Editorial

The vertiginous digital proliferation, especially in the educational field, and the consequent interest and motivation academically and socially generated, demand an innovative impulse of educational tendencies, which promote equality and social justice, through practices open to the entire population.

Through concrete examples of good digital practices, in which pedagogical techniques are applied based on active learning and with the support of digital media, we see how the educational system can increase the training opportunities to train the attitudes and skills necessary in a sustainable society; that is to say: to move forward based on innovation

In order to contribute to the formation of educators in this field, the Alteridad Monographic Section that we present here, proposes five articles.

The first, by Marcio Roberto de Lima and Isadora Moreira de Andrade, entitled Teaching meanings on the integration of digital technologies in pedagogical practices, addresses from an exploratory approach, an action research through which concepts of a teacher are identified, in a school of the interior of Minas Gerais, Brazil, regarding the incorporation of the Digital Technologies of Information and Communication in her pedagogical practices, and, to comprehend how those resources can be significant in the teaching practice in the cyberculture, potentializing and instrumentalizing participative/collaborative strategies. The fieldwork includes traditional spaces of place and cyberspace, making observations, accompanying virtualized productions and a semi-structured interview with the collaborating professor of research. The compilation of the empirical data was done in the Atlas.ti software, and later a content analysis was carried out. The analytical systematization indicates the existence of few public educational policies focused on the inclusion of the DICT in the researched school, confirming the precarious support of infrastructure and the lack of pedagogical support for the orientation of teachers in activities with those technologies. Concludes that certain actions of authorship in cyberspace, suggest contributions in learning and signs of reconfiguration of the student's position in front of the teaching proposals, which favors a process of revision of the pedagogical beliefs of the collaborating professor of research.

The second article, The impact of the use of the B-Learning modality in higher education by Estela Núñez-Barriopedro, Ingrid Miguelina Monclúz and Rafael Ravina-Ripoll, exposes how new educational scenarios propose adapting the teaching-learning process to the collective use of ICT. The main objective of this research focuses on analyzing the conditions of the teaching-learning process of the Latin American university for the adoption of new educational approaches. The research design is mixed with recurrent triangulation DITRIAC. Specifically, in the quantitative phase, the method used is descriptive-transversal, using a questionnaire with Likert Scale to 50 teachers, 402

students and 6 authorities. And, in the qualitative phase, the method is ethnographic, through interviews with ten teachers, 38 students and two authorities. The conclusions highlight the need to promote the social factor of learning and give greater prominence to the student. Likewise, the three aspects that are most difficult for teachers to change in their way from classroom to B-learning are: leaving the protagonism to the student, switching from the transmissive class to collaborative learning, and from the summative evaluation to the formative one.

The third article, by Professor Diego Bernaschina Cuadra, deals with the theme of ICTs and Media Arts: The new digital age in the inclusive school, describing an educational experience on the impact of the pedagogical practices of digital media in the classroom. Its objective is to understand the relationship between Art Education and Education Technology and interdisciplinary methodology. To this end, he proposes the development of activities carried out in different workshops Stop Motion animation, for primary education and Video Art for secondary education, sharing and promoting collaborative work as an alternative method of learning and the participation of students within the virtual classroom.

The fourth article, Proposal for design an instrument for video lectures analysis in MOOC, by professors Edna Manotas Salcedo, Amor Pérez-Rodríguez and Paloma Contreras-Pulido, present the process followed in the construction and validation of an instrument to assess the structure video-lessons of mass online courses, MOOC. They base their proposal on the need to generate proposals for the production of videos in mass courses, propounding first, the design process and the theoretical supports in which they have framed the blocks of questions, as well as the result of the evaluation of the experts, the piloting of the instrument and the results. Finally, the authors offer perspectives for the design of video-lessons and instruments that help teachers and instructional designers of virtual courses to reinforce their contents in the video-lessons. They conclude with a proposal to use the instrument to open new lines of research that support the production of video-lessons and with the proposal of ideas to use elements of television via streaming to the didactic sequences of virtual courses.

The fifth article, entitled Gay teenagers in the digital age: orientations for educators, is the result of the research done by Lander Calvelhe Panizo, about the multiple opportunities of access to information and interactions with different people in the quick and easy way that the Internet offers. They present the results of a research on the processes of self-identification and socialization as gays of twelve young people between 14 and 19 years old, analyzing qualitatively experiences and practices based on testimonies in which the need for connection with their peers appears as well as the fear for the underlying homophobia. On the other hand, the Internet is perceived as a place of hope and uncertainty, evidencing how this type of Internet practices are more common during a period of confusion about their sexuality. The author ends by proposing a series of educational orientations based on the results of the study.

The Miscellaneous Section begins with the article entitled Training Needs of Teachers of Tsáchila Intercultural Education by Jacqueline Marilú Aguavil Arévalo and Ramiro Andrés Andino Jaramillo where they demonstrate the formative shortcomings of bilingual intercultural teachers, the effects on educational processes and the problems in the execution of the Model of the Intercultural Bilingual Education System (MOSEIB). The methodology of the study was based on a non-experimental design supported by qualitative and quantitative research; the sample consisted of 19 tsáchilas teachers and ten mestizo teachers. The techniques were the survey and the statistical analysis. The

results show that teachers present training and training needs evidencing the importance of initial and ongoing training, the need for research and the development of educational proposals.

Education, body and alterity, Meetings face to face for the formation of the other by Jhon Fredy Orrego Noreña and Diego Armando Jaramillo Ocampo affirms that it is not possible to educate outside the relationship with the Other, which depends on the idea of subject and world. The encounter implies a scenario in which the subject is no longer alone before himself, but is related to Other, different from him, generating an education that exceeds the pre-eminence of knowledge and part of a relationship with the Other. This perspective, approached from the point of view of Levinas and Mèlich, bases a moral education centered on socially accepted knowledge, rules and values and an ethical education based on the training needs of the subjects that answer responsibly to the Other.

Development of a teaching team in the coordination of the teaching staff in the university environment by Miguel Ángel Sánchez Jiménez and Araceli Galiano Coronil states that coordination in teaching is one of the relevant elements for performance, professional and organizational development. Given the low satisfaction of the Marketing and Market Research students of the University of Cádiz with the teaching coordination, the creation of a team with the aim of creating common procedures to improve communication between students and teachers was considered. In this line, meetings were established during the 2016/2017 academic year, proposing activities that improve teacher coordination, the results of which generated greater satisfaction on the part of the students and the teaching staff, and the need for the teaching team to continue being made.

The zapatista school: educating for autonomy and emancipation by César Silva Montes, exposes the development of an educational proposal from the community, based on ancestral wisdom but linked to contemporary thought, aimed at forming autonomous and worthy generations. The experience is partly based on Paulo Freire's ideas on how to alphabetize and read the world and transform it. It is anti-capitalist, it is not governed by market norms nor is it a state apparatus because each people choose the academic content. Unlike the schools that promote entrepreneurship, merit and self-employment, Zapatista education aspires that young people serve their people in solidarity and that knowledge does not hierarchize, avoid bureaucratization and homogenization.

Reflection strategy for teaching construction projects in Civil Engineering by Albeiro Bejarano Castellanos, María Fernanda Serrano Guzmán and Diego Darío Pérez Ruiz make visible that the educational programs of the universities demand that the contents help to respond to the environmental problems. The didactic proposal is based on concepts of management of construction projects using re-engineering and the philosophy of construction without losses (Lean). It is based on information collected in housing construction projects where the practices that combined technical knowledge, administration of human and financial resources, critical thinking, problem solving, social commitment, teamwork, communication skills, ethics and social responsibility were evaluated. The study concludes that the reflection, for future professional, is a useful tool provided by the teaching-learning process.

We finalize this editorial inviting you to send your scientific productions to be reviewed in the Journal. The monographic theme of volume 14, number 2 (July-December 2019), is Inclusive Education: Progress, dilemmas and challenges for an intercultural context; which is coordinated by the thematic editors, Dr. Sílvia Ester Orrú, Universidade de Brasilia, (Brazil), Dr. Alejandro Rodríguez-Martín, University of Oviedo (Spain), Dr. Auxiliadora Sales Ciges, Universitat Jaume I (Spain); as well as for the Miscellaneous section that receives research results, as long as they address the issue of education. We also remind you that «Alteridad» is present in around 100 databases,

repositories and libraries, such as: ESCI, DOAJ, REDIB, REDALYC, MIAR, CAPES, SciELO among others; and it is being evaluated to become part of SCOPUS.

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