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EN LA SECCIÓN ALEPH

Los contextos organizacionales propicios para la innovación y la introducción de la Educación 4.0 en las organizaciones de educación superior

Organizational contexts conducive to innovation and the introduction of Education 4.0 in higher education organizations

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Journal scope

Innovación Educativa is a Mexican scientific journal; blind peer-reviewed, it is indexed and published every four months, presenting new scientific articles in Spanish and English. The journal focuses on new interdisciplinary approaches to educational research in higher education, bringing together the methodologies of the humanities, sciences and behavioral sciences. *Innovación Educativa* is a journal regulated by the ethics of scientific publications expressed by the Committee of Publication Ethics, COPE, and participates in the initiative for non-commercial open access, and thus does not charge any fees or embargo for its contents. It is published by the Direction of Educational Training and Innovation of the Academic Secretariat of the Instituto Politécnico Nacional, Mexico. The journal sustains a rigorous blind peer review process that enables equal opportunities for the international scientific community, guided by a policy of gender equality, and openly rejects practices of discrimination based on race, gender or geographical region.

Guidelines for presenting original works

In its fourth era, the journal receives contributions in Spanish and English throughout the year for the section *Innovus*. *Innovación Educativa* includes a thematic section in each issue called *Aleph*; there is an open call for articles for this section three times a year. The papers published in both sections are subject to a blind peer review process and analyzed with software to detect plagiarism, so authors should ensure that the originality, composition, references and quotes adhere to the journal guidelines. Originality, intelligent argumentation and rigor are expected from the contributions.

Innovación Educativa only receives previously unpublished scientific papers and does not accept journalistic work. In order to facilitate the editorial administration of their texts, authors must comply with the following regulations of structure, style and presentation.

Types of collaboration

- ▶ **Research.** The papers in this category must take into account criteria such as relevant research design, theoretical and methodological congruence, rigor in the handling of information and methods, accuracy in discoveries or results, discussion of results, conclusions, limitations of the study, and future possibilities when applicable. Texts must be between 15 and 25 pages long, including

graphs, notes and references. Pages must be numbered, with 1.5 line spacing. These contributions will be sent to the sections *Aleph* and *Innovus*.

- ▶ **Educational interventions.** These papers must include a theoretical-methodological foundation focused on presenting educational innovations. These papers should be between 15 and 25 pages long, including graphs, notes and references. Pages must be numbered, with 1.5 line spacing. These contributions will be sent to the section *Aleph* and *Innovus*.

Submission requirements

- ▶ Manuscripts must be on a letter-sized paper, in 12-point Times New Roman font, in a single column, with correct use of capital and lower-case letters.
- ▶ The title must be bilingual (Spanish and English) and must not exceed fifteen words.
- ▶ All contributions must include a 150-word abstract in Spanish, with five or six keywords that are included in the vocabulary database of the IRESIE, as well as a translation of the abstract and keywords in English. The vocabulary database can be consulted at www.iissue.unam.mx.
- ▶ All manuscripts must include conclusions.
- ▶ Graphic elements (charts, graphs, diagrams, drawings, tables, photographs) must be numbered in the order in which they appear, with correct placement in the text, with captions and credits to the original source. They should not be inserted as images into the body text. Photographs must have a minimum resolution of 300 dpi, and a width of 140 mm.
- ▶ Footnotes should be avoided, unless absolutely necessary to clarify something that cannot be inserted into the body text. All bibliographical references (textual quotations, ideas, or paraphrases) should be added as endnotes in accordance with the American Psychological Association (APA) guidelines, respecting the correct font usage (roman and italic). If your article is in Spanish all terms should be in this language. Otherwise, all should be in English. All articles from digital journals should include the correspondent doi [Digital Object Identifier]. Texts from modifiable Web pages must include the retrieval date. The format can be seen in the following examples:
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 - Kalish, D., & Montague, R. (1964). *Logic: Techniques of formal reasoning*. New York, NY: Oxford University Press.

- Book chapter
 - Helwig, C. C. (1995). Social context in social cognition: Psychological harm and civil liberties. En M. Killen y D. Hart (Eds.), *Morality in everyday life: Developmental perspectives* (pp. 166-200). Cambridge, England: Cambridge University Press.
- Journal article
 - Geach, P. T. (1979). On teaching logic. *Philosophy*, 54(207), 5-17.
- Digital journal article
 - Williams, J., Mark G., & Kabat-Zinn, J. (2011) Mindfulness: Diverse perspectives on its meaning, origins, and multiple applications at the intersection of science and dharma. *Contemporary Buddhism* 12(1), 1-18. doi: 10.1080/14639947.2011.564811
- Electronic sources
 - Bakó, M. (2002). Why we need to teach logic and how can we teach it? *International Journal for Mathematics Teaching and Learning*, (October, ISSN 1473-0111). Available at <http://www.cimt.plymouth.ac.uk/journal/bakom.pdf>
 - Ceragem. (n. d.). Support FAQ. Retrieved on July 27, 2014 from <http://basic.ceragem.com/customer/customer04.asp>

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- ▶ Brief C.V. of the author, on a separate page.
- ▶ The paper and requested documents should be sent to the following e-mail: coord.ed.rie@gmail.com, with a copy to innova@ipn.mx.



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