EDITORIAL

The University owes its name to the Latin term “universitas magistrorum et scholarium”; the word “universitas” gives rise to the meaning of “universal” from “unity”, therefore, the expression in its entirety is translated as “community of academics and students”. It is even called “Alma Mater” because it is inherent in its own nature to promote and generate knowledge to transform the individual in an integral way, and in this way create a more humane world.

This leads us to see the University not only as a center for teaching and transmission of knowledge, in a general way, but to feel it as the protagonist of innovative teaching, and the promoter of a scientific culture; that is, a community in which both teachers and students focus on quality education. Some setting the educational process, motivating, using academic initiative, putting into practice the fruit of their research; others, using their talents and their learning capacities towards fruitful, critical and questioning study. This is the sum of people working together towards the creation of a world that we want and, above all, that is needed.

Although it is true that the student must contribute with his interest for studying, it is no less true that the teacher becomes the “magnet” that attracts the students’ will through teaching. Teaching is a process that is characterized by the support it gives the students, creating the conditions for them to put their talent into practice, stimulating the creation of scientific investigation groups among them and promoting research. Teaching also helps link the students with the outside world and motivate them to participate in scientific events, both national and international.

This is the teaching that the university requires, a teaching based on research, as a source of knowledge, and fundamental support of the teaching process. A teacher who does not carry out any research is not a teacher. A teacher must feel not only obliged, but also encouraged to investigate their area of knowledge, become a critical analyst, and organize their teaching practice in order to motivate their students towards the search for knowledge, through research. In this sense, teachers must show a deep knowledge of their area of expertise, put into practice teaching-learning processes and methodologies, propose alternative solutions, be open to new ideas, write articles, other types of publications about their educational work and participate in scientific events. That is, as has already been said, “Providing an environment that is conducive to learning from an investigative approach”.

Investigative teaching benefits the whole of society, in its different fields: public, private, non-profit organizations and as a citizen. It is also part of a citizen's social responsibility without forgetting that this effort, which is human and transcendent, requires a communicative process, to spread and emit to all the corners of society that product, that contribution of teachers and students towards a better world.

Our journal "UISRAEL Scientific Journal" follows this line of thinking, which, with its second issue, this year, is consolidated as a stellar contribution in the dissemination of creative and transformative knowledge. Indeed, on this occasion we have eight articles available to our academic and scientific community, which contain, in themselves, a rigorous scientific, methodological and pertinent effort.

Firstly, there is the contribution of the teacher-researchers Rivadeneira, Arellano, Zaruma and Cevallos, belonging to the Universidad Estatal de Bolívar, Ecuador, who present their article entitled "Professional development of teachers: analysis of the components of development in the present". The purpose of this study is to present a systematic review and give a comprehensive understanding of the professional development of teachers in higher education.

For their part, the teacher-researchers Pérez and Guevara belonging to Universidad Indoamericana del Ecuador and Pérez, from Universidad Tecnológica Israel also from Ecuador, present their article entitled "Risk factors and resilience development in adolescents". The purpose of this research is to understand in a more complete way how resilience develops in the person, focused mainly on young people from the Guachapala sector in the south west of Quito.

Likewise, the teacher-researcher Alejandro Rivadeneira from Universidad Regional Amazónica Ikiam, in Ecuador, presents us with his article "Moodle virtual classroom to motivate the learning of Physical Education at the Ikiam Amazon University". The purpose of this research is to implement and evaluate a virtual classroom in Moodle, using a series of ICT tools to promote learning of the subject.

In turn, there is the contribution of the teacher-researchers Ochoa, Ochoa and Palencia, belonging to the CGMLTI-SENA Virtualization Center, University Corporation "UNITEC" and CIGEC Foundation respectively, of the sister republic of Colombia, who present their article "Creative digital taxonomies as a pedagogical strategy for the development of investigative skills with instructors from the National Learning Service in Colombia". In the digital age, this taxonomy is used as a reference for curricular recommendations and the development of learning objectives; Furthermore, it allows for the development of different educational processes and the knowledge of the skills acquired by the students.

Teacher-researchers Parada, Guapizaca and Bueno, belonging to the Universidad del Azuay, Ecuador, present us with their research work entitled “Cognitive impairment and depression in older adults: a systematic review in the last 5 years”. The purpose of the study is to analyze the relationship between depression and cognitive impairment in older adults, for which a bibliographic review was carried out through the analysis of research published in journals that are part of our database such as Scopus, ScienceDirect, Elsevier and PubMed, from 2015 to 2021.

Subsequently, the teacher-researchers Bravo, Oyervide and Chávez belonging to the Universidad de Cuenca, Ecuador, present us with their study called “Technological Resources for the Teaching of Descriptive Geometry”. The objective of this study is to develop descriptive geometry classes with the use of simulator software and assess the results of incorporating this resource in the classroom.

While Deri, Cascales and Carrillo, from the Universidad de Murcia, Spain, display the results of their work “Method for teaching modern Hebrew”. The objective of this article is to review the skills related to how the brain learns to read and write, and reviews the basic methodological approaches for teaching reading and writing in the Hebrew language.

Finally, the professors-researchers González and Conde from the Pontificia Universidad Católica del Ecuador, give us their article “The reading of scientific texts in universities. Methodological recommendations”. This is an interesting contribution where they propose that the development of critical reading should be part of professional training.

As shown, these scientific articles are an invaluable contribution to the knowledge of science in its different fields and our journal is proud to contribute to its dissemination for the benefit of the Ecuadorian and international community. We hope to meet your expectations, as avid readers, with these contributions that enrich our scientific heritage.

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