



Editorial

Innovative approaches and diverse educational experiences in pedagogical transformation

Enfoques innovadores y diversas experiencias educativas en la transformación pedagógica

Abordagens inovadoras e diversas experiências educacionais na transformação pedagógica

Yudith Rovira Álvarez ¹



<https://orcid.org/0000-0003-3232-9372>

¹ University of Pinar del Río "Hermanos Saíz Montes de Oca". Center for Pedagogical Studies for General Education. Pinar del Río. Cuba.



mendive@upr.edu.cu

[Mendive. Revista de Educación](#)

celebrates its twenty years of existence in 2023, such an event is considered an achievement, not only because of its permanence over time, but also because, since it emerged with the purpose of socializing the results of scientific and methodological activity in pedagogical and educational sciences, has had a sustained growth.

It is currently recognized, at the national level, as one of the main educational research journals and, in the international sphere, it is consolidated as a benchmark that offers quality content, through the publication of articles from Cuba and the world.

Volume 21, of an annual nature, already has two issues published, reflecting the main trends that prevail in international scientific publications. A miscellany of contributions, with marked nuances in the transformations that take place in the educational sphere, innovative approaches that have come from this crucial moment.

Number 3. (July-September), socializes a set of articles, which revolve around contemporary trends in the development of educational systems and institutions, the processes of change of the actors who participate in said systems and institutions, as well as the interaction with the processes of scientific research, technological development and innovation.

The third issue of *Mendive* is essential as it is published late in 2023, it invites readers to analyze multiple pedagogical experiences, which provoke investigative reflections, leads them to interpret various current educational models; demonstrate the relationship between theory and practice; promote dialogue between experiences and knowledge, generate concerns as well as highlight the urgency of rethinking and betting on the incorporation of ethical-moral, civic, cultural values and principles, as fundamental aspects in the training processes.

This number is made up of 28 selected manuscripts, visibly evaluated and approved and are distributed in two sections: twenty-five originals and three revisions. Articles that address particular aspects of the training processes belong to the originals section, three proposals are peculiar, which had the exercise of teaching as their center,

directed to the attention of the diversity of students, the first of them, and following the line of argument, to the use of problematic methods for students with visual disabilities, and family guidance for the development of personal autonomy in students with visual disabilities.

During the COVID-19 pandemic, university students continued their studies through remote education, involving different institutional resources and competencies of teachers and students. From this perspective, several of the manuscripts focus their attention on the learning and emotional experiences of the student body based on the institutional and teacher support perceived with remote education. The authors, in a general way, describe the pedagogical tendencies, in their evolution up to the present time and propose derived pedagogical principles, the formation of the individual in contemporary society, delves into the interpretations, criticisms and formative proposals of a psycho-pedagogical and cultural nature on education, assessments of education based on student learning.

In this same section, two investigative experiences with Chinese students appear. The first work deals with the corpus of Chinese learners and the analysis of the interlanguage characteristics of these students. The second proposal began from the deficiencies found in the graduate students of the Spanish Language Faculty of the Hebei University of International Studies, China, to build the idea of the Spanish-speaking subject from the criteria of cultural diversity.

The experience of a Peruvian public university that establishes that there is a relationship between the perception and attitude of students towards the preparation of undergraduate theses in the specialty of languages.

An interesting study was that of the Faculty of Medical Sciences of Sagua la Grande, in which a proposal of digital educational resources was used, from the Sociopolitical Theory subject. The authors maintain that teaching this subject was a challenge, because it is not part of the basic subjects of the professional profile.

University postgraduate programs were represented in the publication, as a priority in the quality management of Higher Education; In this case, the study was aimed at the process of self-evaluation of a master's program as a requirement of Higher Education, reaffirming that its improvement must lead to its continuous improvement for excellence. It also joins an article that addresses a postgraduate approach to strengthening innovation capabilities.

This section closes with a study that proposes to rethink the relationship between teacher knowledge and students' mathematical performance. It investigates the curricular rationales present in the learning objectives and evaluation indicators belonging to the study programs in primary education.

In the review section belong, in general, new pedagogical trends in digital social contexts are treated from review articles. The authors reflect on the impact of ICTs in basic education in Latin America during the confinement by COVID-19 and on the experiences of the stage.

Dear and esteemed readers, we hope that the ideas presented in each of the lines of *Mendive. Revista de Educación*, No. 3, become foundations for the construction of new proposals for reflection and investigative approaches that contribute to educational transformation and the construction of a society.

Yudit Rovira Álvarez
Director-editor