

EDITORIAL

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According to Uribe (2017), historiographers are the ones who write history based on inquiry and reflection to understand, explain and disseminate it. This knowledge, built under the aegis of scientific rigor, helps us to know ourselves, to explain our identity, to understand the ethics of society and our historical characters; but, fundamentally, to make our own criteria about the contradictory situations that arise daily in the national events.

In the same line, it is pertinent to bring up the thought of Ruiz (2010) who observes that the real and meaningful exercise of freedom and sovereignty lies in the incessant search for knowledge through scientific research, with the purpose of shortening the limits of ignorance and expanding the competences that allow problem solving. Therefore, to educate is to teach how to investigate, how else can the scientific and technological evolution of world society be understood? As Freire (2004) said in his work “The Pedagogy of Autonomy”

There is no teaching without research, and no research without teaching. These tasks are each in the body of the other. While I teach I continue searching, inquiring. I teach because I search, because I inquire, because I inquire and I inquire myself. I investigate to verify, by verifying I intervene, by intervening I educate and I educate myself. I investigate to know what I do not yet know and to communicate or announce the novelty (p.14).

This thought leads us to infer that research is the trigger of the educational process, as Vásquez (2021) states, it is what allows us to build original knowledge, invested with reflections and meta-reflections that give meaning and value to the academic order. This is where and when the teacher, at any level of the educational process, plays a crucial role, which is to sow in the minds of his students the passion to discover new things, not to be satisfied with what their tutor or the readings tell them, to scrutinize, investigate, try to find the why of things, turning them into active beings, with life purpose and with the potential to generate sensitive changes in the different orders of life in society. The act of educating and, therefore, of teaching to investigate implies, in itself, an ethical behavior and this defines the human quality of the individual.

In this regard, Azar and Barrenechea (2022), commenting on the UNESCO report on the perspectives of higher education, emphasize that it is necessary to place “teachers at the center of the paradigmatic change that current education and its demands for transformation require in order to be in tune with the training demanded by today’s world” (p.111). Based on this premise, both university teachers and the universities themselves must be immersed in the purpose of a professional training that contains research as a transversal axis of the entire curricular scheme. Universities are, by their very nature, research centers at the service of society.

In addition, Alvarado et al (2021) point out the urgent need to promote the exchange of information between universities to strengthen relationships between academics that could lead to the creation of multidisciplinary research groups, in order to meet social needs. In this regard, it is worth mentioning that on June 30 of this year, the Network of Ecuadorian Publishers and Scientific Journals (RERCIE) was created, whose main objective is to promote synergy among professionals involved in editorial management to strengthen and improve the quality of publications in our country.

Our journal is honored to belong to this network, and at the same time committed to this initiative that magnifies the collaborative spirit of universities in order to increase research contributions and ensure their quality, because doing so guarantees possible effective solutions to the collective problems that ultimately constitute its fundamental objective.

This is already advised by Unesco (2021) in the document “Reimagining our futures together: a new social contract for education” by promoting a worldwide collaborative research agenda in which everyone learns from everyone else. For such an achievement, pedagogy should be organized around the principles of cooperation, collaboration and solidarity, forgetting bias, prejudice and divisions.

That said, in this new publication, volume 10 number 3 of the Revista Científica UISRAEL, 10 articles of undeniable quality are inserted, product of the efforts of teacher researchers on aspects focused on a continuous improvement of the educational process in different countries. Thus, the scientific work entitled “High school students and the use of social networks: learning and knowledge, emotions, and entertainment” is the first one. This work was carried out with the participation of high school students from Mexico City and its main objective is to assess the codifications of how representative social networks are when used by high school students, from the point of view of learning, emotions and entertainment.

Secondly, there is the scientific article entitled “Influence of neuroleadership on the educational management of the language department of the UNEFM”. Its objective is to understand precisely how neuroleadership influences such management. It was developed under the qualitative paradigm following the postulates of the constructionist-interpretative approach seeking the understanding of human action.



Thirdly, the research entitled “Educational management: a key factor in educational quality” is presented. The essential objective of this work is to approach the understanding of educational management as a support for educational quality. This is a documentary study, in which a content analysis of 30 articles selected from the Scopus, Scielo and Google Scholar databases was carried out.

“Self-perception of digital literacy in communication and knowledge management” is the name of the fourth article. Its main objective was to determine how the professors of the Faculty of Philosophy and Letters and Educational Sciences of the University of Guayaquil perceive digital literacy in communication and knowledge management. It is a study with a quantitative approach, descriptive in nature and with a non-experimental, cross-sectional field design.

Likewise, and in fifth term, the research entitled “Relevance of the administrative assistance training program at the Los Comuneros Oswaldo Guayasamín district educational institution in Bogotá, Colombia” is presented. The objective of this study is related to the evaluation of the relevance offered by the aforementioned program for the period 2016/2020 and thus to know the possibilities that its graduates have in accessing higher education and the labor market.

On the other hand, the study “Pedagogical support and teaching performance: a systematic review) was published. This study analyzed the impact of pedagogical support on teacher performance from a theoretical perspective. It is a systematic review following the Prisma protocol, in databases such as Scopus, Scielo, Latindex and Dialnet.

In turn, in seventh place you will be able to review the scientific work entitled “Analysis of dual training policies in work centers associated with public administrations”. The objective of the research is based therein: to analyze such training policies, which have been carried out in public administrations in the last 30 years.

“Augmentative and alternative communication systems to stimulate interaction in autistic children in the classroom”, is the name of the eighth research. The SAACs are of great help in the treatment of autistic children. The study aims to specify the benefits that such systems offer and the resources that can be used in the classroom. For this purpose, a qualitative approach was used through a documentary analysis.

In ninth place, the research entitled “Gamified assessment of grammar and accentuation to reduce dysorthography in second childhood” is presented. The objective of this research was to propose this type of assessment to reduce dysorthography in the second childhood. It is a descriptive research, analyzing the points of view of different authors and arriving at general premises that will provide significant information to be considered for further research.

Finally, there is the article “The Singapore method as a determining strategy for learning fractional numbers in students of General Basic Education”. This was based on the scarce use, by the teacher, of specific material and relevant graphs, which has a negative impact on problem solving and, of course, on academic performance. Therefore, it is intended to determine the impact of the use of the Singapore method in the learning of this type of operations already mentioned.

We are sure that the reading of these scientific articles will generate reasoning and positions on the events analyzed, which would obviously meet the expectations of our journal to be a disseminator of research that will have an impact on the scientific community and the general public.

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