

## EDITORIAL

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The Digital Journal of Research in University Teaching (RIDU) presents a new issue, corresponding to the January-June 2019 period, with important national and international contributions. First, Paola Palomino Flores and Carlos A. Almenara, professors and researchers from Universidad Peruana de Ciencias Aplicadas, present their research aimed at comparing the levels of emotional intelligence in a group of undergraduate students according to the expected level of achievement of competencies, finding differences in the group of female students. Second, Goretti Orbea-Aizpitarte, Esther Cruz-Iglesias, and Itziar Rekalde-Rodríguez, from the Department of Didactics and Academic Organization of Universidad del País Vasco, present their research aimed at investigating the perception of a group of college students on the basis of the educational and training possibilities offered by the portfolio to the teaching staff of a teaching module (Minorkult); highlighting the importance of this tool to

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promote teaching practice and student autonomy. Third, Carmina Folch, Reina Capdevila, and Montserrat Prat, from Universitat Ramon Llull, present a study on the faculty's perception of a co-teaching experience combining the art and science modules, where the results reflect that this experience allowed the attainment of creativity, teamwork, and leadership in students. Fourth, Héctor Aponte, Daniel Barona, Antony-Javier Apeño-Arias, and Angela-Stefany Hernandez-Blotte from Universidad Científica del Sur, show us the results of their research on the perception held by undergraduate students on the natural history of the human being, the main result being that more than half of those surveyed maintain an evolutionist stance on the origin of men, while the rest still maintain a more theistic position.

In the fifth place, Erika Egleontina Barrios González, Ulises Delgado Sánchez, and Eduardo Hernández Padilla, researchers from Universidad Autónoma del Estado de Morelos, show us the results of their research aimed at comparing the qualitative differences between the approaches of research training and formative research, based on the perception of two groups of college students, within the process of teaching and training of the research competence. Sixth, Carlos A. Huayanay-Espinoza and his team present a proposal for a research agenda to promote this activity within the scope of Higher Education in Peru. The closing reflections of the authors generate a debate that highlights the importance of establishing policies focused on strengthening research in the medium to long term. Finally, Fabio Anselmo Sánchez Flores, from Universidad Andina del Cusco, presents a review of the main characteristics of research

from the quantitative and qualitative approaches, focusing his analysis on the contrast of their differences and similarities from a historical, epistemic, methodological, and procedural perspective.

We hope that this issue will be of special interest to the entire scientific community linked to our journal.