UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

Góndola, Enseñanza y Aprendizaje de las Ciencias

DOI: https://doi.org/10.14483/23464712.26030

GÓNDOLA
ENSEÑANZA Y APRENDIZAJE DE LAS CIENCIAS

Editorial

20 YEARS OF EXPERIENCES WITH THE JOURNAL *GÓNDOLA, ENSEÑANZA Y APRENDIZAJE DE LAS CIENCIAS*: IMPACT AND ACHIEVEMENTS IN INDEXING

20 AÑOS DE EXPERIENCIAS CON LA REVISTA *GÓNDOLA, ENSEÑANZA Y APRENDIZAJE DE LAS CIENCIAS*, IMPACTO, LOGROS EN INDEXACIONES

20 ANOS DE EXPERIÊNCIAS COM A REVISTA *GÓNDOLA, ENSEÑANZA Y APRENDIZAJE DE LAS CIENCIAS*, IMPACTO, CONQUISTAS EM INDEXAÇÕES

Olga Lucía Castiblanco Abril*

Castiblanco, O. (2026). Editorial: 20 años de experiencias con la revista góndola, enseñanza y aprendizaje de las ciencias, impacto, logros en indexaciones. *Góndola, Enseñanza y Aprendizaje de las Ciencias*, 21(3), *e-26030* https://doi.org/10.14483/23464712.26030

In June 2006, the first issue of the journal Góndola, Enseñanza y Aprendizaje de las Ciencias was launched, and there began the history of a trajectory of weaving a specialized academic network around producing knowledge in science education. These have been two decades of efforts, struggles, and satisfactions that today bear fruit in the positioning of this publication space as a Latin American reference for transforming the teaching and learning processes of physics, chemistry, biology, astronomy, environmental sciences, and mathematics.

Over these 20 years, the journal has contributed to consolidating the specific didactics as autonomous disciplinary fields, with research methodologies and characterizations of problems that increasingly study teaching action, classroom interaction, and the active roles of students. From here, it becomes possible for the findings of researchers from the region to travel around the world, positioning Latin American concerns, contexts, and solutions on the international stage. This South-Global dialogue not only makes local production visible but also enriches academic debate with perspectives specific to our reality.

The journal publishes original articles in the form of research results, documented reflection, or experience reports, as well as editorials, interviews, and reviews, which develop new discourses. An analysis of the contents published over the last decade found that the main thematic trends deal with: applications of pedagogical currents, especially active pedagogies that give students greater prominence; various perspectives on the meaning of specific didactics; curricular analyses and their relevance in contexts; studies on students' cognitive and psychological development; development of scientific, critical, and reflective thinking skills;

* PhD. in Science Education. Professor at Universidad Distrital Francisco José de Caldas olcastiblancoa@udistrital.edu.co ORCID: 0000-0002-8069-0704

application of theories such as multiple intelligences and learning styles; different ways of addressing inclusion, diversity, and equity in science teaching; implementation of technologies and innovative resources for the classroom; use of software for understanding concepts; creation of materials based on augmented reality, virtuality, and gamification; and, very notably in the most recent issues, the irruption of artificial intelligence in educational processes. Fig. 1 shows the first cover from 2006 and the most recent one from 2026.

Figure 1

Covers of the journal Góndola, Enseñanza y Aprendizaje de las Ciencias in 2006 and 2026



Source: the author; image taken from the website https://revistas.udistrital.edu.co/index.php/GDLA

In general, the journal has witnessed a profound questioning of the nature of scientific knowledge and its interdisciplinarity, as well as analyses of the new senses of science education. Epistemological reflections, contributions from the history and philosophy of science, and relations among art, science, and mathematics form a fundamental axis. To this are added problematizations and proposals for experimentation, analysis of literature and textbooks, and the development of interdisciplinary projects.

To carry out these investigations, authors have used a wide range of techniques and tools. Discourse and content analysis, interviews, questionnaires, participant and non-participant observation, and ethnographic studies stand out. The use of these techniques not only enriches empirical evidence but also strengthens the validity and depth of the conclusions presented in the publications. A particularly revealing aspect of this methodological evolution is the change in research designs, since there is increasingly less presence of research based on control-group and pretest-posttest techniques, with a significant increase in process studies using qualitative analysis

techniques. This turn toward the processual indicates a growing interest in understanding the "how" of learning, teaching, student trajectories, and classroom dynamics over time, rather than merely measuring quantitative results at specific moments. This longitudinal and comprehensive perspective provides a richer and more realistic vision of science education.

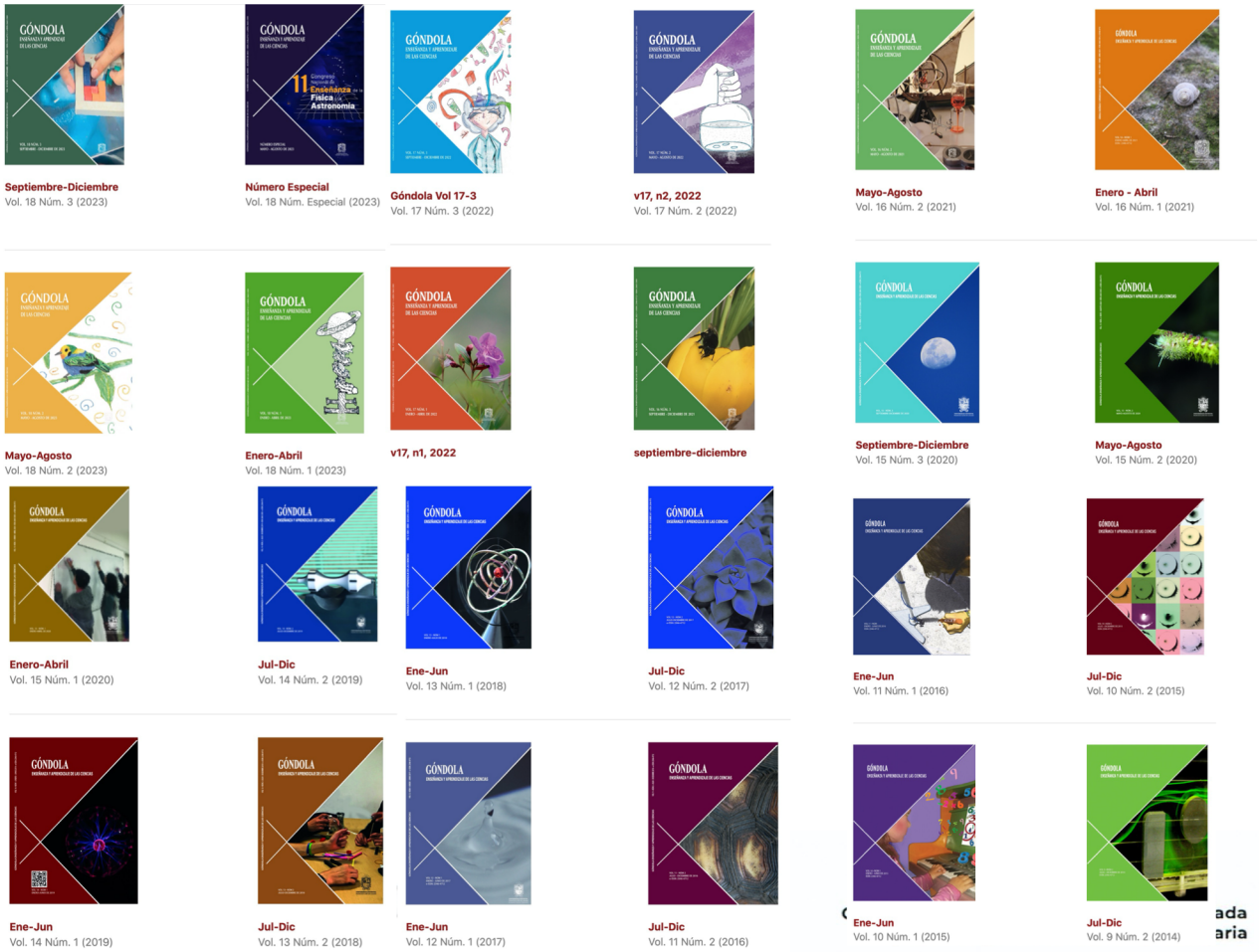
It is essential to highlight that the published articles are mostly results of master's and doctoral thesis work in the field of science education. This fact is not insignificant, since it reveals the fundamental role of Góndola, Enseñanza y Aprendizaje de las Ciencias as a platform for making emerging research visible and for consolidating new generations of researchers in the area. By publishing the findings of doctoral and master's theses, the journal not only disseminates specialized knowledge but also actively contributes to the formation of a solid and committed academic community that collaborates as authors, participates as expert peer reviewers, and uses the published material as readers.

Therefore, it can be stated that through its pages the journal has helped science education to stop being seen as a set of classroom techniques and to consolidate itself as a research space, with its own theoretical frameworks, specific methodologies, and a supporting academic community. Far from imposing a single line of thought, Góndola, Enseñanza y Aprendizaje de las Ciencias welcomes and promotes methodological, theoretical, and epistemological plurality with total openness. Here, the same educational phenomenon can be approached from a diversity of perspectives, which not only strengthens the journal but also reflects the richness and complexity inherent in the educational act.

Throughout this trajectory, 49 issues have been published, containing 1.015 articles, with the participation of more than 800 authors and 1.250 peer reviewers and with the involvement of a total of 175 universities from various latitudes in the world. This shows its international perspective, since authors, in addition to Colombia, come from countries such as Brazil, Argentina, Mexico, Chile, Venezuela, Panama, Cuba, Costa Rica, Spain, Portugal, England, United States, and many other places in different parts of the world. This distribution reflects the capacity to convene researchers from different latitudes, and the presence of a plurality of voices from varied contexts, which enriches the debate on science teaching and learning.

Until 2019, two issues per year were published, and starting in 2020 one issue is produced every four months; likewise, the journal went from initially publishing 5 articles per issue to 8 later and currently 12 articles, plus an editorial, an interview, and a review per issue. This is one of the indicators of sustained growth, with the consolidation of a community that supports the journal as authors, reviewers, and readers, which has configured a space for circulation and academic debate for researchers, teachers, and communities interested in science education. Fig. 2 shows images of some issues, each with its unique cover.

Figure 2
Images of published issues.



Source: the author; image taken from the website https://revistas.udistrital.edu.co/index.php/GDLA

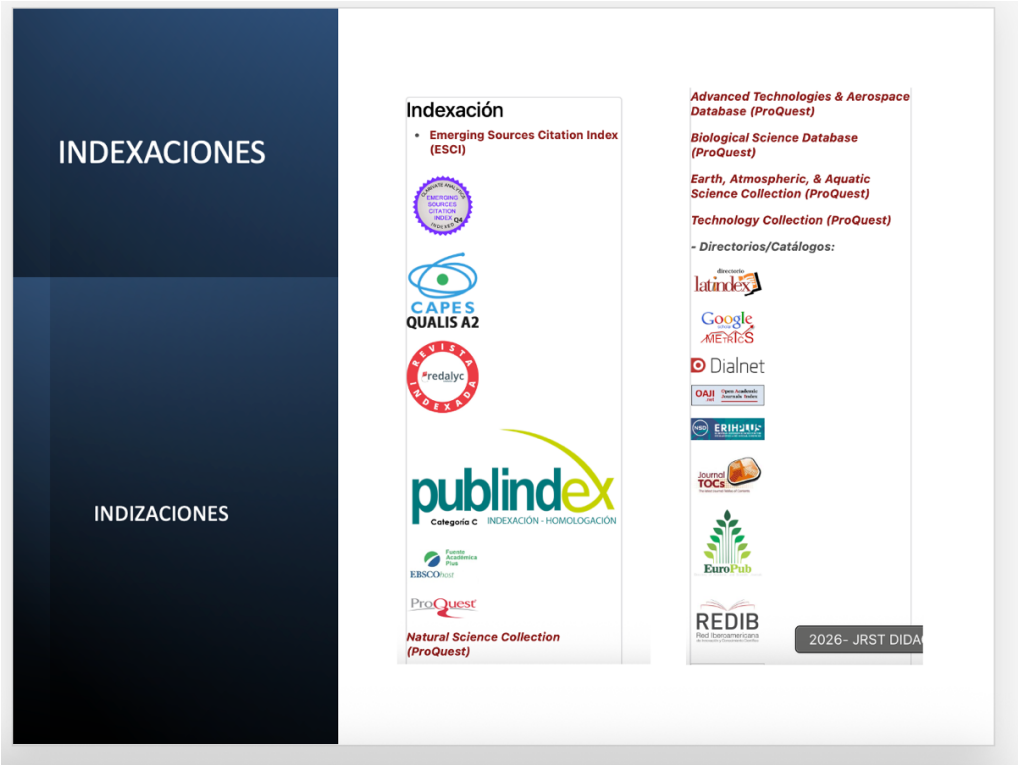
The journal's editorial policy is committed to epistemological openness, interdisciplinary dialogue, multilingual dissemination in English, Spanish, and Portuguese, and open science, its access is free for author and readers, and its contents are published under a Creative Commons license. This model is possible thanks to financial support from public resources of the Universidad Distrital Francisco José de Caldas, through the Office of Research, as well as the sustained support of an editorial team and many collaborators, mainly members of the Research Group in Teaching and Learning of Physics[1], which guarantees sustainability, transparency, and democratization of knowledge.

The growth of the journal's impact is also evident in the increase in indexing and abstracting, for which high editorial standards have been sustained, achieving each time greater reach for the

[1] Grupo de Investigación en Enseñanza y Aprendizaje de la Física- GEAF. Science and Education Faculty.

published knowledge. Thus, it has obtained indexing and abstracting in Web of Science Emerging Source (Q4), Qualis CAPES (A1), REDALYC, PUBLINDEX (C), EBSCO, OAJI, ERIHPLUS, LATINDEX, Journal TOCs, EuroPub, Redib, MIAR, Actualidad Iberoamericana, DOAJ, DIALNET, IRESIE, IOI World of Journals, and Google Academics, with projections for indexing in other high-impact databases such as Scopus and SciELO Colombia.

Figure 3
Logos of the indexing and abstracting databases in which the journal is included

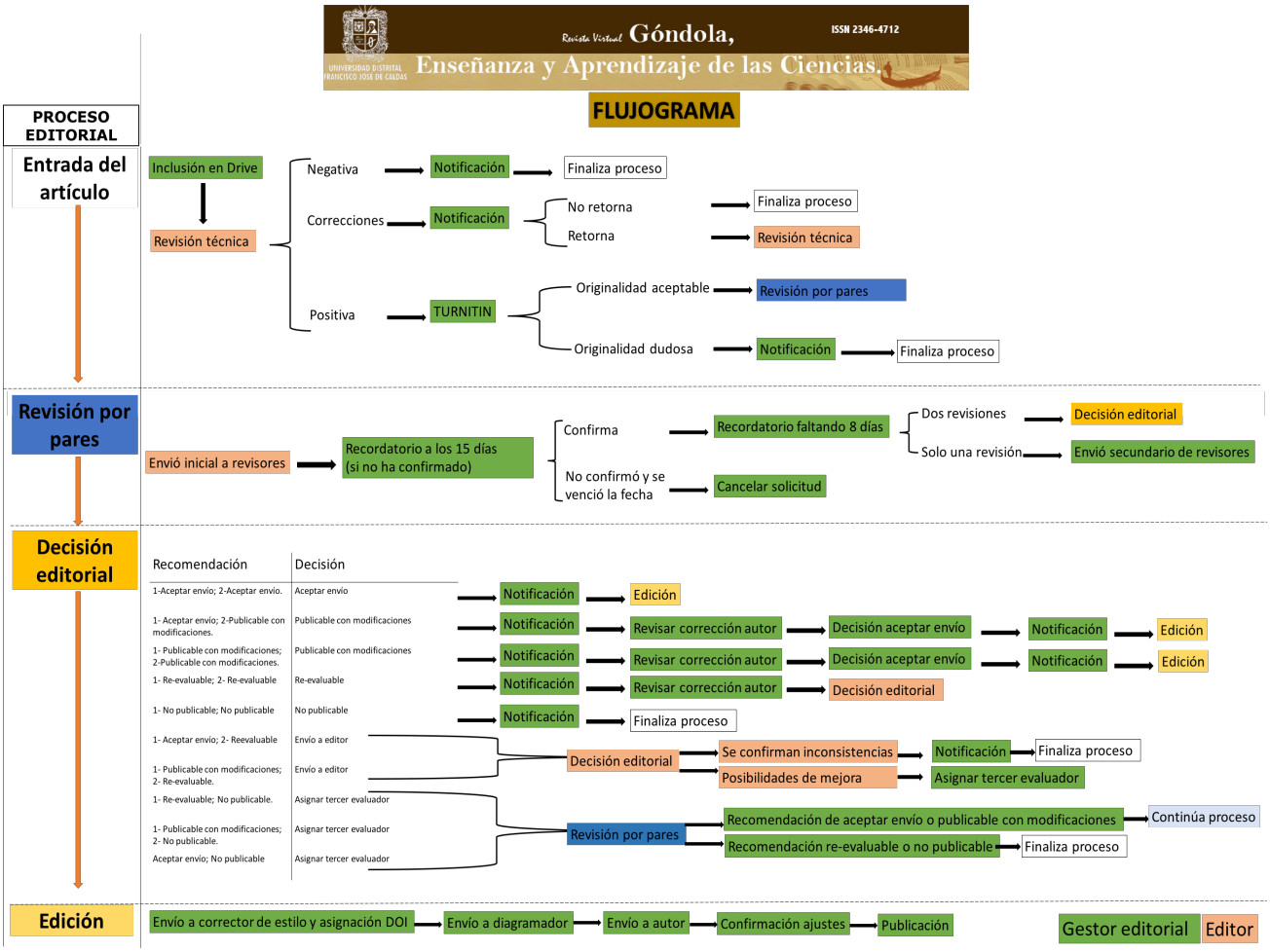


Source: the author; image taken from the website https://revistas.udistrital.edu.co/index.php/GDLA

Behind this production there is a meticulous editorial process that ensures the quality, originality, and relevance of contributions. The Góndola, Enseñanza y Aprendizaje de las Ciencias flowchart is structured in four major phases: 1) article submission, 2) peer review, 3) editorial decision, and 4) editing/publication. Submission consists of technical review for compliance with scope, format, and requirements. Peer review involves managing reviewers who act as blind peers, and two favorable assessments are required for approval. The editorial decision consists of managing the peers' observations together with the authors until a document suitable for publication is obtained. Finally, editing and publication includes a process of style correction, layout, DOI assignment, completion of metadata, confirmation of the parties, and uploading to the website.

Figura 4

Flowchart of the editorial process of the journal Góndola, Enseñanza y Aprendizaje de las Ciencias



Source: the author; image taken from the website https://revistas.udistrital.edu.co/index.php/GDLA

Looking to the future, we intend to continue consolidating the journal as a space that disseminates global knowledge with a Latin American identity, consolidates a disciplinary field, weaves collaboration networks, and celebrates diversity of approaches.