

EDITORIAL

On this occasion, it has been considered appropriate to divide the Editorial section into three parts: the first refers to general issues related to scientific activity, journals, metrics, impact index, quartiles, etc.; the second part is descriptive-explanatory about growth and aspects of importance on the positioning of the Journal Sophia in the scientific community of recent times; and the third part presents the publication No. 35 of the Collection.

General issues related to the scientific activity of journals



This section briefly explains some aspects related to the scientific activity in which we are involved and which is linked to the publication of scientific journals, so it is necessary to bear in mind that the quality of any scientific publication is measured and evaluated, for which there is a variety of metric indicators that determine its acceptance, validation or rejection in the scientific community. Thus, “scientific production is measured and evaluated according to a series of criteria related to the number of papers published and the number of times in which they have been cited” (Mondragón, 2017, p. 1). The criteria measured include: ‘the number of published works; the total number of citations received; the number of average citations per published work; the number of significant published works; the number of citations of the most cited published works’ (Mondragón, 2017, p. 1).

As generally known, publications with impact are considered to be those that are indexed in certain databases, in portals of information that determine measurements on the recognition and quality of the information and/or content that is published; thus impact indicators (or indexes) measure the incidence that a journal has had in the scientific community based on its acceptance verified by the number of citations that articles have received in a given area, which gradually leads to comparisons, a kind of hierarchies, to the definition of “rankings between journals and reflects the relevance of each title in the thematic field in which it is included” (Mondragón, 2017, p. 1).

Likewise, it is necessary to consider that there are currently several tools that allow to know and calculate the impact of scientific journals, including:

Journal Citation Reports (JCR) covering a wide range of publications from more than 200 different disciplines, “the impact factor is calculated annually by the Institute for Scientific Information (ISI), it is an essential tool to know the impact and influence of a Journal in the global research community” (Mondragón, 2017, p. 1), is consulted from the Web of Science (WOS) platform. The impact factor with JCR is not permanent due to the annual update it makes; an interesting aspect worth mentioning is that a journal can be located in more than one thematic area and in each one can have a different impact factor.

According to Mondragón (2017), the impact factor of a journal in JCR is calculated based on the average number of times in a year the articles published in the previous two years have been cited, thus considering the following: “the total number of citations received in the previous two years divided by the total number of articles published in those two years” (p. 1).

SCIMAGO Journal and Country Rank (SJR) which was presented as an “alternative tool to JCR,... analyzes the publications indexed in the Scopus database, of Elsevier publishing, from 1997 to date,... can be consulted from the Scopus platform, for payment, or from SCIMAGO Journal and Country Rank-SJR” (Mondragón, 2017, p. 1), like the previous one, the same journal can be located in different thematic areas and have a different impact in each area of knowledge.

The impact index in SJR is made taking into account the information provided by Google “to order its search results (Google PageRank), so not all citations are worth the same, but the value depends on the position occupied by the journal that cites” (Mondragón, 2017, p. 1), so that “the weighting of citations is made according to those received by the citing publication... for the calculation, citations to documents published in the journal itself are eliminated” (Mondragón, 2017, p. 1).

In addition to the impact factor or index, another relevant aspect in relation to the publication of the journals is the issue of quartiles, an aspect that is considered in both JCR and SJR. The quartiles are characterized by ordering the journals from highest to lowest taking into account the index or impact factor, these are: “Q1, a group made up of the first 25% of the journals listed; Q2, a group that occupies 25 to 50%; Q3, a group that positions between 50 and 75%; Q4, a group that is located between 75 and 100% of the ordered ranking” (Mondragón, 2017, p. 1).



Other important indexes are: **Scielo**, bibliometric indicators for Spanish health sciences journals, developed by Ibero-American institutions. **Latindex**: Regional online information system for scientific journals in Latin America, the Caribbean, Spain and Portugal, an initiative led by the Autonomous University of Mexico that offers a series of editorial characteristics established through the application of editorial quality criteria. **Google Scholar Metrics**: offers the metrics applied in Google Scholar and publishes a ranking of scientific journals

Another component to keep this in mind is that referred to the h-index of journals and authors. It can be stated that the aforementioned H-index “was created by Jorge E. Hirsch in 2005... is also useful to measure the scientific production of countries” (Mondragón, 2017, p. 1). The calculation of the H-index, “proceeds from ordering from highest to lowest the scientific articles according to the number of citations they have received: the H-index is the number in which the order number coincides with the number of citations” (Mondragón, 2017, p. 1). Likewise, it is necessary to evaluate the contribution made by Google Scholar Metrics, same as for the calculation of the h index:

...includes Google Scholar journals that have published at least 100 articles that have quotes;...to evaluate the journals, Google Scholar Metrics has relied on the H-index and has created the metrics called h5 Index and the Mean-h5. Currently, they compute the citations received in the last five years, complete prior to the year of performance of the metric... (Mondragón, 2017, p. 1).

Metrics are based on citations of all articles indexed in Google Scholar up to a certain date, hence:

Google Scholar offers a ranking of journals according to the language in which they are edited: it is the top of the 100 main publications, the 100 journals that have the greatest impact in each language, which are listed by their h5 index and their h5-average. Currently, it does not allow to group and sort journals according to their country of publication (Mondragón, 2017, p. 1).







Growth and Positioning of Sophia Journal: Collection of Philosophy of Education in the Scientific Community

Once important points have been made about scientific journals, this section focuses on the growth and positioning of Sophia Journal in the scientific community. Thus, in mid-2021, Sophia: Collection of Philoso-

phy of Education is accepted in Scopus, one of the most important and prestigious databases; at the end of April 2023, we received the news that our journal is one of the seven Ecuadorian journals in the Scopus database, from Elsevier Editorial that manages to enter the classification of Scimago Journal & Country Rank; that the impact that Sophia has obtained in the scientific community allows it to be placed in the quartile two (Q2) of the impact factor; and that this progress makes it the first and only Ecuadorian journal that leads the scientific and academic production in the country, as shown by the data detailed in table 1.

Table 1
SJR impact factor



	Title	Type	↓ SJR
1	Retos(Ecuador)	journal	0.259 Q3
2	Iconos 	journal	0.214 Q3
3	Sophia(Ecuador) 	journal	0.211 Q2
4	Granja 	journal	0.181 Q4
5	Revista Ecuatoriana de Neurologia 	journal	0.152 Q4
6	Bionatura 	journal	0.126 Q4
7	Revista Politecnica 	journal	0.120 Q4

Source: <https://bit.ly/3PWUTkF>

In the Journal Citation Index (JCI) of Web Of Science (WOS) of June 2023, it is found that Sophia’s impact factor places it in quartile three (Q3), within the category Education and Educational Research, accreditation that highlights the incidence and quality of publication worldwide in the field of philosophy in general and philosophy of education in particular, aspect detailed in the following table.

Table 2
Journal Citation Index

JOURNAL CITATION INDEX (JCI) BY WEB OF SCIENCE								
Journal name	ISSN	eISSN	Category	Total Citations	2022 JIF	2022JCI	JCI Quartile	JCI Percentile
Sophia: Philosophy of Education Collection	1390-3861	1390-8626	Education and Educational Research	59	0.3	0.41	Q3 31.33	510/742

Regarding JCI, following Parodi (2023) it is important to make some clarifications, considering that “according to Clarivate (2023), the main collection of Web of Science (WoS), the WoS Core Collection, is the result of a constant process carried out to guarantee that each journal is in the right collection” (p. 1). In this sense, Clarivate considers three essential pillars: objectivity, selectivity and dynamics; and evaluates 24 quality criteria and four impact criteria of the journals, so that, according to Parodi (2023), those journals that meet the 24 quality criteria referred to above:

...are indexed in the Emerging Sources Citation Index (ESCI), and... those that also comply with the latter are indexed in what Clarivate calls its “flagship”: Science Citation Index Expanded (SCIE), Social Sciences Citation Index (SSCI) and Arts & Humanities Citation Index (AHCI), as appropriate... (Parodi, 2023, p. 1).

As for Parodi (2023), until 2020, only “the journals included in SCIE and SSCI received an Impact Factor (IF) and were included in the Journal Citation Report (JCR). In 2021, Clarivate incorporated the calculation of the Journal Citation Index (JCI), a standardized citation index ... designed to complement the IF” (Martin Szomszor, 2021, quoted by Parodi, 2023, p.1), it is understood that the ultimate aim tended to transparency scientific production and to promote recognition of the quality of journals by positioning them at the highest standards assessed by Clarivate, “...giving them greater visibility and allowing them to compare with “sources of scientific publications ... more consolidated ...belonging

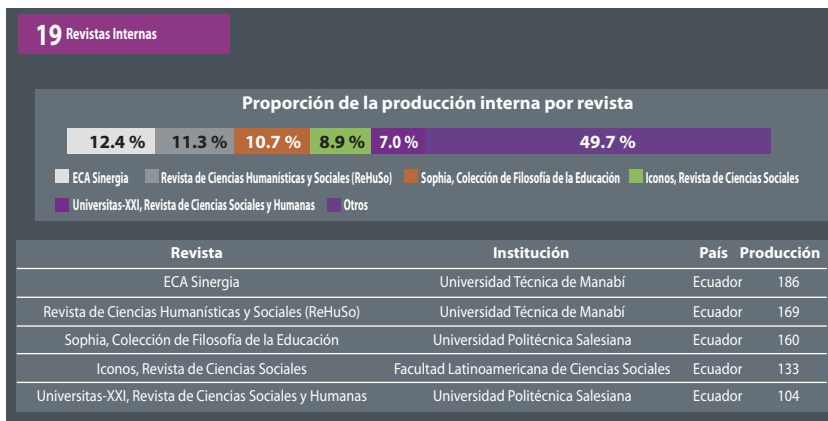
to SCIE and SSCI]’ (Martin Szomszor, 2021 cited by Parodi, 2023, p. 1). As Parodi (2023) points out, ‘from June 2023, the IF is calculated for all journals in the WOS main collection’ (p. 1).

This implies that “the emergence of the JCI, the IF has been and continues to be the index of impact par excellence within the scientific and academic community, even going, ..., to govern exclusively quality evaluations” (Parodi, 2023, p. 1). Hence, in the words of Parodi (2023), “... democratization represents a step towards transparency, giving greater visibility and prestige to articles published in journals belonging to ESCI and AHCI” (p. 2).

In addition, in the scientometric indicators of Ecuador presented by Redalyc, there are 19 internal journals, of which Sophia: Collection of Philosophy of Education contributes with 10.7% of the internal scientific production at the country level, as shown in the following table:



Table 3
Proportion of scientific output by journal at the country level



Source: Redalyc (2020). Redalyc Scientific Information System. Network of Open Access scientific journals. Version 5.0 | 2003-2023. <https://bit.ly/4398rwn>

The growth of the journal Sophia in the scientific community has been significant, as can be evidenced in the level of acceptance demonstrated through social and academic networks expressed in the following table:

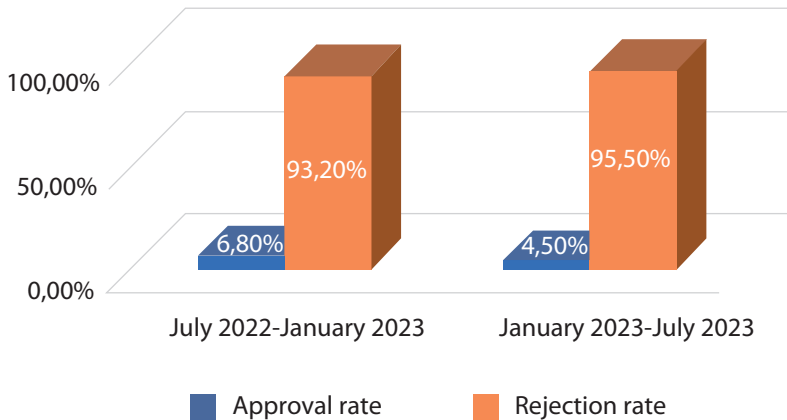
Table 4
Sophia: The Philosophy of Education Collection
on Social and Academic Networks

Sophia Journal: Philosophy of Education Collection			
Followers on Social Networks January-June 2023			
SOCIAL NETWORK	FOLLOWERS JANUARY 2023	FOLLOWERS JUNE 2023	
Facebook	23583	23933	
Instagram	1016	1093	
Twitter	1069	1145	
LinkedIn - business account	10	169	
Reach in Social Networks period January-June 2023			
Metric	Facebook	Instagram	
Scope	322537	6178	
Visits	5741	254	
Sophia in Academic Networks			
Network	Number of citations (26 June 2023)	Index h	Index i10
Google Scholar	6520	37	123
Academy. Edu	476 and 16,807 views in the last 30 days		

Source: Own production.

This has allowed that in recent times the massive and exponential entry of manuscripts related to the central theme of the call and a high percentage of documents related to the miscellaneous section of the journal has increased. The increase in documents requires the fulfillment of rigorous processes of preliminary reviews, modifications, complementations prior to the evaluation process by international reviewers, issuance of reports that according to the verdict, entail new processes of review and application of changes prior to the pre-selection and final approval of the document, this explains that in the period July 2022 to January 2023, there was a rate of 6.80% of approved documents and a rate of 93.20% of rejected manuscripts. Likewise, in the period between January 2023 and July 2023, the rate of approved documents reached 4.50% and the rate of rejected documents stood at 95.50% respectively, which is shown in the following graph:

Figure 1
Manuscript approval and rejection rates
(July 2022-July 2023)



Source: Own production.



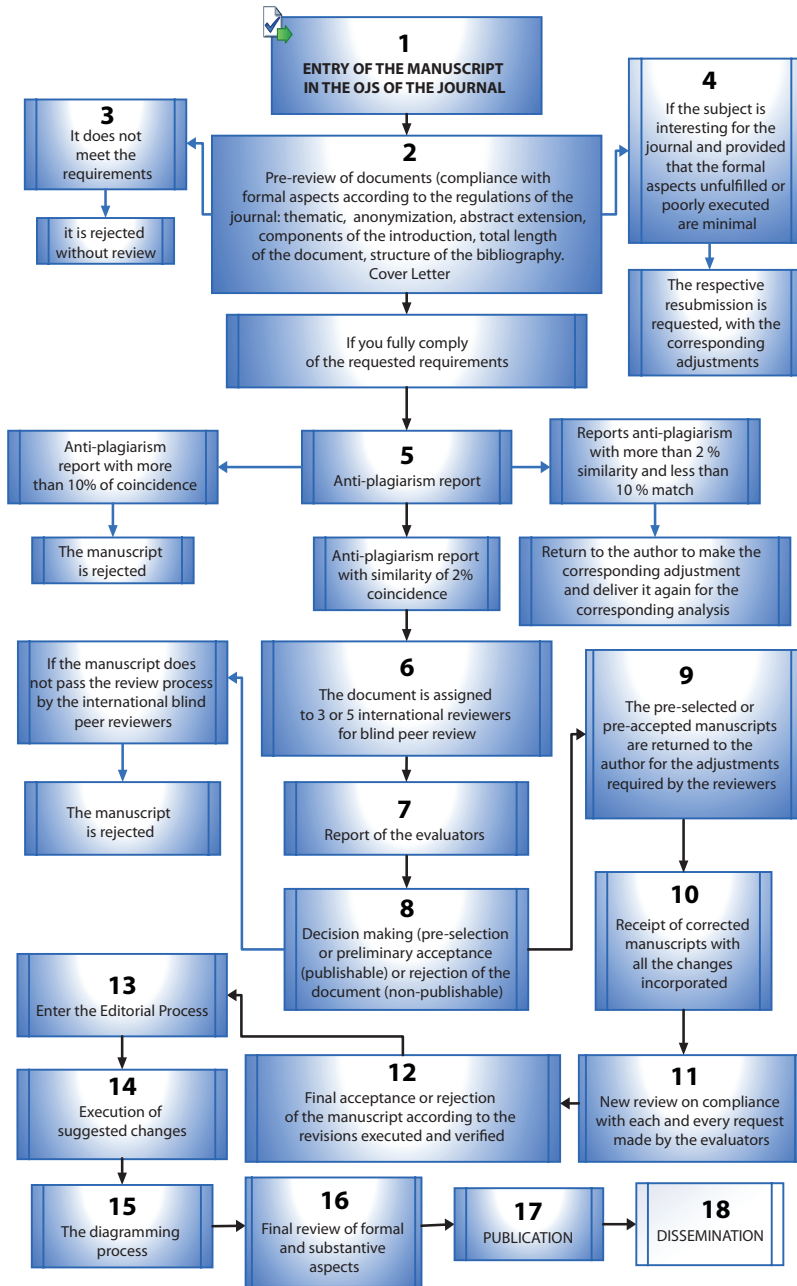
The journal evaluation process follows a rigorous, systematic and organized process of pre-evaluation, review, evaluation and decision-making on each of the manuscripts submitted to the journal. The structure of the document must comply with all the aspects established in the guidelines of the journal located in the section **Guidelines for authors** (Aguilar, 2019a) located in the following link: <https://sophia.ups.edu.ec/index.php/sophia/about/submissions> (here is the template for the manuscript; the regulations and also the presentation / cover letter).

The route taken by each document is as follows:

1. Entry of the manuscript in the OJS of the Journal (according to the requirement of the journal located at the link: https://sophia.ups.edu.ec/pdf/sophia/docs/Chequeo_previo.pdf (Aguilar, 2019b).
2. Pre-review of documents (compliance with formal aspects according to the regulations of the journal: thematic, anonymization, abstract extension, components of the introduction, total length of the document, structure of the bibliography. Cover Letter with all the required aspects (includes the assignment of rights, the declaration and the metadata).
3. It does not meet the requirements, it is rejected without review.

4. If the subject is interesting for the journal and provided that the formal aspects unfulfilled or poorly executed are minimal, the respective referral is requested.
5. Anti-plagiarism report with similarity of 2% coincidence goes to review by blind peers. Document with similarity up to 10%, return to the author to make the corresponding adjustment and deliver it again for the corresponding analysis. Documents with a match rate higher than 10% are rejected.
6. Document with similarity equal to or less than 2%, the document is assigned to 3 or 4 international reviewers for blind peer evaluation.
7. Report of the evaluators. The evaluation criteria suggested by blind pairs (reviewers) of the manuscripts are as follows:
 - a. Accept this submission
 - b. Publishable with modifications
 - c. Send it for Review
 - d. Send it to another publication
 - e. Unpublishable
 - f. View comments
8. Decision making (pre-selection or preliminary acceptance (publishable) or rejection of the document (non-publishable).
9. The pre-selected or pre-accepted manuscripts are returned to the author for the adjustments required by the reviewers.
10. Receipt of corrected manuscripts with all the changes incorporated.
11. New review on compliance with each and every request made by the evaluators.
12. Final acceptance or rejection of the manuscript according to the revisions executed and verified.
13. Enter the Editorial Process.
14. Execution of suggested changes.
15. The diagramming process.
16. Final review of formal and substantive aspects.
17. Publication.
18. Dissemination.

Process of receiving, reviewing, accepting and publishing manuscripts Magazine Journal



Presentation of the publication N. 35 of the Collection

We are pleased to present our readers with the publication number 35 of the Sophia Journal: Philosophy of Education Collection.

In this opportunity, the core of the reflections revolves around the *Philosophical currents and their incidence in the pedagogical orientations*, in such virtue, it exposes interesting aspects on the contributions of various theories, approaches, trends, epistemological perspectives and philosophical methods for understanding the educational reality, its foundation, its meaning, the processes and pedagogical events; there are some elements of the philosophy of dialogue, of kantism, of Marxism, of hermeneutics, of technology, of structuralism, of personalism, of vitalism and their contributions to the current pedagogy that have been given in this intellectual space for reflection and debate.

This publication of Sophia aims to become a seed for the construction of new ideas and philosophical proposals on the educational phenomenon and the processes it implies. Thinking and talking about *Philosophical currents and their impact on the pedagogical orientations*, leads to the need to philosophically rethink the different real and contextual problems that education, current pedagogy and its main protagonists go through to propose alternatives from theories, categories, doctrines and thought currents to develop among other aspects:

The cognitive functions of the human being, ... to enhance logical-abstract structures, ... to reflect on didactic strategies for the development of mental operations in the learning subject, with a view to achieving the consolidation of an integral and integrated subject (Aguilar, 2017, p. 46).

It is necessary to consider that one of the challenges of today's education is to promote the development of cognitive skills to enhance students' research, analysis, problem-solving and consequent decision-making, for which philosophical knowledge becomes essential to face today's complex society and its dynamism, in which "economic vision prevails over other ways of seeing and understanding the world" (Aguilar, 2010, p. 151). It is undeniable that in these two decades of the 21st century, there has been a diversity of problems and circumstances that force to think and act differently, also that "everything has been complicated in tune with the spread of the network society, a complex and multidimensional society" (Aguilar, 2010, p. 151), emerging situations that also affect educational institutions, particular didactics, pedagogies and subjects that make up the new scenarios that seem to eliminate procedural



dynamism, lock subjects and dilute them in the mass causing them to lose their roles.

Despite the current situation, the subject remains of vital importance to give meaning to the new society and for this, philosophy provides a set of categorical tools to bring to praxis, and transform its own world and the society in which it is, always bearing in mind that, “the subject forms his own mental image, elaborates concepts, generalizes what is observed and builds a system of symbols that projects and communicates to others; in this process both attention (as a selective process of perception) and memory (as a means of identifying and interpreting) intervenes” (Aguilar, 2010, p. 157).

Hence, the philosophical currents and the representative figures of them that have emerged over time will continue to contribute to understand the being and the educational task and to redirect the pedagogical action. Philosophical currents such as idealism, stoicism, epicureism, realism, skepticism, dogmatism, relativism, scholasticism, humanism, subjectivism, empiricism, rationalism, criticism, pragmatism, historicism, phenomenology, existentialism, positivism, structuralism, language philosophy, Marxism, vitalism, biologism, raciovitalism, etc, make important contributions to the understanding of educational fact.

The ten articles approved in this call belong to this scenario, they aim to respond to the various problems that arise according to the new social, economic, political, cultural, human and educational requirements. Questions such as: What are the implications of Philosophical Currents in education? How do Philosophical Currents contribute to Pedagogy and its problems? What are the outstanding tasks of Philosophical Currents for Education? What are the philosophical methods that contribute to pedagogical action? What are the advantages, limitations and challenges of Philosophical Currents in education? Can there be a pedagogical orientation without a philosophy that supports it?, find alternative answers in the pages of this publication.

In the central theme of this publication, the following manuscripts are found:

Hermeneutics and Technology as a salvific dialogue for current pedagogy, written by Leopoldo Edgardo Tillería Aqueveque, from Chile, presents the controversial thesis that the dialogue between hermeneutics and technology is decisive to safeguard an original pedagogy for a free and responsible citizen. In this sense, the author resorts to the hermeneutics of Heidegger’s facticity, as an interpretative structure that reorders the sense of the notions of technique and technology, in turn, he suggests a peda-



gogy focused on the primitive and more authentic way of understanding oneself. The researcher points out the need to understand the relationship between technology and pedagogy based on philosophical hermeneutics.

The article Contributions of Socratic Maetics to Dialogical Education, written by Carlos Alberto Vargas González and Dora Patricia Quintero Carvajal, from Medellín, Colombia, explains that education has a vast history that has made it go through different epistemological, pragmatic and ontological positions, a situation that has enriched its theoretical and practical acquis. The authors state that *one of these current foundations of education is philosophical thinking about dialogue*, which as for the editor has been considered an important methodological strategy in the teaching-learning processes of recent times. The aim of this manuscript, according to its writers, is to propose some elements for dialogic education from the study of Socratic Mathematics, in order to recover and resignify the importance of the question and the ability to ask oneself in the educational processes and in the daily life of today's society.

On the other hand, the document *Thinking Pedagogy as Psychagogy in the Last Foucault*, presented by Juan Emilio Ortiz Leoni from Argentina, states that the ideas of Michel Foucault have had a great influence in the sciences of education and that studies about the disciplinary society have become an inescapable reference to think the dynamics of the current school institution; however, he considers that this influence is often reduced to its critical and deconstructive approach, without adequately elaborating the propositional aspects and constructive influence that this theory can offer. He analyzes some key concepts of Foucault's late thinking: *regime of truth, practices of the self, psychagogy and paresis in order to identify their importance and their application in the educational task*.

The article *Education, Writing and Existence in Miguel de Unamuno*, built by Francisco de Jesús Ángeles Cerón, from Santiago de Querétaro, Mexico, explains the contributions of the philosopher as an educator and as a writer, in this sense it proposes to analyze two fundamental issues: the work of education and the work of writing. The author states that both the professor and the writer can teach by making their way through language, helping each other.

In closing this section, the manuscript *Kantian Perspective on the State and Education*, written by Agustina Ortiz Soriano of the State, Michoacán, Mexico, analyzes the position that education and the state holds in Immanuel Kant's practical philosophy, for whom education is established as the essential task of humanity, not in vain pointed out that man can consider the art of government, and the art of education as the most



difficult discoveries, the process by which the human being becomes human by Education begins. The author considers that for the Kantian proposal to be promoted from educational institutions, it is necessary to rethink the task and role not only of parents, but also of the State in the educational sphere and orient it according to the parameters of cosmopolitanism, an approach that is presented as an imperative social need, and at the same time, as an inalienable task.

The miscellaneous section includes the following contributions:

The article *Possibility of a realistic pedagogical constructivism*, presented by Santiago Tomás Bellomo, from Buenos Aires, Argentina, approaches the discussion about the ability of our intelligence to access the knowledge of reality itself, for this he goes to Piaget who, to say of the writer, “revolutionized the history of psychology and pedagogy from his scientific discoveries relating to the way in which the human being knows”. However, by his own philosophical inclination, his pedagogical constructivism was strongly rooted in immanentist philosophical traditions, to such an extent that the association between pedagogical constructivism and anti-realism constitutes a kind of common place and a certain dogmatic thought. The author intends to demonstrate that this association is not the only possible alternative and rather considers that it is possible to justify pedagogical constructivism from realistic positions, provided that some assumptions that modernity has installed not very critically in educational and philosophical circles are reviewed. In this sense, the review of the notion of representation, conceived according to the Aristotelian tradition and *aggiorized* by the contributions of constructivism, allows us to open a path of conciliation between pedagogical constructivism and a type of realism that is both robust and plural, as Charles Taylor suggests.

The document *Analysis, Classification and Philosophical Foundations of Critical Thinking Models*, written by Angélica María Rodríguez Ortiz, Juan Camilo Hernández Rodríguez, Ana Milena López Rúa and Valentina Cadavid Alzate, from Manizales, Colombia. After conducting an analysis of the different meanings about critical thinking, they propose to identify constituent elements of critical thinking to classify them in models according to their purposes and conceptual analysis, carried out from the analytical philosophy.

In the same line of reflection, is the document *Use of paradoxes as didactic resources that develop critical thinking in students* by Rafael Félix Mora Ramirez, from Lima, Peru. The author considers paradoxes as didactic resources that can help the development of critical thinking



of the student during his training. The author begins the analysis making a clarification of the concepts of fallacy and reduction to absurdity; then analyzes a list of paradoxes with the aim that they can be used in a classroom, among them are the paradoxes of Achilles and the Turtle, Galileo, the Hilbert hotel, Tristram Shandy, Protagoras, etc. He finishes the document with the explanation of the affective and emotional aspect that students experience when facing such problems.

The article *Armando Hart and his methodological keys for teaching Marxism*, written by Yenisey López Cruz and Lídice Duany Destrade, Santiago de Cuba, continues. The authors highlight Hart's contributions as fundamental to revalue Marxist thought, critical thinking and the ability to question the contemporary world. The authors aim to reveal the methodological keys identified in Hart's thought as essential for the interpretation and use of Marxism as an educational resource. The essential keys found by the authors are the recognition of the anti-dogmatic essence of Marxism, eclecticism as a theoretical-methodological instrument to think and do political praxis, the determining role of material production, the importance of spiritual life as an essential subject of political life, the relationship between culture and politics, and the recognition of the relative character of all knowledge associated with political and social processes.

Finally, the manuscript *Student Perception of Discrimination and Racism in Higher Education*, elaborated by Patricia Cecilia Bravo Manceiro, Tania María Guffante Naranjo and Martha Yolanda Falconí Uriarte, from Riobamba, Ecuador. The authors analyze the students' perception of discrimination and racism in higher education. The question that guides the study is: What perceptions do students have about discrimination and racism in the university context? The researchers argue that racism is considered an ideology that naturalizes inequality and that takes as a basis biological particularities to establish situations of social differentiation. The authors consider that the main sources of discrimination are: ethnicity, gender, sexual identity, socio-economic situation and/or disability.

It is expected that the diversity of ideas presented in this volume will generate new questions and guidelines for the structuring of alternative proposals and projects that contribute to the personal and social growth of the human being.

Thank you for being part of our editorial project!

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