

Editorial



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At the end of the nineteenth and early twentieth centuries a pedagogical movement called *La Nueva Educación* emerged, in which students were in charge of their learning process. In Spain, a country that is characterized by this spirit of change, at the end of the last century and when the General Management of the Education System Law (LOGSE, 1990) was enacted, there was a significant turn in the teaching process. This involved the change from a behavioral approach, established by the General Law on Education (LOE, 1970) where the student was a passive being who was limited to receiving information, towards a constructivist approach where the student would be the protagonist of his/her learning process. And, currently, it is the approach that sustains and gives meaning to learning. Progress has been made from teaching-oriented teaching to learning-based teaching, accompanied by the increase of Information and Communication Technologies (ICT), attention to diversity and the contribution and development of key competences.

In recent times, these changes in the teaching-learning-evaluation processes have led to the dissemination and gradual use of active methodologies among professors, adopting the role of facilitator or guide of the student's learning. This aspect is student-centered, giving students more motivation, participation, cooperation, autonomy and, above all, making them more aware of their learning, being able to apply the knowledge outside the classroom. However, perhaps the biggest challenge of these methodologies is that they must be the generator of a true process of inclusion of all class members. Without this requirement, no supposedly active methodology should be considered successful.

The use of one methodology or another can facilitate or hinder the learning of students, since there are multiple experiences that show the consolidation of its use in different socio-educational contexts, with innovative and challenging proposals. However, these also pose dilemmas about the teacher training, its use —or abuse— as well as an enriching debate about the educational transformation process. Therefore, we must emphasize that methodology and evaluation are key learning processes that model the professional identity of the teacher.

The current issue of the Journal "Alteridad" aims to deepen the construction of this new look towards educational innovation, analyzing its possible definitions, characteristics, classification and evolution of active methodologies, the implications in the teacher training and the organizational and evaluation changes —or resistance to them— that innovation implies.

Thus, the first article of the **Monographic Section** "Review of Methodological Proposals: a Taxonomy of Categorical Grouping", seeks to establish the name of active methodologies from

a theoretical-methodological framework and, from a proven evidence, it presents a taxonomy of resources, strategies, techniques and instructional and active teaching methods that aims to consolidate with the time.

The section continues under the perspective of a space that allows to share experiences from different methodological approaches, highlighting the dilemmas and challenges faced by contemporary education with the implementation of active and dialogical methodologies. Therefore, the article entitled “The student and the configuration of the active classroom: Itinerary, learning and research” which shows that innovation and transformation of the classroom is a highly complex task since the competences between the different educational agents are necessary, provides an answer to the question that mentions if it is possible to generate participatory reflection in the teaching and learning processes.

Subsequently, the article titled “Twitter as a methodological resource in Higher Education: an educational experience with Social Work students”, presents the results of an innovation project in which the social network Twitter is used as a collaborative, collective and innovative methodological resource in Higher Education, analyzing the perception of students in relation to the usefulness of this instrument integrated in a participatory methodology and the collective creation of learning, from the collaboration and group cohesion.

The current combination of face-to-face and online education provides alternatives to the use of b-learning, which is a new modality for the integration of technologies into the new virtual learning spaces and, consequently, promotes the motivation of students. However, the involvement of students in learning processes through participatory methodologies should also include their incorporation into evaluation processes. Therefore, the article entitled “Evaluation and co-evaluation of learning in blended learning in higher education” presents how the elaboration of questions by the students and their incorporation into the evaluation process through the co-evaluation between peers improve their learning by integrating the evaluation as part of the training process with an active and autonomous role using technology.

Finally, the analysis of the performance after any type of learning process applied should be essential and shown as a logical consequence of the work done; though it is not always positive. However, the scientific literature accumulated over the last half century makes it possible to find that, in relation to the aforementioned formative evaluation processes, it is highly positive. Therefore, we conclude this section with the article entitled “Academic and formative performance and shared evaluation in the teacher training”, which analyzes what happens when students are offered the choice between three learning and evaluation options, the continuous (linked to the formative evaluation), the mixed (which attempts to combine the exclusively finalist approaches with the formative) and final or non-face-to-face. This experience shows the interest of students in testing new and interesting learning and evaluation options.

We are convinced that this monograph will serve as a great contribution to researchers and teachers interested in the active methodologies to co-build a knowledge that originates from the educational communities.

The articles in the **Miscellaneous Section** address various topics related to education. The article “Wikipedia in the Spanish education faculties. The vision of college students”, evidences that most of the students participating in the study know and use this encyclopedia on a regular basis, as well as blogs, wikis and forums, among other web 2 tools; however, it is still low the percentage of students editing this resource.



A topic relevant to the teaching process is “The meaning of the teaching practice, in the voice of its protagonists”, which proposes that the permanent and systematic transformation of the teaching practice involves aspects of the teacher’s role, requiring a collaborative understanding and construction of conceptions, based on a wide range of cognitive, affective and procedural experiences.

The article “Internal organizational media in public schools, Chile”, describes the means used by directives and teachers in some public schools in the city of Santiago with the purpose of improving communication processes. Meetings and newsletters are used more frequently, enabling the information among teachers, as well as motivation in their work and relational dimensions; however, there is a need to expand the internal organizational media.

On the other hand, with the intention of improving the management and execution of the graduate program, the “Study of graduates in a graduate program in education”, highlights, on the one hand, the high level of acceptance by its students due to their graduation profile, and on the other, the need to look for alternatives for the graduation process, as an opportunity to earn promotions in their career and continue their academic journey.

The Miscellaneous section includes the article “Validity and reliability in the evaluation of learning through active methodologies”, which introduces the discussion on the validity and reliability of the instruments for the evaluation of learning at the university, showing that one of the key elements for the interpretation of the results of the evaluation constitutes the quality of the instruments used.

Alteridad celebrates 15 years of uninterrupted publication, and it is the result of collaborative work, the support of the Publication Board and the Technical Secretariat of Communication and Culture of Universidad Politécnica Salesiana; the work of the Editorial Board, Scientific Board, thematic co-editors, international co-editors, International Board of Reviewers and Technical Board; and, above all, authors, readers and supporters; all with the intention to contribute to the socialization and debate of the scientific production in the field of Education. Congratulations to all of you.

In this journey, quality has increased thanks to the scientific community, its ethics and commitment, the editorial management, the rigor of the process, originality and relevance, visibility and access, and the impact and prestige. The commitment of *Alteridad* to our authors and readers implies to continue presenting monographs of educational research, and increasing the quality according to the indicated criteria.

You are invited to submit your manuscripts to be arbitrated in *Alteridad*. Calls are open for the following numbers: Learning-service as a cooperation strategy and social educational training (Vol. 16 No. 1; January-June 2021); Educational evaluation as an indispensable process for institutional and pedagogical improvement: Possibilities and limitations (Vol. 16 No. 2; July-December 2021).

