

Presentation

In this issue of Itinerario Educativo (Educational Itinerary) renewed commitment of the publication with the discussion of topics of academic interest and research in Science Education, this time with a special emphasis on teaching.

RESEARCH Section nine articles are integrated. The first *Reflections on Latin American teaching: critical educational contributions of Paulo Freire and Estela Quintar* by Diana Edith Otálvaro Ramírez and Diego Alejandro Muñoz Gaviria, takes a pedagogical approach in critical perspective to the contributions from Latin American authors such as Paulo Freire and Estela Quintar, give the field didactics. In this sense, it supports the Freire's idea of teaching critical thinking and Quintar's parametral didactics not as proper teaching Latin.

The second, entitled *Notes for a nonlinear teaching based on the power of the subject* by Jorge Hernan Betancourt Cadavid, presented ideas about teaching reading to expressions of any kind, express or implied content, a didactic that assumes the logic of reasoning with which reality is constructed, which are not subject to constantly problematizes parameters and to build knowledge and awareness.

The third, entitled *Educational Project: A prospective vision towards continuous improvement of Liliana Maria Cardona Mejía*, investigates a study by the National Pedagogical University regarding the characterization of practices in all undergraduate programs.

The fourth, entitled *The Colombian textbook and educational policies during the twentieth century* by Gilberto Graffe and Gloria Orrego, is a result of the review article of public policies, the thesis topic in Public policies for women and their treatment in textbook illustrations of twentieth century Colombian Central University of Venezuela.

The fifth, is titled *The lesson plans in teaching Natural Sciences, Environmental Education and Mathematical Logical Thinking* by Omar David Alvarez Tamayo, presents results of the classroom experience, from the review of proposed Tamayo Vasco, Suarez de La Torre, Quinceno, Castro and Giraldo.

The sixth, *Structuring thoughts. The teaching of communication skills and argumentative* by Angela Bejarano, develops the thesis that the teaching of argumentative communication skills and should not be reduced to the mere teaching of structures. On the contrary, must work in the classroom, based on the contents, concepts that students use to express their thoughts.

The seventh, entitled *The experiential methodology in Higher Education* by Juan Carlos Padierna and Enoch Gonzalez, made a proposal to address the incorporation of active methodologies in the teaching and learning processes in the field of higher education, specifically in the program Bachelor of Physical Education and Sports .

The eighth, entitled *Training as temporary horizon* by Wilmer Hernando Silva Carreño, is a short article in which, in the light of the Lessons of phenomenology of internal time consciousness of Husserl is a study about the possibility of target time limits epojé while bracketing objective transcendent consciousness. From which it is the phenomenological time whose characteristic is to be inherent in the experiences and consciousness itself as a form of unity of all the experiences that make up the stream of consciousness. In this sense , intentionality, awareness, world , temporality constitute elements of reflection and phenomenological analysis as training grounds for thinking correlated with the formation of subjectivity and intersubjectivity .

The last article in this section, titled *Improvisation as path construction work since the creation Rascosis addressed collectively and interdisciplinary* by Gustavo Zapata and Veronica Castro, deals engine improvisation as staging, considered the unifying link stage systems.

DIFFERENT Looks Section has three articles. The first of these, *Teaching: an introduction and comparative overview of Andrés Runge*, has a compression of teaching as a subfield of pedagogy. To do this we assume a panoramic and comparative perspective to give account of certain

peculiarities and nuances in understanding the didactic pedagogical traditions more important today (Francophone tradition, German, Scandinavian and Anglo).

The second article, entitled *Research and reflective practice as epistemological categories of teacher development* by Hernando Silva Carreño Wilmer is an approximation to the direction of research and reflective practice in teacher professional development.

The last article, entitled *The praxis as ethical search scenarios and research training practices* by Edison Villa, is a critical reflection has elements from the interpretation of intentions, uncertainties, questions, findings and challenges that have emerged in the way of accompaniment on teaching practices professionals, in the formative research environment in the field of teacher training, through the method of systematization of experiences, and from there you posit some alternative ethical construction of knowledge to transform teacher subjectivity humanities.

Finally, renewed the invitation to teachers, researchers, students and interested academic community to participate in our publication and continue dialogue and building proposals on education issues vital to our system in the national and international context.

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