Presentation

The professionalization of teaching in higher education occurs to the extent that each professor acknowledges, understands, and transforms permanently towards continuous improvement through actions that accompany learning processes that create people, citizens, and professionals. Likewise, this professionalization occurs when the professor feels the need to responsibly follow a path to build pedagogical knowledge and to develop competencies that favor the act of teaching and allow the mediation of learning processes aimed at the integral upbringing of university graduates.

In response and contribution to the professional development of the university professor, the Centre for the Development of Teaching at the Universidad Industrial de Santander – CEDEDUIS, has committed to supporting the process of pedagogical learning for all UIS professors. Similarly, CEDEDUIS encourages the implementation of proposals that promote the best results in teaching, learning, and assessment. As part of this work, CEDEDUIS has been offering the journal Docencia Universitaria (University Teaching) for the past 16 years. This journal has become a means for teaching academics to disseminate research ideas and reflections, and share their experiences supporting learning, teaching, and assessment processes at the university.

In this edition, the journal addresses issues related to educational research, academic performance, learning assessment, comprehensive training, pedagogical mediation, education for life, attitudes, and values. The sources for the articles are academics from various universities, who share results from diverse research and mediation processes in the classroom.

This volume presents the following articles:

1. ***Application of the ethical principles of scientific research in the teaching-learning process in higher education***, shows the successful application in the classroom of a methodology to perform an analogy between the ought-to-be of teaching and learning processes in higher education and the ethical principles that arise while conducting research.

2. ***Prerequisites in curricular, progress: A case study after the 2011 student demonstrations in Chile***, describes the results of an investigation on the impact the suspension of classes motivated by the student demonstrations conducted in Chile in 2011 had on the academic performance of the students in the area of mathematics.

3. ***Thoughts from students in an education doctoral program. An evaluation of the program***, presents the main findings of a qualitative research study performed with the first semester students in the doctoral program in Education. Its purpose was to inquire bout the relevance of the curriculum in terms of training in evaluation research.

4. ***Towards the determination of possible advantages and drawbacks of online education***, describes the role online teaching plays as a source of research innovation and paradigm shift that provides a wide range of possibilities for skills training for future professionals.

5. ***College and training for life***, argues for the thesis according to which the university as an institution immersed in different economic, social, environmental, political, and cultural phenomena, above all, teaches for life. This given that it has replaced the objective of cognitive development with that of holistic education that encompasses the development of the different dimensions of the human being.

6. ***Habitus, stereotypes, and gender roles. Professor and student perceptions***, presents the results of the research whose goal was to reflect on the cultural symbolism of sex, which leads

to delineating roles and behaviors according to gender. The article presents the analysis, through interviews, of the perceptions that students have on teachers' gender roles.

7. ***Attitudes and values in the college environment: strategies for the reconstruction of the academic tissue***, proposes a reflection on teaching mediation in those universities that consider not just the cognitive and cognoscitive, but also the student's holistic education.

8. ***Pedagogic mediation in general learning disabilities: A therapeutic view,*** describes research that invites change of therapeutic intervention models through the use of cognitive pedagogical models. The result of this work was the development of a protocol for speech therapy intervention for general learning disorders based on the input phase of Reuven Feuerstein's theory of structural cognitive modifiability.

9. ***Respect. On the dignity of man in an unequal world***, based on the book by the American sociologist Richard Senett, the author of this article supports the ideas about how problematic it is to genuinely respect and acknowledge the other and invites to reflection in these times of intolerance and polarization.

Additionally, a review on the book Online learning: another option for teaching in the university environment is presented. The book presents the authors' analysis on the research results obtained on the evaluation of online teaching experiences. Finally, some summaries of the theses developed by graduates of the Specialization in University Teaching are included.

MarthaVitalia Corredor Montagut
Editora