way, the management in the mechanics of the calculation, the capacity of deduction and induction of laws and logical and scientific principles form a synergy that allows the future teacher to tie the formal knowledge of the mathematical science and of the physics with the explanation of natural facts. This bond that has been achieved functions as a hinge that unites the formality of theory with close facts. The vision that is applied in the teaching of these sciences implies an integral domain (cognitive, affective and

procedural) to achieve an approach and the understanding of the students in the construction of meaningful learning.

- **Pedagogy of the Experimental Sciences: Chemistry and Biology**
  The study of chemistry and biology is a scientific-technical branch specialized in natural sciences. This school explores the diversity of actions and elements of everyday environments to get the theory to have a solid theoretical foundation in the practical application, where knowledge of formal education is combined with everyday and natural situations, so that the observation and analysis of these spaces become the main laboratory. Thus, the pedagogical training, the practice and the contents revitalize the curriculum. In the same way, the future teachers are endowed with tools that allow them to investigate and experiment, contributing in this way to the educational and social transformation.

- **Pedagogy of National and Foreign Languages: English**
  The professionals who are trained in this career have the possibility of entering into another culture through language. The dominance of this competition allows them to be more efficiently inserted in the process of global integration of current societies. The pedagogical preparation that accompanies the learning and future transmission of this foreign language, both to children and to young people and adults, is designed to develop linguistic competences based on social needs and experiential cases, being this the best way to master a foreign language. Future teachers of this career have the possibility to teach not only another language, but the culture that comes from it, so the methodologies and techniques used for their transmission are experiential.

- **Psychopedagogy**
  The aim of the study program is to analyze the main methodological proposals for problem solving in an interdisciplinary way. Develops psycho-pedagogical intervention programs with an emphasis on improving the teaching-learning process. Exercising the professional work with ethics, responsibility and social awareness is another aspect of the career praxis.

In the description of these careers it can be determined that the philosophy that bases them is a significant contribution to the field of research, where the common factor is the work with the human being, its context and its environment; based on these guidelines, will be able to consolidate and renew multidisciplinary scientific articles, unpublished, developed under the parameters of the research methodology, written with academic rigor and based in the teaching practice.

Revista Cátedra is aimed at all national and international researchers interested in publishing quality works that contribute to the improvement of the educational process.
Scientific papers submitted to the journal will be filtered through the peer process for validation. Articles to be published must comply with certain standards, it is necessary to conform to specific formats in order to meet quality requirements, reason for which *Revista Cátedra* has worked on the construction of these requirements for guiding the author in the presentation, structure and submission of the manuscript.

3. Presentation and structure of the manuscript

The instructions on the presentation and structure of the manuscript that *Revista Cátedra* presents are aligned with national and international publication criteria and standards, such as the Office of Higher Education, Science, Technology and Innovation (SENESCYT), the United Nations Educational, Scientific and Cultural Organization (UNESCO), LATINDEX in its catalogue 1.0, 2.0 and Scielo[1].

3.1 Presentation

The manuscripts presented for their publication in *Revista Cátedra* must comply with the characteristics that are detailed in the instructions of the template of the journal. The template details: Font, size, style, alignment, anterior spacing, rear spacing, lining and color as for main text style, title of the article, authors, abstract, keywords, section titles, lists and citations. The followings are detailed aspects that must be fulfilled for presenting the manuscript.

- To write the article with an extension of minimum 10 pages and maximum 20 pages, apart from the title, abstract, bibliography and presentation of the authors.
- To avoid extensive paragraphs and short paragraphs composed of a single sentence.
- To write the article in an impersonal way.
- To quote according to the international standards of American Psychological Association (APA), in its sixth edition.
- To use the accent and punctuation marks correctly.
- To present the manuscript in the Microsoft Word template proposed by the journal.

3.2 Structure of the manuscript

The structure of the manuscript that *Revista Cátedra* presents is aligned to the IMRAD format, acronyms of the four essential sections of a scientific article: introduction, materials and methods, results and discussion (International Committee of Medical Journal Editors, 2018). The IMRAD structure allows to communicate in an orderly, precise and logical way the results of the investigation process, used by doctors, engineers, academics, and in general any professional who wants to write an article. The structure is considered as the axis for all scientific work that wants to be published; although the IMRAD format includes the body of the article there are other important aspects that must be considered as:

- **Title**

---

[1]SENESCYT
https://www.educacionsuperior.gob.ec/wpcontent/uploads/downloads/2017/10/Acuerdo-095-A-2013-Reforma-al-Reglamento-Definicion-de-terminos-becas.pdf
UNESCO
http://acreditacioninvestigadores.senescyt.gob.ec/static/documentos_plantillas/documentos/reglamento_acreditacion.pdf
LATINDEX 1.0 http://www.latindex.org/latindex/revistaselec
LATINDEX 2.0 https://cuedespyd.hypotheses.org/3531
SCIELO. https://www.educacionsuperior.gob.ec/wp-content/uploads/2017/12/GU%C3%8DA-DE-EVALUACI%C3%93N-

Is the first aspect that is read in an article. It must be written in English and Spanish. It must be brief, interesting, clear, precise and attractive to arouse the interest of the reader. The title presents a solution to the problem studied in the article. A maximum of 20 words (including prepositions, conjunctions and other words) is recommended.

- **Authors**
  The authors of an article are those who assume responsibility for the criteria of originality and authorship. The participation order of the authors is according to the importance of contribution in the research process and must contain these data in the following order: name and last name of the author, institution to which he/she belongs, city, country, institutional email and ORCID[2] identification.
- **Abstract**
  It allows identifying in a short way the general content of the manuscript, that is, essential aspects of the research process. The contents of the abstract should include: justification of the subject, objectives, methodology, important results and conclusions. It will have as minimum extension 200 and maximum 250 words.
- **Abstract (in another language)**
  Summary in English or Spanish, with the same extension and structure as the previous abstract.
- **Keywords (Spanish) and Keywords (English)**
  The keywords are directly related to the essential content of the article and serve to locate in bibliographic databases. There must be a minimum of 5 and maximum of 8 words, separated by commas and sorted alphabetically.
- **Introduction**
  It is the first paragraph of the body of the article, and briefly describes the topic, the approach of the problem, the objective of the investigation, the presentation of the idea to defend, the justification, the interest, the importance, the topicality and relevance of the study. Bibliographic citations must be used. Finally, the structure of the manuscript is written.
- **Revision of the literature**
  Is the collection of relevant information. It is one of the most essential parts of the investigative process. Bibliographic sources should be updated and taken from trusted sites, relevant to the development of the research and quoted at the end of the document.
- **Materials and methods**
  This section is written in past tense as it relates what happened in the research process. This is the most important section of the research. The data must be detailed in a precise and logical way so that another author can repeat the study and compare its results. It is the development of a research and usually answers to the following questions: How are we going to investigate?, who are we going to investigate? And what are we going to investigate with?

[2] It is a unique identifier for authors of scientific works; It is the scientific signature to which an author is visualized and is distinguished from others.

- **How are we going to investigate?** It should be taken into account whether the focus is qualitative, quantitative, or both. In order to determine the aspects or components surrounding these approaches, the functions that each of them fulfills in the investigation are detailed in Table 1. The table is created according to the study of Hernández, Fernández and Batistas (2010).

Aspects	**Quantitative**	**Qualitative**
Aim of the investigation	• Explanation • Prediction • Control	• Comprenhension • Identification of a reality • Emancipatory social action
Vision of the reality	• There is a unique reality • Fragmented and reduced to "the information provided"	• There are multiple realities that are socially built • Vision of the reality affected by studies
Relation subject-object of the knowledge	• Describes the phenomena • Testing of theories	• Transforming interaction
Role of the values	• "Neutral" investigation	• Investigation committed and influenced by values
Scientific generalization	• Natural and inmutable laws	• Contextualized explanations
Methodology	• Interventionist-experimental	• Hermeneutics-dialectic • Adequation of the method- object of study • Participative
Design of the investigation	• Predetermined by experts • Rigourously defined	• Open, flexible, never finishes
Emphasis in the analysis	• Quantitative	• Qualitative

Table 1. Paradigms of the investigation. Adapted from: (Aguilar, W. 2012, slides 6-8).

The basic modality to develop these approaches is the field research, bibliographic and experimental documentary and is given through investigative levels, which are defined according to the analysis of the theoretical postulates proposed by Hernández, Fernández and Batistas, (2010) define:

- That a level of exploratory research is given through the review of the literature, the systematization of experiences and the orderly organization of the information collected.
- That the level of descriptive research presents details, compares two or more phenomena characterizes and correlates data of the variable. The variable is a technique that allows the investigator to order the different theories on which its bibliographical research is supported, for this it should be considered that the variables will be consulted in deductive form from

the general to the particular, that is, it starts from: paradigm, theory, thesis, hypothesis, arguments, definitions and concepts.
- That the level of explanatory research verifies, experiences a hypothesis, discovers the causes that caused the problem, analyzes the causes that deepened the problem, explains its consequences and formulates alternatives of solution.

Who are we going to investigate? To the population that is the universe and to the sample that is the subset of the population. The sample is two classes: probabilistic and non-probabilistic or directed. In the probabilistic, as understood, sample elements are selected by means of procedures (selection, number tables, drawing with papers, etc.); and it is given through simple random sample, systematic random and stratified.

- Simple random sample. It is the one in which each element of the population has the same probability of being selected to integrate the sample, this sample should be used when the individuals of the population are homogeneous, it is not recommended when the population is very big, because the individuals present different characteristics.
- Systematic random sample. It is the one that selects for the sample an individual randomly and systematically, for example, the first of every 10.
- Stratified sample. It is used when the investigator wants to highlight a specific sub-group of the population. This procedure is used to observe and compare.

The **non-probabilistic or directed** sample, the author selects participants for one or several purposes, is not intended to provide individuals with equal opportunities to be selected, this type of sample can be used to demonstrate that there is a specific trait in the population, it aims to carry out a qualitative, pilot or exploratory study.

What are we going to work with? With techniques that can be observation, survey and interview.

- Observation technique. Observe, according to the Dictionary of the Royal Spanish Academy and Association of Academies of the Spanish language. (2014). Dictionary of the Spanish language is "to examine attentively, to look carefully and modestly". It is an empirical procedure in which judgments, reflections or feedback should not be issued.
- Survey technique. This instrument by means of questionnaires designed aims to obtain information of the people surveyed.
- Interview technique. Data-collection instrument used by an informant, it is an interested dialogue with a prior agreement and expectations on both sides.

- **Results**

  The realization of scientific research studies implies presenting the quantifiable results; such presentation must have a logical and orderly sequence using illustrative materials (tables and figures). It is recommended to take into account the following aspects to write the results:

- This section is written in the past, although sometimes it is also used the impersonal form ("It has been found that...").
- Tables and figures presenting the most important research results must be numbered consecutively, and must have a title and a source if were not own elaborated (see an example in the template). The titles of the tables and the figures must be brief and clear.
- The results should also be referenced in the text at least once.
- Each result must be justified.
- A summary of the contents of the figures and pictures should also be provided, an explanation without inferences, that is, without interpretative judgments.
- It is advisable to have as a maximum 6 illustrative materials.
- Paragraphs must be used repeatedly.
- Some data can also be presented in text form, in simple sentences with summarized data.
- It is important that the drafting of the results correspond with the research objectives set in the introduction.
- The error and uncertainty measures should be indicated if the investigation so permits.

- **Discussion and conclusions**
  The **discussion** examines and interprets the results presented in the previous section; the followings are some recommendations for writing this section:
  - The author must be careful in not to repeat explicit results, since the idea is to find the answers that have been raised in the analysis of the results.
  - The results should be assessed and graded with respect to the original hypothesis; it is to suggest new knowledge and hypothesis to be verified in other studies.
  - The current contribution of the study should be recognized.
  - It should be explicit, that is, to write literally the conclusions obtained and the theoretical and practical implications that can be inferred from the study.
  - Conclusions should be made without support in the data obtained and avoid superficial discussions, which instead of contributing to enrich the study obscure it and limit it by generating ambiguity for the reader.
  - This section should be written in present. ("These data indicate that...")

  Finally, the **conclusions** of the study are formulated. The conclusions must have an objective and impartial character to avoid mere speculation. Inferring or deducing a truth from others that are admitted demonstrated or presupposes; it is recommended to draw up conclusions that are supported by the findings.
- **Acknowledgment**
  It is directed to those who, without being authors or coauthors, have supported the research in an intellectual or financial way.
- **Reference**
  Bibliographic references will be cited according to APA standards, in its sixth edition. It should be taken into account that the bibliography responds to the authors mentioned in the development of the article.
- **Presentation of the authors**
  Al finalizar el artículo se describirá en el mismo orden de participación y por cada autor dos párrafos: el primero detalla los títulos obtenidos; el segundo relata las

actividades profesionales que desempeña, la temática en la que se basa sus investigaciones y una breve descripción sobre su participación en revista de alto impacto (ver ejemplo de plantilla). No se debe incluir foto. Se aceptará de uno hasta cuatro autores por artículo. Si un artículo requiere de más autores con extensión a un proyecto, se deberá indicar previamente a los editores de la revista.

At the end of the article authors will be described in the same order of participation, and there will be two paragraphs by author: the first details the obtained titles; the second relates the professional activities he/she plays, the topic in which he/she bases the research and a brief description on its participation in a high impact journal (see an example in the template). A picture is not included. One to four authors per article will be accepted. If an article requires more authors with extension to a project, it must be previously indicated to the editors of the journal.

4. Elaboration of bibliographic references.

APA was founded with the purpose of creating publishing standards and good practices in the dissemination of information. APA-style standards come from psychological literature from editors and authors with experience in academic writing and from recognized authorities in the field of editing practices.

Students and researchers generally consult the APA standards publication manuals for their articles to comply with writing standards, as it should be considered that an investigation is complete when the results are shared with the scientific or academic community in favorable media (scientific journals) and with standards accepted by this community (APA standards).

In the drafting process it is important to contextualize the contribution of the different theories that will support the scientific work, quoting the authors that influenced their realization; thus, the researchers **do not present the work of another person as if it was theirs**. Bibliographic references in the articles of *Revista Cátedra* should be ordered alphabetically. The author must include at the end of the manuscript only the reference of the work used in the investigation. The following is included as an example, but without a sense of exhaustive listing, several bibliographic references in APA format:

- **Example of a book with an author:**

Harrsch, C. (1993). El psicólogo ¿qué hace? México: Alhambra.

- **Example of a book with more than three authors:**

Alpiner, J. G., Amon, F., Gibson, J. C. y Sheehy, P. (1993). Háblame. México: Editorial Médica Panamericana.

- **Example of a manuscript presented in a journal with an author**

Ibáñez Brambila, B. (1984). Factores psicosociales y familiares del embarazo en adolescentes solteras. *Revista Mexicana de Psicología.* 1 (8), 72-78. (The above in this order: title of the journal in italics, Volume Number in italics, Journal number in italic, number of pages).

- **Example of a manuscript presented in a journal with up to six authors:**

Ospina, MC., Alvarado, S.V., Fefferman, M., & Llanos, D. (2016). Introducción del dossier temático "Infancias y juventudes: violencias, conflictos, memorias y procesos de construcción de paz" [Introduction of the thematic dossier "Infancy and Youth: Violence, Conflicts, Memories and Peace Construction Processes"]. *Universitas,* 25(14), 91-95. https:/7doi.org/10.17163/uni.n25.%25x

- **Example of journal with more than six authors:**

Smith, S.W., Smith, S.L. Pieper, K.M., Yoo, JH., A.L., Downs, E., … Bowden, B. (2006). Altruins on American Television: Examining the Amount of, and Context Surronding. Acts of Helping and Sharing. *Journal of Communication,* 56(4), 707-727. https://doi.org/10.1111/j.1460-2466.00316.x

- **Example of a thesis:**

Ramírez García, M. (2004). El uso de las TIC en los procesos de enseñanza-aprendizaje. Tesis de Maestría en Educación y Desarrollo Social, Universidad Central del Ecuador, Quito.

- **Example of a paper, conference, Congress or meeting:**

Odriozola Urbina, A. (1978, May). Impacto del enfoque centrado en la persona en el noroeste del país. Ponencia presentada en el homenaje Póstumo; Carl R. Rogers: Vida y Obra. Universidad de las Américas, Quito.

- **Example of Slides**

Lavanchy, S. (1993). Como el niño de o a 12 años conoce el mundo. [Slides]. Perú: Promav, 80 slides.

- **Example of a book consulted online**

Fundéu. (2015). Foreign names do not use italics. Recovered on June 25, 2018 from https://www.fundeu.es/recomendacion/nombres-propios-extranjeros-cursiva/

Note: It is recommended to use **Bitly** to shorten electronic addresses.

- **Long address:**

Addresses are often long and it is not convenient to use them in bibliographic references and social networks. According to SanFuentes, O. (2014), *Eight advantages of using Bitly* indicates that in services like Twitter or Facebook, it is only possible to publish a limited number of characters (Twitter 140, Facebook 90). That is, an address like the one on this page containing 400 characters could not be shared:

https://www.google.com.ec/search?q=Ospina%2C+MC.%2C+Alvarado%2C+S.V.%2C+Fefferman%2C+M.%2C+%26+Llanos%2C+D.+(2016).+Introducci%C3%B3n+del+dossier+tem%C3%A1tico+%E2%80%9CInfancia&rlz=1C5CHFA_enEC797EC798&oq=Ospina%2C+MC.%2C+Alvarado%2C+S.V.%2C+Fefferman%2C+M.%2C+%26+Llanos%2C+D.+(2016).+Introducci%C3%B3n+del+dossier+tem%C3%A1tico+%E2%80%9CInfancia&aqs=chrome..69i57.3372j0j4&sourceid=chrome&ie=UTF-8

When using Bitly, the previous address containing 378 characters could be reduced to 22: https://bit.ly/2NYCu4O whose main benefit would be to make a dynamic storage of query links and facilitate future investigations; In addition, statistics of other links that have similar research line would be displayed.

5. Writing tips of the manuscript

5.1 Title

The title is the first element that initiates the dialogue between the scientific article and the readers, so it should draw attention to being brief, exact and original. The title is the only thing that is often read; if a good title is achieved, it will also be able to access indexing services. At the discretion of the authors of this article, it is recommended to use the wording:

- Factors.
- Perception.
- Effects.
- Evaluaation.
- Innovation, etc

For example, if the title of an article were ***The Didactics of Literature***, it does not call the attention, nor does it show a proposal for a resolution, but if this title were written as ***Outstanding Innovations in the Didactics of Literature***, it does prove that it has been carried out an analysis, measurement, evaluation or study of a problem. An article should present a **problem** or a **solution**.

Detecting a problem and being the first to point it is crucial, because it connotes the study, the discussion, the interest in finding the solution; it implies the possibility of investigating, clarifying, making proposals, that is, it justifies the need to develop an investigative process.

Contributing to the solution of a problem also leads to the testing of theory, methods, strategies and designs; the answer or solution to a problem has an important value for the investigative process, because it is provided with new knowledge.

5.2 Abstract

In the drafting of the abstract it is important to consider some features such as precision, concretion and accuracy. After the title, the abstract is usually the first thing readers read, therefore, everything relevant to the manuscript must be written. *Revista Cátedra* requests as minimum extension 200 and maximum 250 words. The drafting of the summary must answer six questions:

1. What is the problema?
2. Why is the problem important?
3. What did others do that didn't work?
4. What is the proposed solution?
5. What are the main results?
6. What consequences or implications does the solution entail?

5.3 Introduction

The introduction in a scientific article is the author's description of the research problem. The drafting of the introduction addresses the aspects that the scientific article will contain in a concise manner, thus readers will have a panoramic view of the research work they will be approaching.

Another way of understanding the aspects that will be drafted in the introduction would be to establish an analogy between the introduction with the action plan to develop an investigation, because in this segment are all the elements that shape the article, as well as

the full summary of what will be covered in the research. The questions that need to be taken into account for writing it are:

1. What is the nature and scope of the problem investigated?
2. What are the difficulties, obstacles, research challenges?
3. What is the importance of the problem? (Extended version with respect to the summary)
4. What is the main idea of what is intended to be done?
5. Research questions?
6. What are the limits of the research?
7. What is the purpose of the article?
8. The introduction must end with a paragraph describing section by section the structure and content of the article.

Figure 1 illustrates the space to be devoted to the order that will follow the introduction. As can be seen the contextualization of the research or general aspects will go first, followed by more specific aspects concerning the problem of the investigation and will end with the most concrete of the scientific article, as it is the solution to the problem posed or proposed. Thus, in order to get an introduction that clearly explains the content of the research work, it is necessary to follow a structure that leads to the understanding of the writing.

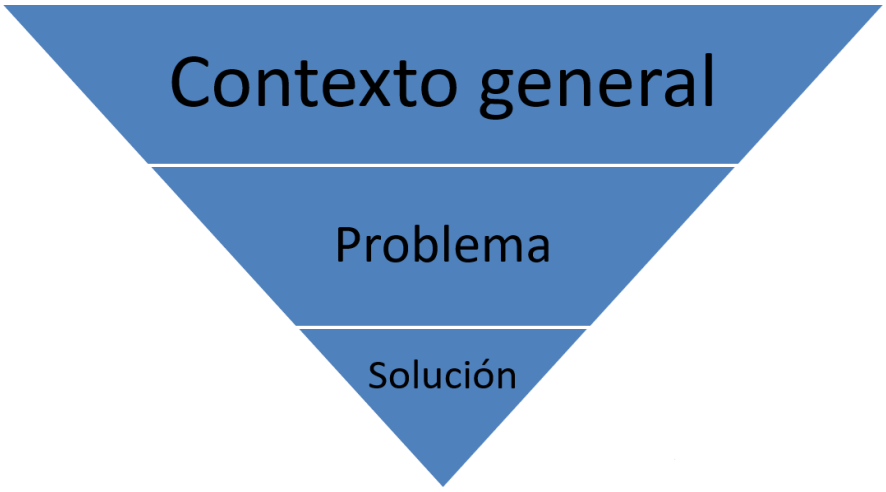

Figure 1. Structure of the introduction in a manuscript

5.4 Revision of the literature

It is imperative that the selected sources comply with the academic and appropriate rigor required for the elaboration of scientific articles, where the academic quality takes a main role. Bibliographic sources must have data certifying the authenticity of their claims, but not mere descriptions without sustenance, for this reason it is necessary that the selection of material is rigorous, especially when investigated in Websites. The data to be selected should be useful and must cover the knowledge demanded by the research to provide rigor.

5.5 Primary sources

Primary or first-hand sources constitute a theoretical sustenance that has no more filter than that of its own author, that is, they are not summaries, interpretations or works derived

from the original texts. The primary sources allow verifying the reliability and quality of the information that is transmitted.

The scientific text to be elaborated must show all originality, the data must be reliable, that is, objectives and valid to guarantee the veracity of the information. Therefore, primary sources should be accurate and objective in order to effectively share knowledge.

5.6 Updated sources

The selection of updated sources depends on the level of preparation of the person investigating. If the authors are in constant study they will know the most recent theories, topics or advances that arise around their diverse areas of knowledge and study. For this reason the permanent investigators are recommended constant updating and study.

Although it is true that there are theories that have reached a validity that goes beyond the time, it is recommended that the bibliographical sources do not exceed five years, in addition it must verify the year of last publication and corresponding updates.

6. Submission process

Revista Cátedra, has a four-monthly frequency, published in the period from January-April, May-August and September-December. It will be published the first month of each period. The author must consider the submission dates of the manuscript indicated on the journal's website and take into account the following:

- **The reception of manuscript** is permanent and should be sent through the Open Journal system (OJS), for which it is necessary the author to register[3].

The documents to be sent are:

- **Cover letter**, asking the publication of the manuscript in the journal[4].
- **Authorship letter**[5] of the authors of the manuscript in which they declare that the content is original and is not in review in any other journal, it ratifies the honesty and truthfulness of the work presented.

7. Assessment of the manuscript

Revista Cátedra the assessment template for each article[6]. The staff responds to editorial criteria and publishing standards. The reviewers must meet the qualitative and quantitative valuation criteria for each of the indicators proposed in the evaluation template; the decision to publish or reject the article is taken with objectivity, transparency, logic and expertise.

8. Conclusions

The publication of a scientific article is a demanding process that demands a rigorous work of the whole team that is committed in this work. It is the duty of the researcher to propose innovative topics that present a high academic content with a high level of scientific support

[3] Submission of the article: https://revistadigital.uce.edu.ec/index.php/CATEDRA
[4] Cover letter: https://revista-catedra.facue.info/documentos/carta-presentación.docx
[5] Authorship letter: https://revista-catedra.facue.info/documentos/declaracion-autoria.docx
[6] Temple for each article: http://revista-catedra.facue.info/documentos/valoracion-articulo.docx

that endorse his/her proposal. As part of this work, *Revista Cátedra* assumes its commitment and dedicates this article to the presentation of the guidelines and requirements to be fulfilled by scientific articles as a preliminary step for its validation and publication in this space.

One of the objectives of Revista Cátedra is to create an open field for researchers, a space to build their professional perfection, their relationship with society and their commitment to the construction of good living. Depending on the lines of research that are based on the different careers of the Faculty of Philosophy, Letters and Education Sciences, proposals are presented for the construction of the theoretical basis that supports the articles.

In terms of the form, there are six points to consider ranging from the extension of the article, use of APA standards, the application of the Microsoft Word template, designed specifically for this purpose and meet the standards requested for high impact journals. The format to be followed to organize the content is the IMRAD, to which other vital elements are added within the structure of a scientific article, as topic, abstract, references, among others that are detailed in the corresponding section.

For the submission of the manuscript, it is necessary to meet certain formal requirements such as the submission of an application and a declaration of authorship; this step is preceded by the pairs reading for subsequent approval, publication and dissemination.

In this way, Revista Cátedra is presented as a high-impact publication space, open to national and international researchers; a space destined to investigate the Sciences of the Education in its different educational levels, is based on the theoretical bases of its different specialties that compose the Faculty of Philosophy, Letters and Education Sciences and is renewed according to "strengthening the capacities and potentialities of citizenship" of the Good Living National Plan.

Acknowledgment

This section of the article is optional.

References

Aguilar, W. (2012). *Paradigmas de la investigación* [diapositiva]. Ecuador-Quito, 16 diapositivas.

American Psychological Association. (2010). Publication manual of the American Psychological Association (6 ed.). Washington, DC: American Psychological Association.

Hernández Sampieri, R., Fernández Collado, C., and Batista Lucio, M.P (2010). *Metodología de la investigación.* Recuperado el 27 de junio de 2018, de https://bit.ly/1SgDw7f

Howe, H. (2000). *Publish or perish (into a black hole)*: *It's* n*ot just for academics anymore IEEE Potentials*, *19* (2), 22-25.

International Committee of Medical Journal Editors. *Uniform Requirements for Manuscripts Submitted to Biomedical Journals.* Recuperado el 1 de julio de 2018, de https://bit.ly/2Kr2pE3

Organización de la Naciones Unidas para la Educación, la Ciencia y la Cultura. (2010). *Informe UNESCO sobre la Ciencia.* Recuperado el 28 de junio de 2018, de *https://bit.ly/2vLtrtw*

Real Academia Española y Asociación de Academias de la Lengua Española. (2014). Diccionario de la lengua española. Madrid: Espasa Libros.

Ruiz Corbella, M. (2017). El sistema de la Latindex se renueva: el catálogo 2.0. Recuperado el 20 de junio de 2018, de https://cuedespyd.hypotheses.org/3531

Sanfuentes, O. (2014). *Ocho ventajas para usar Bitly* http://oscarsanfuentes.blogspot.com/2014/05/8-ventajas-de-utilizar-bitly-para.html

Secretaría de Educación Superior, Ciencia, Tecnología e Innovación (2012). *La Política pública de la SENESCYT para el fomento del Talento Humano en Educación Superior*. Acuerdo No 2013-157. Quito, Ecuador. Recuperado el 13 de junio de 2018, de https://bit.ly/2AQFxcw

Authors

VERÓNICA SIMBAÑA-GALLARDO obtained her Master's Degree in Latin American and Ecuadorian Literature from the Faculty of Communication, Linguistics and Literature of Pontificia Universidad Católica del Ecuador (Ecuador) in 2015. She obtained a Master's degree in Higher Education and Gender Equity from the Faculty of Philosophy, Letters of Education Sciences of Universidad Central del Ecuador (Ecuador) in 2007. She obtained the title of specialist in Design and Management of Educational and Social Projects with a Gender Focus by the Faculty of Philosophy, Letters and education Sciences of Universidad Central del Ecuador in 2007. She obtained a degree in Education Sciences, Professor of Secondary Education in the Specialization of Language Sciences and Literature by the Faculty of Philosophy, Letters and Education Sciences of Universidad Central del Ecuador in 2002.

She is currently a professor of the Faculty of Philosophy, Letters and Education Sciences of Universidad Central Ecuador. She is a columnist and member of the International Council of Reviewers of the the journal Sophia of Universidad Politécnica Salesiana (Ecuador). She is the editor-in-chief of Revista Cátedra of the Faculty of Philosophy, Letters and Education Sciences of Universidad Central del Ecuador. Her main research topics include the didactics of literature, the development of metacognitive strategy to improve the level of reading comprehension, strategies of literary analysis through the study of descriptive textual methods such as the formalism, structuralism, stylistic and hermeneutics. She is the author of chapters of books and articles published in high-impact journals (Emerging Source Citation Index, Latindex, Redalcy, Scielo).

SERGIO LUJÁN-MORA obtained his PhD degree in Computer Engineering from the Department of Languages and Computer systems of Universidad de Alicante (Spain) in 2005. He obtained the degree of Computer Engineer at Universidad de Alicante in 1998 and the title of Technical Engineer in Computer Systems at Universidad de Alicante in 1997.

He is currently a tenured professor in the Department of Computer Languages and Systems at Universidad de Alicante. He is the editor-in-Chief of Revista Cátedra of the Faculty of Philosophy, Letters and Education Sciences of Universidad Central de Ecuador. He is

Chairman of the Program Committee of the International Conference on Information Systems and Computer Science (Inciscos) organized by the Universidad Tecnológica Equinoccial (Ecuador). His main research topics include web applications, web development, web accessibility and web usability. In recent years, he has focused on online learning (e-learning), massive open online courses (MOOC), open educational resources (OER), and accessible video games. He is the author of several books and numerous articles published in several conferences (ER, UML, DOLAP) and high impact journals (DKE, JCIS, JDBM, JECR, JIS, JWE, IJEE, UAIS).