

Editorial

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In this issue, we offer eight research reports and four reflection papers.

1. In *Digital educative resources for childhood education (REDEI in Spanish)* the Colectivo Educacion Infantil y TIC presents a description of the investigation, the creation and design process, and the publication of the first bank of digital educative resources for the early childhood of the country.
2. In *Literary reading: contributions for literature didactics*, Haury deals with literary readings as school practice, particularly, in those spaces in which literature is taught, and in general, in the education of kids and teenagers.
3. In *Godofredo Cínico Caspa: a positive discourse analysis*, Calle Díaz presents a positive discourse analysis based on Systemic Functional Linguistics categories within the appraisal (Martin & White, 2005) and transitivity systems (Martin & Rose, 2007; Goatly, 2000).
4. In *Factors impeding the implementation of technology in the classroom*, Chacón Rojas, Yañez y Fernández Cárdenas present the results of a research aimed at identifying the factors that prevent teachers from implementing technological resources in the classroom.
5. In *Design and implementation of activities for stimulation of phonological awareness in prekinder and kindergarten*, Varela Osorio, Viecco Reyes y Florez Trochez show the results of a research developed in 2011 and 2012 in two private schools of Barranquilla, whose objective was to develop expertise in the design and implementation of activities for stimulating phonological awareness skills.
6. In *Writing competence in 5th grade students as a result of a pedagogical supporting program having to do with language aesthetics: poetry*, Puello Viloria determines the effectiveness of an educational support program related to language styles such as poetry.
7. In *Familiar communication and academic performance in college students*, Guzmán Arteaga y Pacheco Lora establish the relationship between family communication regarding academic performance and college students, to formulate a theory of social communication and pedagogical value and a model with a value communication competence for cultural development in the Colombian Caribbean.

8. In *Teaching and assessment of academic writing: analysis of practices reported by French and Colombian professors*, Escorcia, Moreno, Campo y Palacio describe the conceptions of professors concerning teaching and assessment of academic writing.
9. In *Reflections in a community of practice on the development of questions*, Escudero Trujillo y Rojas Alvarez present the reflections in a community of practice, formed by different faculty members of the Universidad del Norte, on the development of questions.
10. In *The grade project: a discursive university experience*, Arnáez Muga analyzes the components of a Master's Degree Paper Proposal (MDPP) and the variables involved in its development.
11. In *Adapting cultural materials to satisfy student needs*, Staley examines the importance of adapting cultural materials to meet student needs and program objectives in two different educational contexts: Indonesia and Colombia.
12. In *Reflections on teaching geography in the Departamento del Atlántico*, Llanos Henríquez analyzes geography teaching in the Departamento del Atlántico, Colombia.

FRANCISCO MORENO