

PRESENTACIÓN DE LA EDICIÓN

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We are beginning to walk a path towards open science. The disclosure of the various moments and products that are generated from the research experience. Since 2020, UNESCO has been promoting the transition to these new scenarios, which undoubtedly makes the research process much more transparent and makes it possible for data and everything that is generated from them to be more accessible and more easily shared. The digital revolution that has also touched research processes will undoubtedly allow us to make this transition.

From Panama, the National Secretariat of Science, Technology and Innovation (SENACYT) actively participates in strategies and initiatives with an Open Science approach and in that sense, our university has as one of its purposes in this next 2023, to align itself to this task, with international and national scope, which will benefit the academic community and society in general.

One of the actions that commits us more and more every day is to keep our scientific publications active, from which we disseminate science, with national and international pens. We are pleased to share on this occasion, the tenth edition of the DIALOGUS Journal, a publication in the area of humanities and educational sciences of the Metropolitan University of Education, Science and Technology of the Republic of Panama.

Issue number 10, year 6 of the DIALOGUS Journal, corresponds to the period December 2022 - May 2023 and contains six research articles and four scientific essays.

We begin with the article by Marcela Aravena Domich, Spain and Juan Alfredo Martinez Lalangui, Ecuador entitled **CULTURAL DIVERSITY AND EDUCATION: A VIEW FROM THE SARAGURO ETHNIC GROUP- ECUADOR**, which shows from education, the integration of children from other cultures, especially from the Saraguro, and shelters them from a dominant culture. This experience shows, from the Saraguro ethnic group, the possibilities and limitations of education and the importance of coexistence. Finally, it is necessary that each culture is recognized in society as an integral part and that, from education, processes are strengthened and work is done for cultural diversity and, on the other hand, society in general should be unconditionally open to each culture.

Mercedes Noguera Astaiza presents her article **INFERENCEAL READING COMPREHENSION THROUGH A PEDAGOGICAL STRATEGY SUPPORTED BY A VLO**. In this paper, the author sets as an objective to relate the importance of forming the inferential reading comprehension competence in students from the rural area of Pitalito Huila, through a pedagogical strategy supported by a Virtual Learning Object (VLO). The study focuses on establishing the articulation of new technologies, as a strategy to ensure the promotion of interest and motivation towards learning and development of reading comprehension skills, allowing the student to obtain a favorable academic performance, which approaches the requirements of the Ministry of National Education (MEN), in Colombia.

The third article is presented by the Colombian authors Yaneth del Socorro Dominguez Perez, Berenice del Carmen Quintero Aleans and Darwin Yesid Hernandez Hernandez, which is entitled **THE ROLE OF THE FAMILY IN THE LEARNING PROCESS OF THE STUDENTS OF THE EDUCATIONAL INSTITUTION “EL SIGLO” OF THE MUNICIPALITY OF CIENAGA DE ORO** and focused on analyzing the role of the family in the learning process of the students of third grade of Primary Basic Education of the IE El Siglo of the municipality of Cienaga de Oro. The previous purpose allowed the configuration of the categories of analysis: Family learning process, Family teaching process, Parents’ accompaniment of their children and Parents-teachers interaction.

Yildret del Carmen Rodriguez Avila and Maria Alejandra Garcia Mogollon offer a teaching methodology for writing academic texts based on Problem-Based Learning (PBL). In their article **WRITING PROCESSES, REMOTE TEACHING AND PROBLEM-BASED LEARNING FOR THE PRODUCTION OF ACADEMIC TEXTS** they resorted to an exhaustive review of sources on writing, academic writing, PBL and proceeded to design a strategy that links the aforementioned, with the contribution of the contextualization of the issues to be analyzed derived from the Sustainable Development Goals (SDGs) and that can be applied in remote teaching conditions, given the event of isolation by COVID-19.

Marquez Penaranda Cesar Gerardo, Villavicencio Galindo Judith Margarita and Munoz Blanco, Leidy Carolina in their article **THE UNEXPECTED OPPORTUNITY FOR THE EDUCATIONAL FIELD ARISING FROM THE COVID-19 PANDEMIC. A HOPEFUL LOOK FOR THE FUTURE** traced the main challenges faced by educational systems during the gradual and progressive return to face-to-face study after two years of study from home, motivated by the COVID-19 pandemic. The analysis and review sought to offer an alternative view to the already known hopeless discourse, which assumes that all efforts to educate remotely during

confinement were unsuccessful and that suffering this crisis does not teach us any lesson.

We close the research articles with those presented by Angela Marcela Nino Martinez, Beatriz Natalia Ospina Gonzalez and Diana Espinosa Rojas. The **STATE OF THE ART OF TEACHING COMPUTATIONAL THINKING IN PRE-SCHOOL AND PRIMARY EDUCATION** is an article that argues that the development of computational thinking is one of the challenges of the current educational system, since in the knowledge society in which we find ourselves, the ability to solve and decompose problems, pattern recognition, abstraction and algorithmic thinking are factors that facilitate the development of skills and competencies required by future citizens in the digital era we face. One of the major conclusions that can be drawn is the marked tendency to associate the development of computational thinking with programming and technologies such as educational software, video games and robots. Efforts to develop “unplugged” or “disconnected” strategies for areas other than mathematics and technologies are still in an incipient state.

We open the essays with the one shared by Colombian authors Neidy Bibiana Alvarez Giraldo, Jonatan Julian Cardozo Cruz and Sandra Milena Mejia Guarin, entitled **POSTURES OF THE SOCIO-CRITICAL PARADIGM AS CONTRIBUTIONS TO EDUCATION AND EDUCATIONAL MANAGEMENT IN COLOMBIA** whose purpose was to reflect on the call of multiple Colombian educational communities for a genuine and decisive scientific revolution in education. The authors describe the approaches and trends in research, philosophy and science, of great representatives who made significant theoretical contributions through the socio-critical paradigm in general and then in Latin America.

Jairo Miguel Vilorio Espitia shares his essay entitled **A LOOK AT CHEMISTRY LEARNING STRATEGIES IN SCHOOL** where he analyzes the need and relevance that knowledge is supported by the ability to think critically, that it is assumed and projected creatively, and reaches an association that allows the implementation of information and communication technologies (ICT). The author states that it is notorious that nowadays, the teaching of chemistry has become a very complex task for teachers and that the process of updating educational plans must be continuous in the profession. Therefore, the teacher needs an adequate planning, which includes the use of a language easy to understand for the students, facilitating the process of learning the explained contents, being an indispensable requirement the active participation of the student in the process as a way to guarantee the success of the teaching work.

CONSTRUCTING A TRUE UNIVERSITY EDUCATIONAL LEADERSHIP is the title of the scientific essay written by David Alberto Rivera Corredor, Colombia and Carlos Andres

Mendez Sosa, in which he states that it is necessary to make special emphasis on the role of the teaching staff within the university educational institutions, since these are the people who finally have a direct and constant contact with the students and manage to forge learning communities. The objective of this essay was to demonstrate that university educational leadership should be based on the establishment of a culture of quality that advocates the participation of the entire educational community and benefits their personal, work, social and professional development.

We close this extensive edition with the essay presented by Rosa Raquel Ramos Hernandez, Colombia, entitled **EDUCATIONAL SYSTEMS: TRENDS AND CHALLENGES**. The paper provides a documentary review of the educational systems, starting with their structure, organization, regulations, characteristics and problems; in addition to establishing the different educational levels in which they are articulated, according to the International Standard Classification of Education (ISCED). Special emphasis is made on the educational systems of countries such as: Spain, Argentina, Bolivia, Colombia and Venezuela, establishing comparisons between them, which allow us to identify common aspects and establish the differences between their models, given the multiple factors that affect the educational trajectory of each country.

Dear readers, this is an interesting issue with broad topics that bring us closer to the specificities of the educational field. We hope that this tenth issue will be of interest to all of you.