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## Editorial

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The second 2020 issue of MLSER begins with two articles related to technologies, an emerging value in education. The first addresses technology from the perspective of global citizenship education for nurses as a form of media and information literacy. The qualitative method is employed through interviews with directors, and online questionnaires with students and physical questionnaires with teachers. The results point out that education needs to create a favorable environment for learning, either in person or in cyberspace. On the other hand, the study on theoretical-methodological prescriptions for the use of video in educational research is based on three phases, ranging from in-depth interviews with six educational researchers, to the analysis of audiovisuals and the recording of learning to produce a video, as a report of a research project. It is concluded that the way of presentation of the audiovisual record allows to enunciate a social problem in a synthesized way, from a multidisciplinary vision.

The following two articles are a reference to reading. "Reading and research in Higher Education" is based on reviewing the potentialities related to the development of thought and the construction of knowledge. A review is carried out of the demands and implications of reading and research in higher education. Here, the affirmation that reading and research are the axis on which the processing and production of new knowledge revolves takes on value. The other article develops the concept of speed reading and speech and tries to determine how English students begin to use their inner voice to internalize this language through a series of speed readings. For this purpose, a constructivist-interpretative study is carried out with 17 students of English as a foreign language. This research suggests that beginning students use their inner voice primarily to subvocate, vocalize, repeat, and mentally translate what they read; as well as to make associations with visual images.

The following article is on drawing and language spontaneity in indigenous children aged 5-7 years, which focuses on six bilingual intercultural community schools in Ecuador. It consists of looking at the relationship of language to the way children observe their immediate world and how important Kichwa language and culture is to them. It follows a qualitative methodology and concludes that there is a supremacy of the Spanish language in indigenous children to name the elements of the environment. For their part, those who use the indigenous language prioritize, draw better, and use larger dimensions than the emblems related to the Kichwa culture.

Body and movement are the elements that make up the starting point of the following article from popular education as a focus. It defends cultural identities, which are part of the itinerant communities in this time of change, from multiple dimensions and places in the communities. In the same way, it makes a revision of the critical theories and how these have been configuring the subject from the pedagogical postulates and its effect on the realities of the individuals as changing agents of capitalist societies.

The topic of counseling students in emotional crises and bullying in the school environment is addressed in the following article which analyses the educational counselor as an aid in health and stress prevention among high school adolescents. It

presents a qualitative approach, which includes the different interpretative techniques, the relativistic assumptions, and the verbal representation of the data. The context is Brazil, and it is concluded that educational counseling is fundamental to welcome students with emotional crises, since it can identify them, prevent them and refer them to the mental health service.

Lastly, the interdisciplinary nature of the private centers of the international baccalaureate and the difficulties it presents for its implementation are addressed from the point of view of the Academic Coordinators. To this end, a mixed research process is used, and a conclusion is reached that the focuses on aspects of a temporary nature, the highest difficulty being the lack of collaborative planning and evaluation.

Antonio Pantoja Vallejo  
*Editor Jefe / Editor in chief / Editor Chefe*



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**INFORMATION AND COMMUNICATION TECHNOLOGIES FOR AN EDUCATION FOR GLOBAL CITIZENSHIP OF NURSES**

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**Abstract.** Faced with a globalized world, information and communication technologies are present in people's daily lives and, therefore, the media can also appear in the school context. UNESCO encourages a global Citizenship Education through teaching and learning practices that include media and information literacy. The method is qualitative, a case study, whose objective is to identify how media literacy is present in a Nursing Undergraduate course at a private Higher Education institution in the south of the country with a critical, creative and reflective theoretical framework. Interviews with principals, online questionnaires with students, and physical questionnaires with teachers were conducted. The data were analyzed following the Stake model. The information and communication technologies category for an ECG of nurses was created from the corpus, and subcategories: Internet as a global learning resource; Virtual environment as a learning management strategy; Virtual environment as a collaborative and dialogue space between teachers, students and coordination; Social media as resources in the teaching and learning process. The results indicate that education needs to create a favorable environment for learning to be in person or in cyberspace, with physical or virtual spaces with active learning strategies, or the use of virtual social media and / or other information and communication technologies. , with critical, creative, reflective and trained teachers prepared to teach and develop media and informational skills in their students.

**Keywords:** Information Technology, Educational technology, high education, Nursing, audiovisual media

## **TECNOLOGIAS DE INFORMAÇÃO E COMUNICAÇÃO PARA A EDUCAÇÃO PARA CIDADANIA GLOBAL DE ENFERMEIROS**

**Resumo.** Diante de um mundo globalizado, as tecnologias de informação e comunicação estão presentes no cotidiano das pessoas e, portanto, a mídia também pode aparecer no contexto escolar. A UNESCO incentiva uma Educação para a Cidadania global por meio de práticas de ensino e aprendizagem que incluem a alfabetização midiática e informacional. O método é qualitativo, um estudo de caso, cujo objetivo é identificar como a alfabetização midiática está presente em um curso de Graduação em Enfermagem de uma instituição de Ensino Superior privada do sul do país com um referencial teórico crítico, criativo e reflexivo. Foram realizadas entrevistas com diretores, questionários online com alunos e questionários físicos com professores. Os dados foram analisados seguindo o modelo Stake. A partir do corpus foi criada a categoria de tecnologias de informação e comunicação para um ECG de enfermeiras e as subcategorias: Internet como recurso global de aprendizagem; Ambiente virtual como estratégia de gestão da aprendizagem; O ambiente virtual como espaço de colaboração e diálogo entre professores, alunos e coordenação; As redes sociais como recursos no processo de ensino e aprendizagem. Os resultados indicam que a educação precisa criar um ambiente favorável para que a aprendizagem seja presencial ou no ciberespaço, com espaços físicos ou virtuais com estratégias ativas de aprendizagem, ou com o uso de mídias sociais virtuais e / ou outras tecnologias de informação e comunicação. , com professores críticos, criativos, reflexivos e treinados, preparados para ensinar e desenvolver habilidades de mídia e informativa em seus alunos.

**Palavras chave:** Tecnologia de Informação, Tecnologia Educacional, Educação Superior, Enfermagem, mídias audiovisuais.

## **TECNOLOGÍAS DE INFORMACIÓN Y COMUNICACIÓN PARA LA EDUCACIÓN DE LA CIUDADANÍA GLOBAL DE ENFERMEROS**

**Resumen.** Ante un mundo globalizado, las tecnologías de la información y la comunicación están presentes en el día a día de las personas y, por ello, los medios también pueden aparecer en el contexto escolar. La UNESCO estimula una Educación para la ciudadanía global por medio de prácticas de enseñanza y aprendizaje en las que se encuentra la alfabetización mediática e informacional. El método es de tipo cualitativo, de estudio de caso, cuyo objetivo es identificar cómo la alfabetización mediática está presente en un curso de Graduación en Enfermería de una institución de Enseñanza Superior privada en el sur del país con referencial teórico crítico, creativo y reflexivo. Se realizaron entrevistas con directores, cuestionarios online con alumnos y cuestionarios físicos con profesores. Los datos fueron analizados siguiendo el modelo de Stake. A partir del corpus se creó la categoría tecnologías de información y comunicación para una ECG de enfermeros, y subcategorías: Internet como recurso global de aprendizaje; Entorno virtual como estrategia de gestión del aprendizaje; Entorno virtual como espacio colaborativo y de diálogo entre profesores, alumnos y coordinación; Medios sociales como recursos en el proceso de enseñanza y aprendizaje. Los resultados apuntan que la educación necesita crear un ambiente favorable para que el aprendizaje sea presencial o en ciberespacio, con espacios físicos o virtuales con estrategias activas de aprendizajes, o el uso de medios sociales virtuales y / o otras tecnologías de la información y la comunicación, con profesores capacitados críticos, creativos, reflexivos y preparados para enseñar y desarrollar habilidades mediáticas e informativas en sus alumnos.

**Palabras clave:** Tecnología de la Información, Tecnología Educativa, Educación universitaria, Enfermería, medios audio visuales.

## **Introduction**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has promoted an education that contributes to the resolution of global problems, which it has called Global Citizenship Education (GCED) and has taken it as its goal for the 2014 to 2021 period (UNESCO, 2015). The GCED guides the teaching and learning practices in which the teacher uses global learning resources, including the Internet; helps the student to perceive himself in the school space and in the world; adopts interactive student-centered approaches in a respectful, inclusive, and interactive classroom; incorporates actual performance tasks; designs an assessment that supports learning; offers students the opportunity to experience learning in different contexts; becomes an example in relation to concern for global problems (UNESCO, 2015).

In Higher Education, the production of knowledge in health and the use of ICTs have been increasingly used in the process of patient care. ICTs assist in various aspects related to healthcare, management and support systems, favoring behavior change, improving lifestyle, reducing user costs, access to information, facilitating prevention and health promotion supported by nurses in patient education. Thus, the development of computer skills in training supports the professional practice of nurses, in addition to contributing to an evidence-based practice and the incorporation of ICTs for the management of health information. In this sense, Nursing training, specifically in the constitution of the nurse who manages health services, needs to be reviewed in terms of the development of media and informational competences (Jensen, Guedes and Leite, 2016; Batista, Kobayashi and Simonetti, 2017).

Computer skills can be called Media and Information Literacy (MIL) and considered as one of the necessary elements for the exercise of citizenship in democratic societies (Jensen, Guedes and Leite, 2016). “The empowerment of people through media and information literacy has therefore become an important prerequisite for equitable access to information and knowledge, and the promotion of free and plural media” (Dudziak, Ferreira and Ferrari, 2017, p. 214).

The word media has a Latin origin and means via, or means, however, with a polysemic character related to the media in the communication process, such as the press, written material, internet, applications, videos and also communication in its context, composed of people, aromas, movements, paintings and electronic equipment (Martino and Menezes, 2012).

Media literacy, translated from English as media literacy, originally refers to contact with the alphabet and writing skills. Other expressions for media literacy are also used, such as Media and Information Literacy - MIL - or, also, Information and media competence - IMK -. Regardless of the denomination, a social and political context increasingly influenced by the media is perceived, which requires changes in the informational, communicational and educational processes (Dudziak, Ferreira and Ferrari, 2017, p. 214; Martino and Menezes, 2012).

Informational and media competence (literacy) can be understood as the fusion of the two concepts. In the first, it is related to the recognition of the need for information, permanent updating, identification of adequate information for decision-making, search for information in different media, analysis and criticism of the information found, as well as authorship, origin and reliability. In the second, it is related to the forms of access, in the critical analysis, also in the elaboration and creation of information in the different media and tools (Dudziak, 2010).

The convergence between the two competences, informational and media, enables the empowerment of the subject for learning focused on their autonomy and awareness of information. In Nursing graduation, when developing skills, reading and constant updating will be stimulated, maintaining an ethical integrity in which plagiarism is avoided, contributing to critical, creative and reflective thinking, integrating informational and technological knowledge, enabling new learning and the effective exercise of citizenship through the appropriation of communication and information tools and resources (Dudziak, 2010).

UNESCO considers media literacy as a teaching and learning practice for citizenship education, since it contributes to the empowerment, reflection, creativity and action of students towards a more just, tolerant and inclusive society (UNESCO, 2015). Other international organizations have also shown interests related to media literacy and "stand out for their social and political role, their interrelationships, permanence and potential for influence related to these issues" (Dudziak, Ferreira and Ferrari, 2017, p. 214).

Therefore, the contemporary school focused on issues of modernity needs to be attentive to the demands of society, which demand "new forms of learning that are associated with digital technologies and the social, cultural, economic and political transformations caused by the paradigm of ICTs." Thus, the need to include media and information literacy in higher education, so that students develop skills to read electronic texts, learn audiovisual languages, interpret the information available on the internet and discriminate scientific knowledge from popular knowledge (Gusmão, 2016, p. 131).

The use of ICTs in education can find an education different from the traditional one, when it is used as an active teaching and learning strategy and configuring an education that induces thought, in which reflection, criticism and creativity are sought. Nursing training in this context, with the use of ICTs, becomes a challenge for teachers. For critical teaching, the HEIs need to compose, in its collegiate body, critical, creative and reflective teachers who are capable of stimulating these characteristics in students in the teaching and learning process.

In Nursing there is a movement of reflection in academic and professional practice, in which it is intended to break the epistemological obstacles that reduce the practice to a technical practice, dissociated from a scientific and human practice, assuming a dialectic in the process of care and teaching between the knowledge and action of the nurse or teacher (Lopes, Silva & Nóbrega-Therrien, 2015). However, the publications in the area of Nursing and higher education about the use of technologies in education in a problematic conception are scarce.

Thus, the objective of this study was to identify how media literacy is present in a nursing undergraduate course at a private HEI in the south of the country with a critical, creative and reflective theoretical framework.

## **Method**

This is a qualitative research, of the intrinsic case study type (Stake, 2012) developed in a Nursing Degree course at a private HEI in southern Brazil. The data collection was carried out from April to May 2017, in which HEI teachers and students participated in the study. For this, two instruments were developed, one for teachers and one for students. The instrument for students addressed issues such as those related to communication between students and teachers (in face-to-face classes, by phone, through chat applications such as WhatsApp, Messenger, Skype or others, email, social networks such as LinkedIn, Facebook or others); and, related to the use of the internet and the virtual environment in the teaching and learning process (since they were part of academic life). The instrument for teachers included the same question related

to communication, in addition to having open questions to describe how they used the internet, the virtual environment and social networks in the teaching-learning process.

The professors were invited to participate in the research at a meeting of the Course Faculty. The questionnaire was sent to teachers by email and/or delivered in hard copy. For the students, the researcher made the invitation in the classroom, explaining the objectives, the Free and Informed Consent Form (ICF) and who would receive an invitation by email to complete the form through Google Forms. It was also reported that they would have 04 weeks to answer it.

Of a total of 21 teachers, 13 (61.9%) responded by email or physically; and of a total of 192 students, 71 (36.97%) answered the online questionnaire. Students were identified with the letter E, followed by a number; and teachers with the letter D, followed also by number.

Documentary analysis was also carried out: Pedagogical Project of the Course, Institutional Development Plan, Norms and Minutes of HEIs. For this, an instrument adapted from the UNESCO Document (2015) was constructed, referring to the teaching and learning practices necessary for Global Citizenship Education - GCED.

The questionnaire data was entered into the Microsoft Word program and organized by questions and answers. For the analysis, the one recommended by Stake (2012) for the case studies was followed. After an exhaustive reading of the corpus, significant fragments were extracted from each data set, grouped by similarity and frequency, and subsequently the category and its subcategories were created. The research was approved by the CAAE Ethics Committee: 63054416.1.0000.0121 and the principles of CNS Resolution No. 466 of 2012 were respected.

## **Results**

When the case was investigated, and given the corpus of research, the Information and Communication Technologies category for a nurses GCED was organized into subcategories called: (1) Internet as a global learning resource; (2) Virtual environment as a learning management strategy; (3) Virtual environment as a space for collaboration and dialogue between teachers, students and coordination; (4) Social media as a resource in the teaching and learning process. This category is made up solely from the expression of students and teachers, since the documentary analysis showed the absence of references to information and communication technologies in the normative documents of the training process of HEIs, as a pedagogical element.

### ***Internet as a global learning resource***

Both teachers and students identified the Internet as a resource to carry out scientific research on class topics, access virtual libraries, access sites that identify plagiarism, verify standards of the Brazilian Association of Technical Standards (ABNT), download specific legislations, search for videos, educational materials, images and other media, exemplified by the following excerpts:

Internet is a communication tool and also a strategy to generate knowledge. Pre and post-class guidelines are transmitted to students through the computerized system. It can also be used for database search (D6).

As an aid for obtaining images and searching for scientific works (D7).

Students also identified the Internet as a resource for conducting scientific research, finding articles to read, and use in academic papers; to clarify problematic issues in learning spaces, access virtual libraries, extracurricular studies and for academic improvement, as exemplified below:

The Internet is present in my academic life in a direct, almost integral way, because everything that we investigate, analyze, we have doubts and also when it comes to doing work, searching for authors and articles, we use the Internet (E12).

It is extremely important when doing work, studying for exams and communicating with other classmates and teachers if you have any questions, outside of class time (E23).

Of the 71 students who answered the question about how communication between teacher and student occurs, 70 (98.6%) answered that it occurs in person; 59 (83.1%) by email, 39 (54.9%) by chat applications (WhatsApp, Messenger, Skype), 12 (16.9%) by social networks and 03 (4.2%) by phone. Of the teachers, 13 indicated that communication takes place in person (100%), and, furthermore, 10 (76.9%) use chat applications (WhatsApp, Messenger, Skype), 08 (61.1%) use email and 02 (15.3%) indicated another one, and wrote Gioconda (name of the system used by the HEIs), and 01 teacher indicated telephone (7.6%).

From the presented data, it can be seen that the face-to-face modality continues to be the predominant one, as well as the use of other forms of communication with the student, either through applications, email or social networks.

### ***Virtual environment as a learning management strategy***

We identify the importance of a virtual environment that helps with academic demands, so that students have access to class material, conduct research and available online courses, have a communication channel with the library, other students, teachers, have access to academic documents, such as history, courses taken, grades, performance, and financial status.

Through it we have access to the support material sent by the teachers and the virtual library, as well as the monitoring of our entire academic life (grade, periodicity, enrollment, documentation, etc.) (E24).

The teachers reported that the virtual learning environment is the place to meet the demands of the HEIs, such as the release of notes, attendance, structured classes, publication of support materials, the teaching plan and activities at home for students.

Attach support material for immersion in the discipline, for the resumption of knowledge in the classroom and subsequent reflection on the subject (D8).

Provide content and materials specific to the topics covered in the discipline: links, support materials, exercises, classes (D12).

In this way, teachers use this resource as support for their pedagogical practice at the same time that they attend to the needs of HEIs, by offering this technological resource to help the academic teaching-learning process. Both identify the virtual learning environment as an academic management tool, in the sense of providing information to monitor teacher and student performance.

Teachers and students stated that the virtual learning environment is an institutional tool, and that it is nurtured by teachers to comply with the guidelines required by the HEIs. In this sense, the use of the virtual environment is configured as an academic support resource (economic situation, performance and frequency) for the teaching-learning process. However, virtual environments could go beyond the purpose of content, the traditional class model, and

become a meaningful learning space, in which face-to-face moments are problematized and virtual moments are a source of information and mediation for knowledge.

***Virtual environment as a space for collaboration and dialogue between teachers, students and coordination***

The virtual environment for teachers is intended for communication and continuity of the class, a space to share activities, receive and send corrections, projects, assignments and answer questions from students.

To send productions of the activities indicated/oriented and produced in the classroom. For correction of projects/investigations. To clarify the doubts of the students. For communication between the teacher and the students (through the class email + system) (D1).

For students, the virtual environment aims to exchange information with colleagues, allow contact with coordination, teachers and students, and allow e-mail exchange.

[...] when we exchange emails with the teacher, when we exchange ideas with the colleague about content in the classroom, when we use websites to search for articles to do an assignment ... Anyway, nowadays it would be impossible to study without having the internet to help as access to information is very fast and practical (E5).

***Social media as a resource in the teaching and learning process***

The teachers stated that they use Facebook to comment in the classroom, or use it as support, or when necessary, or even to expand knowledge:

We use social networks and virtual environments when necessary, considering them as a space for interaction between people and for sharing information, with the possibility of being a resource in the teaching and learning process when used well, being a resource that attracts and motivates this Digital “generation” (D3).

We need to deal with social networks as support for the teaching and learning process, mainly because this generation is tuned in and totally dependent on technologies (D8).

However, the use of social media is a concern for teachers regarding their conscious and ethical use. They highlight the concern for the proper use of social networks:

With peace of mind, consistently guiding the use of social networks and encouraging them to search the database (D2).

I consider it as a source of information and recommend that students use safe and scientific sources. In classes I also warn about ethics in the dissemination of information on social networks (D13).

## **Discussion**

We are in the era of digital technologies and a globalized world, with the need for fast and efficient communication, for example, the use of mobile technologies that allow the exchange of messages, audio, video and documents instantly (Bottentuit Junior, Albuquerque and Coutinho, 2016, p. 68).

Faced with a mediated world, media literacy in higher education becomes important and, especially in nursing, when it is stimulated by the teacher, it contributes reflection and action on society, its habits, customs, morality, and stimulates creative critical thinking for the transformation of the social space, which is influenced by the media and everyday practices.

In the classroom, relationships are mediated by different types of media, as we can see in the data of this study, which can favor the process of communication, interaction, inclusion and promote in nursing the development of a critical reflection on society, understanding it under the perception of different visions, and thus be able to transform it, based on the developed relationships (Martino and Menezes, 2012).

Media literacy can guarantee citizenship, the feeling of participation and belonging with the critical appropriation of the media and information. "The explicit objective is to promote conscious creative education through the extensive use of the media. The new generations, the young people, must be prepared for this new reality" (Dudziak, Ferreira and Ferrari, 2017).

Although the ages between teachers and students are different, it is evident that technologies are present in the teaching and learning process, which is why they both cite applications and other forms of technological communication. This demystifies that teachers are "oblivious to technological and informational development and that they express an exacerbated technophobia," as the author also states in his thesis, that there is their inclusion and availability for the use of ICTs in the teaching-learning process (Soares, 2016, p. 262).

The research by Costa et al (2011) shows that 100% of the investigated students use the Internet and have email, 92% use it daily, 85% at home and 21% at the university.

Modelski's research; Giraffa and Casartelli (2019) point out that teachers know and use technologies; however, they are restricted to them with regard to pedagogical praxis, that is, to use technology effectively in the classroom.

In this study, the first subcategory: Internet as a global learning resource showed this resource as used by teachers and students, in addition to the use of other forms of communication, such as applications like WhatsApp and Facebook, which were reported by half of the participants.

Social media can be understood as a set of media outlets, including the internet, which constitutes a complex virtual community of personal, governmental and organizational relationships, and those related to social life. Because it is most commonly used for entertainment and leisure, it is not widely used in academic settings for educational purposes (Oliveira et al, 2017, p. 56).

Mobile communication applications, in addition to communication, can be used for pedagogical purposes, such as stimulating discussion on a topic guided by a group teacher on WhatsApp, with the purpose of developing reasoning, criticism and reflection of the students. The Bottentuit Junior review study; Albuquerque and Coutinho (2016) consider that the WhatsApp tool has been used in an educational context such as courses, discussion of specific topics to complement taught subjects, as a strategy for solving cases, studies, tasks, problems and also for resolving academic doubts.

Soares (2016) investigated how ICTs have been used in education and concluded that "students have a great facility to interact with technology, but this facility does not go beyond its use in the communicational and entertainment context." Teachers can feel the loss of authority in the classroom when they do not master some type of ICTs. However, it is not the mastery of ICTs by the teacher that reinforces or does not reinforce their authority (p. 262).

In this way, ICTs can be used in addition to the communicative purpose, and constitute an important pedagogical resource, in a teaching-learning strategy that goes beyond the formal scope of the school and joins the profile of the student who is used to technologies. It will depend on how prepared the teacher is to use ICTs as strategies to encourage students towards pedagogical goals.

Cyberspace can be considered a potential for teaching, because the complexity of society brings with it a technological demand requested by Higher Education Institutions. Virtual learning environments are spaces of formal institutional demands; however, they can have spaces for collaboration and interaction with the academic community. "Cooperation between the different educational spaces and processes can be important to overcome obstacles to access, permanence, school success and improve learning" (Silva, 2015, p. 15).

In collaborative spaces, the student appropriates ready-made/prefabricated constructions, while developing their knowledge of coexistence, allowing themselves to be part of a group, with different knowledge, and establish new relationships and meanings. When in this proposal, students and teachers develop cooperation, collaboration, autonomy and creative spirit (Silva, 2015).

The second and third subcategories: Virtual environment as a learning management strategy; and The virtual environment as a space for collaboration and dialogue between teachers, students and coordination demonstrated the use of the virtual learning environment by both teachers and students.

In the virtual learning environment, the academic and teaching community can have access to different resources. Online courses are a strategy of contemporary schools to overcome traditional teaching models. "Classroom-centered learning is now challenged by mobile learning, where the use of different ICTs allows for learning at any time." Online courses enable higher education to bring free and massive knowledge to large numbers of people (Gusmão, 2016, p. 131). In addition to online courses, students can access classes planned by teachers, search for support materials, scientific articles and access to virtual libraries (Calil Junior, 2017, p. 150).

The Virtual Learning Environment (VLE) comes from Moodle (Modular Object - Oriented Dynamic Learning Environment), initially created by Martin Dougiamas, computer scientist and educator. Both Moodle and VLE were used in distance education platforms in postgraduate education and subsequently in undergraduate courses. Its configurations are programmed according to its pedagogical purpose, being able to contain various educational tools and resources to help in the teaching-learning process (Santos et al, 2016; Silva Junior, Lima and Bezerra, 2014).

The Moodle/VLE interface contributes to user interaction and can allow user participation through tools such as a forum, wiki or chat. To actively use these resources, it is necessary to have teachers with technical and pedagogical training to plan, organize and use Moodle/VLE in their pedagogical practice, and not only as a virtual space for depositing content and information (Santos et al, 2016; Silva Junior, Lima and Bezerra, 2014).

Once Moodle/VLE contains more dynamic and motivating activities, teaching strategies and teaching practices, which are part of the teaching-learning process, some skills can be worked on: collaborative action of the participants, interaction between them, possibility of exchange of information, knowledge and experiences, resolution of doubts and questions by the teacher, possibility of communication between teachers, students and coordination. The student now has access to classes, outside the school space, which allows them to have one more resource to support their extracurricular studies (Santos et al, 2016).

From the tasks published in Moodle/VLE, the student will be able to study independently from the face-to-face class, as long as it has a certain integration with the educational environment, and that it stimulates the construction of knowledge, from contents published in Moodle/VLE (Silva Junior, Lima and Bezerra, 2014).

The use of social media appears in the fourth subcategory entitled Social media as a resource in the teaching and learning process. This subcategory gives us the possibility of using media such as Facebook for pedagogical use. This, as a social media/social network, “is based on a logic of discussion, debate and exchange of opinions and experiences. This functionality can be very useful for education,” since it can promote dialogue between students (Costa et al., 2016, p. 05).

Social networks, as a means of communication, are inserted into the internet (World Wide Web, WWW or web) and share conversations, audios, images, information, videos and can be used as a resource in the teaching and learning process. The research by Oliveira et al (2017) points out that “students make use of various categories of social networks, with social networks being the most used, followed by content communities, collaborative projects, blogs, virtual games and virtual social worlds”(P.64). Although the students investigated in the survey had little knowledge about social networks, they found that they help in the teaching and learning process, either to acquire knowledge or to exchange information as partners.

From various social networks such as Wikipedia; Blogs; Book Crossing; Flickr; Youtube; Slideshare, PowerPoint, Facebook; My Space; LinkedIn; World of Warcraft; Second Life. One of the most used is Facebook, because, with the popularization of digital technologies, applications have become more accessible, easy to use and with an interface with the whole world. For this reason, it is also present among students, from all educational centers (Costa et al., 2016).

The research by Costa et al. (2016) presents an experience with Physical Education students at a university in the south of the country. The survey found that all students had a profile on this social network and 79% used it regularly. Most found the social network easier than the virtual environment used by the university. However, 96% of the students stated that they had never used this tool as pedagogical support. One of the aspects that drew attention in the research was the communication that is established between teachers and students, with the possibility of exchanging information, answering doubts and questions, sharing files, photos and other media published by teachers and also students. Thus, the students stated that the experience contributed positively to their teaching and learning process in a different way.

Another experience with primary school students showed that the creation of a group on Facebook contributed to the construction of knowledge in an innovative, dynamic and playful way. A closed group (teachers, students, family members, management) was created to publish the work done in the classroom through photographs of the students, posters, videos, music, reports that were of interest to the students and related to the topics studied. The posts were worked on in the classroom, with the perception of the students in written or oral form, individually or collectively, commented on by teachers, parents and directors (Fernandes and Bernardi, 2015).

The Facebook group provided dialogue between the regular and virtual classroom space, considered a pedagogical action that strengthened the relationship between family and school. Students were constantly encouraged to participate to present their perspectives, ideas, perceptions; feel challenged and motivated to attribute meaning to the activities carried out in social networks, expanding the possibilities of learning and built relationships. Thus, Facebook became a pedagogical ally, it included the student and awakened him/her to the technologies present in society (Fernandes and Bernardi, 2015).

The use of Facebook or other social networks implies a conception of education different from the traditional one, in an innovative and necessary education for the profile of the generation of students who use social networks much more as entertainment than as a source of scientific information and aggregation of knowledge.

The use of Facebook and Twitter brought people closer to the virtual world. At the same time a message or post is posted, people can interact with "like," "loved," "follow," or they can follow the news in real time, in its place or in the world, so that the social networks gained the status of "unlimited and democratic" (Coelho e Silva, 2016, p. 01).

Of course, the process of digital inclusion, "which constitutes an important ethical factor, citizenship and learning," is not yet complete, since many people still do not have the access, the capacity or the informational competence to use the web as source of information/technology (Coelho e Silva, 2016, p. 06).

For users, access to the Internet provides digital inclusion and the Information Society, which is a fundamental process to guarantee citizenship and the democratization of information. Through the internet, people can improve their daily lives on issues such as those related to education, work and economic growth (Coelho e Silva, 2016, p. 06).

Social networks are present in various spaces, from work, educational institutions, leisure and entertainment, and in this way, conscious navigation needs to be guided by professionals who understand this technology, such as librarians, or teachers (in Higher Education Institutions, for example). The ability to refine the information will allow the user to acquire an informative competence, in which they can evaluate the quality and scientificity of the information searched on the Internet (Coelho and Silva, 2016).

The critical evaluation of the information available on the Internet is important so that users of this source of information know how to distinguish the intentions not mentioned behind each published information, understand the production context in which this information is created and transmitted. One of the objectives of media literacy is "to train subjects with active attitudes, who know how to identify ethical problems, political and ideological interests behind the transmission of this information" (Cerigatto and Casarin, 2017, p. 171). The conscientious and ethical use of information from the Internet/social networks was also highlighted by the teachers of this study, when they stated that they use social networks.

An integrative review study presented by Mesquita et al. (2017) draw conclusions that nurses have used Facebook, Twitter and WhatsApp in a very subtle way to investigate, teach and observe. The use of these resources as a tool in the teaching and learning process, at Graduation, can bring benefits by sharing academic content quickly, in addition to promoting "an online environment for the development of discussions on various topics, sharing opinions, knowledge and clinical experience" (p.10).

The use of social media can be useful; therefore, not only in Undergraduate education, but also in health education. It is important that nurses are trained in the use of social networks, as well as that they develop the ability to teach how to use these digital technologies for educational purposes.

## **Conclusion**

Media literacy, from the perspective of education for global citizenship in the nursing career of the studied HEIs, was insipient, without a pedagogical intention clearly expressed in its documents and in its daily practice. The use of information and communication technologies appears in school life, expressed by the subcategories: Internet as a global learning resource;

Virtual environment as a learning management strategy; Virtual environment as a space for collaboration and dialogue between teachers, students and coordination; Social networks as a resource in the teaching and learning process, without however showing a clear articulation with the educational project of the HEIs.

Taking into account that an academic community in a HEI is made up of young people and also the general public, media literacy could be inserted into school curricula. Young people and adults, with developed media and information skills, feel more included, socially active and, consequently, like citizens of the world.

The development of media and information skills is promoted by mediating the pedagogical process between students and teachers, in a pedagogically articulated way. In this sense, in the case studied, no evidence was found on media and informational competencies in HEI documents and/or statements of the participants that point to the interaction of the media in the teaching and learning process. We have the resources, they are used by the context, but there is no concern in the development of skills, based on a pedagogical intention.

However, we perceive a concern for the conscious and ethical use of social networks by Nursing students. In this research, the teachers stated that they use Facebook examples related to their study topics, or to guide their use appropriately, since social networks are curricular extensions of each student and are also evaluated by companies and services for the professional future.

In this way, the contemporary school is in a period of transition between modernity and postmodernity, in which it needs to replace traditional pedagogy with a media and transformative pedagogy. Higher education in Nursing, in this context, needs to create an environment conducive to learning, in person and in cyberspace, in physical and virtual spaces, with active learning strategies, with the use of social networks and/or other ICTs. For this, teachers must be trained, critical, creative, reflective, to teach and develop media and informational skills in order to contribute to the global citizenship education of nurses.

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## **METHODOLOGICAL PRESCRIPTIONS FOR THE USE OF VIDEO RECORDING IN EDUCATIONAL RESEARCH**

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**Abstract.** The purpose of the study is to identify some technical and methodological prescriptions to facilitate videorecording as a tool for educational research. Existing guidelines for using videos in social research are enriched with information from in-depth interview with experts, the analysis of challenges and requirements of filming during an ethnographic research in Mexican rural schools in the Mayan zone of Yucatan. In each one of these experiences, both operational and technical requirements were identified and reported with the purpose to facilitate the use of videorecording as a research tool. Pragmatic considerations on how to improve the analysis, coding and interpretation of information retrieved by video in educational research are posited. In addition, guidelines are presented on how to use the video as a final research report that reaches other scholars and the general public through social media. Finally, we assert that training is needed in educational researchers to improve the use of videorecording in educational research.

**Keyword:** Videorecording, research tools, video graphic data.

## **PRESCRIPCIONES METODOLÓGICAS PARA EL USO DE VIEDOGRABACIÓN EN LA INVESTIGACIÓN EDUCATIVA**

**Resumen.** El objetivo del estudio es proponer prescripciones metodológicas para el uso del vídeo como herramienta en la investigación educativa. La revisión de los lineamientos existentes en la literatura, se enriquece con información de tres experiencias en torno a la videograbación. La primera recoge opiniones y recomendaciones sobre el uso del video para la colección de datos a través de entrevistas a profundidad con expertos. En la segunda, se analizan los videos colectados durante un estudio etnográfico en escuelas rurales de la zona Maya de Yucatán; y en la tercera, se reflexiona sobre los retos de elaborar un video que sirva como el informe técnico de esta investigación. En cada una de las experiencias se recuperan elementos operativos y técnicos que pudieran orientar la realización de videos para colecta de datos, así como algunas consideraciones para el análisis, codificación e interpretación de la información videograbada. Además, se presentan lineamientos técnicos, éticos y pragmáticos para difundir los resultados de investigación a través del video. Se concluye que el video es una herramienta versátil de colección de información y una forma eficaz para presentar un reporte técnico de investigación ya que facilitan la difusión de los resultados a través de redes sociales haciendo asequible los hallazgos tanto a la comunidad académica como al público

en general. Por último, se identifican necesidades de capacitación en los investigadores para el uso eficiente del video.

**Palabras clave:** Videgrabación, herramienta de investigación, datos video gráficos.

## **Introduction**

The purpose of this work is to analyze the methodological and pragmatic implications of the use of video recordings for the recording of data and information in educational research. In this work, video recording, or simply video, is defined as an audiovisual record structured in a clip, which, through sequences, represents a part of reality addressed during the research process. Video recording is a mechanism to collect information and specific data useful to derive results, conclusions, recommendations and new lines of research (Ramírez & Sanchez, 2015).

Kissmann (2009) recognizes that video has played a relevant role in the development of the history of the social sciences and adds that its use as a methodological tool has greater potential, since video provides opportunities to theorize and reflect on the evidence of previously unexplored forms.

The boom in technologies has allowed a previously unimaginable use of videorecording of everyday events, both spontaneous and planned. Payant (2014) recognizes that the applications available on the web have reduced production costs and times and that video is used much more in educational research. In addition, the presence of video cameras in the street, school, home and institutions make the review of audiovisual records a natural action since they capture moments of reality whose analysis allows a better understanding of social dynamics.

Goldman, Pea, Barron, and Denny (2006) state that the use of video as a data collection instrument has increased significantly, particularly in multidisciplinary studies where various researchers coexist and integrate through video, each one analyzing and interpreting the same register of reality from his point of view. The essence of video's contribution to research is the information encoded in images that provides a detailed record of the observed phenomenon, providing more detail, depth and repeatability, which does not exist in direct observation.

Mcbride (2020) warns that using video to collect information in the social sciences can represent a considerable investment of time, but that it is profitable, since it allows recording information and preserving it for analysis in a much better way than other fieldwork methods.

Carey (2012) assures that video is an aid for the recording of reality that allows the approach to the data collected in an intentional way and that allows the information to be reproduced on multiple occasions. For example, in visual anthropology it is intended that the researcher carry out a discourse analysis that gives meaning to the image (Martínez 2009). This can be applied to educational research whose purpose is to understand the nature of the educational act, focusing on students and teachers in the school context.

The video recording of the educational act allows to return to the source and review, reconsider and amend any detail that could have escaped the researcher at the

time of observing live, such as: an expression, a body posture or a gesture. This is an easy way to share information, store these digital recordings and play them back in sequence, and facilitate multidisciplinary research. However, there are few recent publications and studies that weigh the uses, advantages, limitations, ethical implications and other relevant aspects to consider in the educational research process.

In order to use video in research, it is necessary to consider recording techniques, times, costs, permits and consents, as well as to foresee some of the effects of the registration itself, on the behavior of the participants, together with the indexing and disclosure of these data, their own of video graphic data. Video is an auxiliary for the recording of reality, which, when captured and reproduced and that allows the information to be controlled and reproduced on multiple occasions, facilitating the researcher "... gain analytical and reflective distance by being able to control both the composition, the recording and the reproduction of information" (Goldman, Pea, Barron, & Denny, 2006, p. 46).

Visual recording in the school setting is facilitated with state-of-the-art mobile or high-definition portable cameras. Likewise, on the web there is free access to applications to edit from a personal computer, or to analyze the evidence collected in the field using any of the video graphic data analysis programs. Digital technology allows the speed of video recording to be manipulated to give it its apparent naturalness in the recording of events, from different perspectives (Hubert , Bernt , Raab , & Soeffner , 2006)

Before choosing video recording as a tool, it is worth asking yourself: When is it necessary to use video to record evidence? How to use video in a research project? What methodological proposals are relevant to analyze the records? What are the ethical implications of the use of video graphic evidence? Is this the best way to present the educational research report?

## **Method**

Information is collected on video recording in the educational research of three experiences. In the first phase, six in-depth interviews were conducted with three researchers from Mexico, France and Colombia.

The second phase consisted of analyzing the video graphic evidence of a research project and documenting the filming during an ethnographic study in schools in the Mayan area of the state of Yucatán (Gómez, 2010).

In the third phase, the process of preparing a video that would serve as a final report of the investigation was made and documented.

From the records, reflections and analysis of the discussions of these phases, a series of prescriptions for the use of video in educational research are derived, which are discussed below.

### ***When to use video in educational research?***

The consensus of the interviewees in the first stage recommends the use of video recordings to the extent that it contributes to recording the facts and helps to produce knowledge about the nature of the educational act, since it captures a structural sequence

in real time that can characterize an interaction among educational actors. Then it is possible to capture the interaction of the characters, the evaluation of the phenomenon in time and sharpen the observation of spaces, facets or specific acts of the educational phenomenon analyzed.

Downing (2008) affirms that the primary purpose of video recording is the retrieval of visual information, and Pink (2001) recommends that it is possible to use video when “it becomes a tool that helps informants to produce narratives that intertwine the visual (gestures, attitudes, postures, configuration of space) and verbal representations” (p. 66). Video is used essentially for the study of the learning environment, school life and typical instruction, allowing the researcher to capture the time and the achievement of structures, characteristics, actions and interactions.

For example, to observe how teachers work for their improvement, so-called micro-teaching has been used. In this technique, the teacher is filmed and then the video is presented to him to discuss the characteristics of her performance. For example, Calandra, Brantley-Dias, Lee, and Fox (2009) document their experience filming teachers giving real or fictitious classes and providing feedback on their performance. They point out, however, we must consider biases in the performance of teachers when they are aware of being recorded (Carey, 2012).

Derry (2012) refines micro-teaching by generating a data bank that she calls video-ethnographic and provides a broader idea of teaching in a school.

Another use of video recording in school is the analysis of the development of the class group. Mehan (1974) was a pioneer in this dynamic, his methodology consisted of filming a class for a year “with the intention of describing the natural environment of the students” (p. 4). The analysis, organization and categorization of the data collected, constituted an unpublished methodological corpus for the time. Its object of study was the behaviors of educational actors, their levels of epistemological understanding and their critical thinking dispositions.

It is difficult for a teacher to obtain a photograph of the interior of the group that shows the interaction of the students and how the presence or absence of the teacher influences it. Bowman (1994) affirms that video recording allows the teacher and the researcher to gain a look at the interrelation with the students, which makes it “a powerful research tool (p. 3).

Video recording can also be used to record the operation of an institution. However, the methodological, ethical, and legal difficulties of recording what happens in institutions are not few (Raddon, Raby, & Sharpe, 2009). In summary, the recognized traditional uses of the grapevine in school can be summarized in 4 broad categories.

1. *Videos that produce data from the teaching-learning process and whose source for obtaining data is the classroom:* The objective of this research is to help researchers understand and design formal learning environments.
2. *Video collections that produce data for research observing children's interactions with adults in non-formal learning contexts:* The aim of this study is to help researchers understand informal learning environments that occur in various contexts, designing tools to facilitate the informal environment.

3. *Research oriented on how people learn in and with video:* The objective of this research is to help researchers design learning environments.
4. *Production and use of video as a facilitator of professional development:* Video can be used in various fields, such as medical research, teaching and education. In the case of educational research, the aim of these videos is to record professional practice for later analysis in discussion circles.

But there are other uses that have not been widely considered and that merit a little more thought. For example, video recordings as replacement or reinforcement of notes, logs or field diary.

The video recording can become a field journal, the researcher's log is transformed from traditional notes or notes to multimedia formats. As documented by the study by White (2003) who highlights the advantages of video as a field diary in the evaluation of health programs in marginalized communities.

As a field diary, video recording implies a natural record of observed events and focuses on the description of structures highlighting the dynamics that highlight the social organization and the mechanisms that help organize and control the behavior of social groups. This use of video helps us to record what happens in a given context and how these structures give meaning to the social order.

In this dynamic, the camera is used in a casual way, recording daily life and causal interviews with researchers. This natural use of video implies a decision regarding the form and the background, which the researcher will take into consideration when placing the camera, the focus, when to stop and how to monitor the subsequent sequences.

How the participant reacts in front of the camera is analyzed. However, the power of video to record events in video graphic data as all partial data includes and excludes certain elements. The video focuses on the material world, which makes visual records and the recording of events instruments partially relegated strictly to the observation of the events that the objective provides, such as: peripheral vision, limited mobility, blur and viewing angles.

Finally, the video can be used as a record of the interactions and the information derived in interviews and focus groups. The possibility of consulting the video as many times as necessary and of showing it to other actors is invaluable to stimulate and promote reflection on the object of study. According to Thereau (2009) this process can occur in three ways: a) Reconstruction of the situation b) Reconstruction of the actions that took place in the discussion group c) Construction of the reflections of the present and forecast of future actions.

### ***Technical requirements***

Videography, field diary, focus group registration, micro ethnography and all the possible uses of video in research have a phenomenological character, that is, video is a means of recording and analyzing the object of study that leads the researcher to derive results, conclusions, and reflections on the object of study. Therefore, video recording requires certain technical and conceptual considerations, as well as intentionality. Here are some recommendations (Carey, 2012) (Derry, 2012).

1. The operator must be "invisible" and take the relevant distance to make their searches.
2. The investigator must pause the recording depending on the needs.
3. It must be intentional and use zooms and close ups and stop focusing on particular elements.

4. It will be necessary to use two cameras in confined spaces or when there are multiple sound sources.
5. The process of storage and indexing of the material is important, so it is necessary to protect the materials and backs in different spaces and formats.
6. The selection of the events to record requires prior planning.
7. It is necessary to verify the operation of the cameras, the accessories, and ensure that there is electricity or a replacement battery for the estimated recording period.
8. The operator may or may not be the researcher himself.

### *Videographic data analysis*

Derry, recognizes that it is not possible to speak of a specific method to analyze the video: “but rather, it is possible to speak of a heuristic system of recommendations that can be useful in the use of video in research” (2012, p. 147), for this he proposes to differentiate observations from inferences: If the materials collected in the field will later serve to provide information that will be treated as research questions, then, it is necessary to distinguish what is observed and how. On the other hand, it is necessary to know why this happens and what it means. In another sense, due to the excess of material that can be had, it is pertinent to distinguish the analytical notes, from the descriptive notes of the events. The analysis is built gradually, and it is not recommended that the data collection process conclude, to start the analysis.

### *Narrative selection*

Some digital ethnographers choose a narrative perspective in which, as White mentions: "Selection is directly related to the process of creating a story, as it unfolds in the mind of the researcher" (Goldman, Pea, Barron, & Denny, 2006, p. 23). This procedure occurs throughout the project, where the researcher makes narrative decisions about the order of the video with respect to the narrative structure that emerges in the course of events. Researchers must put aside technical aspects regarding image and audio quality when conducting the investigation.

The video represents events that are recorded and stored in video clips for later analysis. The selection of these determines which elements the researcher is focusing on for further analysis. In the case of video, these can be represented in independent periods of time (Sharp, 2007).

In short, the video can be structured and categorized into scales and its analysis can be enriched with the opinion of participating students and teachers.

### *Indexación de datos videográficos*

It is necessary to use an indexing system that allows to select and take notes of the material that is analyzed at the time of the recording. It is also necessary to have a registration form that allows us to take notes for subsequent analyzes. In addition, it is important to try to narrate the actions from the recordings themselves, since in this way the researcher will be able to return to the material that people wish to give more weight within the research process.

### *Check list*

Goldman, Pea, Barron, and Denny (2006) have developed a list of items to consider every time the videotaping has concluded and the materials are ready to be used

in the analysis phase. Next, some of the main aspects to consider in educational research are rescued.

1. *Narrative integrity*: Refers to the need to ensure that the video is sufficiently detailed, audible, and understandable. The video must be presented in such a way that the context in which it was recorded is fully understood. These annotations can be made in writing.
2. *Perspective*: It refers to how the video is used to make the point of view of the participants clear. The use that has been made of technology to partially address a panoramic view of others, which means capturing the interaction within the context from different perspectives through the implementation of different cameras in the classroom (Hoffert, 2009). A part of this video can also be used to select an important event within this interaction.
3. *Authenticity*: The research video opens the field to new interpretations that are developed in the field, with the rigor of looking for new connections in visual materials.
4. *Chronological plausibility*: The use of video to represent the order of events does not necessarily represent the chronological order in which they occurred, instead they enable the viewer to understand the events in a logical rather than strictly real way.
5. *Commensurability*: Video as a research tool offers a toolbox that allows the recording and sharing of beliefs, attitudes and pedagogical practices. Researchers must learn to describe the context.

### ***Ethical aspects***

A video is a record of partial data, it includes and excludes certain elements, therefore, the video does not represent reality, but an approximation to it. Regarding the deontology of video as a tool, its ethical implications must be aligned with the prescriptions that guide the use of any other tool to collect information in the social sciences.

Since the video records only some aspects of the complex real world, these evidences are subject to distortions and biases: they are also influenced by the sequence developed, the interaction with other researchers and the passage of time. Therefore, it is important when to consider some ethical aspects both to maintain the confidentiality of the filmed subjects, and to guarantee the veracity of the information in terms of the context. Although the discussion on these aspects is not free of controversies, two ethical safeguards seem to be investigated: informed consent and action protocols.

### ***Informed consent***

Academics from Stanford University proposed a series of rules to consider and the need to have an informed consent of the videotape subjects. These rules ensure that the people recorded understand the purpose of the investigation and that the payment terms, risks and uses of video recording are clarified (Stanford, 2003). At times, participants' faces can be digitally hidden to achieve an "anonymous" video.

### *Action protocols*

The Chicago Center for Digital Studies (<https://digitalstudies.uchicago.edu/>) suggests using two protocols, one that focuses on data collection and the other on data analysis. The first is used to build a methodological body, aimed at facilitating EI when video graphic data is available, in this it is detailed how the data will be collected, who will collect it, with what objectives and under what conditions. This must be analyzed and valued by the institution's ethics committee.

The second protocol focuses on the resulting product, detailing who and how will access the data, for what purpose, how it will be analyzed, how this information will be protected, where it is desired, and under what conditions the video graphic evidence will be destroyed (Sharp, 2007).

Banks (2007) admits that academia should be more demanding regarding the ethical conditions in which the video graphic evidence was produced to understand how narratives and chronologies were articulated.

### *Video as a research report*

The second most important use of video recording is the dissemination of research results, this format is so accepted that the Mexican national council of science and technology accepts this format as an alternative for reporting as a closure of funded research projects.

In order to use video as a means of reporting or disseminating research, it is important to understand the cultural background of the audience to whom the visual documents are shown and to explain the contexts in which the materials were recorded.

It is also important to accompany the video with a document that describes the rationale, the fundamentals of the video and the relevant aspects of the creative process that exists behind this material to convey the decisions of form and content to the viewers. behind the audiovisual discourses that are presented in the investigation. In addition to this, the testimony of the researchers about the responses of the community to the presence of the video camera will reveal the type of relationships that were established with the community.

Banks (2007) recommends presenting the research results to the community, in a way that gives meaning and order to the disjointed narratives that are found among the members that were studied, likewise, it gives an audiovisual testimony of the scenario that was studied in a formal display. Likewise, researchers can present photographic images in a more creative and personal narrative, which, in academic contexts, this is a good opportunity for researchers to dialogue with the community and open spaces to debate on the problems that the population identified. root of the investigation.

The upload of the videos that disseminate the research on social networks also allows researchers to respond to the concerns and replies that the school community and the general public about the social representation that the video manifests.

Heras and Miano (2012) argue that it is necessary to present research materials in academic contexts through dynamic interfaces that allow integration in a structured presentation where the research is explained and that is supported by videos, recognized as a legitimate resource to transmit knowledge educational research.

## **Discussion**

It is important to expand the theoretical and methodological guidelines that optimize the use of video recording as a tool in educational research. The continuous development of new technologies also implies new training and training needs to respond to new forms of expression. Likewise, this tool offers various possibilities for the return of information to the school community that fosters dialogue between the researcher and the subjects studied, who validate and enrich the findings based on the narratives and compositions that articulate the research report.

The proper use of video in educational research requires precise skills and techniques, mainly with the use of the video camera, knowledge of plans, framing, camera movements, image composition, as well as knowledge of editing programs. But also, of solid training as a researcher that allows to distinguish the purposes of the media, carrying out a strategic planning of the video recording to collect information according to the objectives of the research, considering the methodological and technical delimitations of this tool.

Ramírez (2015), points out that in a video there is an audiovisual discourse with an argumentative component to which a rhetorical dimension can be added, which tries to emotionally link the viewer with the problem thanks to the intentional montage consistent with the purposes of the investigation.

However, in this perspective, the objectivity of this tool remains in debate. Although video can produce and preserve reality, it can also transform the ways in which it is perceived, since the materials can be edited to give new meaning to the way the events occurred.

As a means of dissemination, video allows the transmission of messages in a synthesized way, which facilitates informing the academic community and the general public of the procedures, results and implications of educational research and gives access to the results of the research to populations and audiences previously marginalized from it.

## **Conclusions**

The video makes it possible to integrate the data, information, evidence, testimonies and arguments resulting from an educational research project into a lasting audiovisual record. (Asan & Montagne, 2014).

Its use as a tool in educational research requires technical knowledge, familiarity with audiovisual language. The relevance of videotaping in educational research must be judged by the consistency between the video graphic products and the research objectives.

As a means of dissemination, the video makes the researcher's findings reach the community in general, thus extending the dialogue and debate on the results and processes of educational research beyond academic contexts.

The continuous development of applications and technologies also implies new training and training needs for educational researchers for the efficient use of this digital multimedia tool.

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## **READING AND RESEARCH IN HIGHER EDUCATION**

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**Abstract.** Reading and research at university have positioned themselves as two complex activities loaded with particular demands that deserve the expertise and academic training as they entail potentialities linked to the development of thought and the construction of knowledge. The essay presented attempts to review the demands and implications of reading and research in higher education understanding that recent conceptions propose the need to read critically as a tool at the service of inquiry processes as a diligent process responsible for generating approximations, explorations, descriptions, objective explanations that are valid and pertinent not only in its contribution to the progress and progressivity of science, but also in the capacity to respond to social needs as one of the tasks of every scientific community. For this reason, it is worth affirming that reading and research are constituted for the one that is formed at the higher level as two academic activities on which the processing of information, the production of new knowledge and the interpretation of reality circle as abilities mediated by reflective, analytical and reflexive thought modalities, responsible for granting rigor, objectivity and systematics as demands that entail their validity and recognition within the scientific field.

**Keywords:** reading, research, thinking, university education and knowledge production.

## **LEER E INVESTIGAR EN EDUCACIÓN SUPERIOR**

**Resumen.** Leer e investigar en la universidad se han posicionado como dos tareas complejas y cargadas de demandas particulares que ameritan de la experticia y de la formación necesaria, pues las mismas entrañan potencialidades vinculadas con el desarrollo del pensamiento y de la construcción de conocimiento. En atención a lo expuesto, con el ensayo que se presenta a continuación, se intenta realizar una revisión de las demandas e implicaciones que tienen el leer e investigar en educación superior, entendiendo que, las concepciones recientes proponen la necesidad de leer en modo crítico como una herramienta al servicio de procesos de indagación objetivos, válidos y pertinentes no solo en su aporte al avance y a la progresividad de la ciencia, sino a la capacidad para responder a las necesidades sociales como uno de los cometidos de toda comunidad científica. Por tal motivo, vale la afirmación de que la lectura y la investigación se constituyen para el que se forma en el nivel superior, dos actividades académicas sobre los que gira el procesamiento y la producción de nuevo conocimiento, mediante la participación del pensamiento reflexivo, analítico y reflexivo que le otorgue rigurosidad, objetividad y sistematicidad como exigencias pautadas para ser reconocido como válido en el ámbito científico.

**Palabras clave:** lectura, investigación, pensamiento, educación universitaria y producción de conocimiento.

## **Introduction**

Critical reading, thinking and research from the educational point of view have represented exciting and indispensable activities for human development, since from them the consolidation of cognitive and social skills necessary to understand reality and to act has been consciously considered about it. In the words of Pérez (2004) represents acting in a responsible and autonomous way, which brings with it broad intellectual benefits such as “the appropriation of ideas and the development of new ways of thinking, of evaluating, as well as of knowing explanations and visions of the world” (p. 78), in an attempt, according to Freire (2004a), to “describe in depth the relationships that arise in their environment”(p.8).

For Peña (2007), reading and research represent complex academic activities that favor not only effective reflective and analytical processes related to meaningful learning, but also as “powerful and complex instruments endowed with the potential to develop thinking in its various modalities, facilitate mastery of the discourses of each discipline and the various ways in which scientific knowledge is constructed, produced and communicated” (p.2). This statement represents a deep commitment that allows the reader as a scientist “to become an independent and autonomous thinker capable of responsibly assuming the elaboration of their own voice on various topics” (Hawes, 2003; Kendall and McDougall, 2012; Zaganelli, 2011).

For this reason, the demands derived from passing through the university as a space for social transformation, includes within its tasks the formation of a citizen with the ability to build, rebuild and, therefore, account for reality as a scenario of action in which he is immersed. In other words, this diligent reader is expected to, as a student of social reality, make use of his conceptual-theoretical system and the methodological tools of his discipline to expose, describe, explain, interpret and transmit the findings, evidence, transformations and evolutionary processes as a demonstration of his ability to contextualize and make use of knowledge to characterize and formulate coherent assessments.

In this way, reading as a tool to enter specialized knowledge (Martín, 2020; Morales, 2017) empowers the university student to function in the dizzying and complex academic world (Morín, 2009) where the tumultuous represents a condition on which social problems, epistemic discussions and theoretical proposals fall against which it is necessary to proceed reflexively through the use of one's own thinking skills that cooperate with the establishment of interpretive connections and the use of criteria that favor in significant and far-reaching insights that allow for the generation of rational changes in reality.

Now, with this essay, an attempt is made to carry out a dissertation on two of the most important challenges faced, on the one hand, by the student at the university and, on the other hand, the role that the latter must assume as a space for the promotion and creation of necessary conditions for the formation of citizens (Casanny, 2006), among which stand out, the handling of criticality when making use of reading as a tool from which to achieve the empowerment of democratic values and academics that contribute to the transformation of the social scene of which he is part.

### ***Critical reading and thinking in the University***

Reading as an academic activity and a university demand has been conceived together with critical thinking as one of the most complex challenges faced by the reader in higher education, since the demands of this level demand the deployment and use of consolidated cognitive skills, which favor access to knowledge of each scientific discipline with which it has contact (Carlino, 2003). This demand then contains, among other aspects, the intellectual commitment of the reader to approach scientific knowledge with an analytical and critical attitude as the most opportune way to circumvent the abundant information to which he is exposed and to which in his attempt to handle the ideological overload makes it imminent to determine what underlies it, understanding that the deep management of information depends on entering and engaging his discursive community (Arnaud, 2002).

In response to these demands, critical thinking together with effective and systematic reading have been configured in ways of approaching the various scientific positions in an attempt to respond to the need to appropriate textual forms, intentions, of the purposes and conventions that each discipline has established (Carlino, 2003) so that the reader can enter the knowledge that is generated from them. Therefore, the imperative need to handle conceptual references such as the use of prior knowledge have become means of support for the significant processing of sources saturated with multiple inferences that the text presents (Corrado and Eizaguirre, 2003; Sánchez, De-Frutos and Vázquez, 2017) and those that the reader must face in order to cope with their academic training.

For this reason, critical reading has been understood as a social requirement of singular importance for the formation of democratic and autonomous citizens in the 21st century. Hence, the university as an ideal space for the development of such tasks (Peppino, 2006) has designed important strategies in an attempt to bring the student closer to knowledge with a critical disposition from which to approach the large and complex accumulations of information, to those that he must understand as inputs on which the construction of approaches and core elements that lead him to develop new insights about knowledge depends.

This attitude towards information and the world, then represents the assumption of a position with the authority to criticize, from which the reader is able to make judgments and reasoning about reality, as well as the phenomena that arise in his environment. This implies that his position vis-à-vis what happens in his environment ceases to be naive and becomes an attitude with a tendency to objection, capable of refuting any tax claim through in-depth dialogue from which reasoning is derived, which allows to meaningful communicative processes in which he invites a coherent, elaborate and pertinent debate on the knowledge of his discipline. In other words, it is a matter of consolidating skills to dialogue and communicate knowledge, necessary conditions on which persuading the other with ideas and reasons based on logical premises and endowed with solidity is based (Freire, 2002).

In this way, approaching the reading of academic texts constitutes a means to overcome the reductionist and narrow views from which scientific knowledge and reality have been seen, a condition that has hindered the development of critical competencies that help the reader in the process of constructing responses to what daily emerges from his interaction with information. This statement, from critical pedagogy, refers to the autonomous disposition to dialogue with the authors, understanding them as susceptible

to error in their assertions, which have been assumed by the criterion of authority that supports them as infallible (Morales, 2019).

This means that reading is an activity from which the subject not only constructs his own perception of reality, but is also capable of contrasting the various existing views on it, allowing, according to Sánchez (2004), the “elaboration of solid, critical knowledge connected to the reality in which we live in” (p.2). What has been said then defines that part of the benefits of academic reading are found in his potential to problematize, wondering and looking for explanations that satisfy his persistent concern to better understand what is happening in its immediate context.

In view of the above, reading is understood as a tool to enhance and develop the critical thinking of the student, who at the university level is expected to be able to articulate what he appreciates of reality with the ideas provided by the accumulated knowledge (Zemelman, 2005). This way of operating with information refers not only to his autonomy to actively participate in the construction of knowledge, but to his critical disposition to deepen the identification of those ideas that could answer his questions and interests as a researcher.

Leading the university reader to assume the active role of elaborating clear and proper approaches means constructively engaging them with the deep interpretation of knowledge, that is, transcending what is superficially seen by third parties until their judgments are consistent and sufficiently argued to be accepted as contributions relevant to the discipline to which he is joining (Carlino, 2002; Morales, 2018b; Reale, 2016). Paraphrasing Delmaestro and Balada (2012), reading, in addition to favoring the development of critical skills, also makes it possible for the student to define his identity as a diligent reader who is expected to be able to provide carefully thought-out assessments based on his interaction with the information, a process that alludes to the willingness to autonomously face epistemological problems and the discussions to which the tradition of his discipline has been dedicated.

In this sense, reading in the university is understood as a task that mainstream teaching and learning practices, by allowing a conscious approach to the contents taught at this level, for this reason, it is also understood as a means for humanistic training, responsible for training not only to act competently within the academic scene, by favoring interaction with a diversity of voices that are exposed in a varied literature, constituted by multiple underlying visions and ideological positions that involve ways of seeing knowledge and the world, but to attend to the needs of daily life that revolve around coexistence and tolerance as values of indisputable relevance today (Kendall and McDougall, 2012).

Faced with this characterization of what it implies to interact with complex information, reading in the university has been set as a task to promote the development of thought in its critical mode, considering this as an effective instrument to encourage the reader to question authority, the approaches made by third parties, their positions and theoretical trends, elements from which it is possible to consolidate critical competencies that contribute to the generation of new interpretations (Di Stefano and Pereira, 2004; Morales, 2018a).

Now, as part of the academic demands of the university context, the reader as a critical and reflective subject is expected to deploy mental operations that cooperate with the management of theoretical elements and with the integration of information, activities that are possible through open and flexible discussion in which the reader manages to confront contents, sources and theoretical positions, activities of thought, which due to

their relevance allow the generation of innovative insights about knowledge (Carlino, 2003; Di Stefano and Pereira, 2004), understanding the historical moment and social context in which the theoretical contribution under review is generated and, on whose management the assumption of a systemic position will depend that allows him to make use of the various dimensions that are directly and indirectly linked to the subject under study (Pérez, 2004).

All this implies that the university reader in use of his critical thinking requires the internalization and management of central contents, understanding these as historical and cultural constructions of disciplinary knowledge that need to be assumed as units of meaning, which they entail in themselves implicit ideas with different positions on specific contexts and moments, which facilitate deep understanding, but also favor significant learning processes, the use of reasoning, the management of academic knowledge and the appropriation of specific ideas from which it is possible understanding and deciphering their environment and the phenomena that arise in them (Campanario and Moya, 1999; Corrado and Eizaguirre, 2003; Konrr, 2010).

With respect to these approaches, reading in higher education therefore requires a critical attitude, but also the ability to elaborate conjectures and reviews about the ideological tendencies of the authors of compulsory consultation, as a strategy to approach their appreciations, ways of seeing and to read the world, while still paying attention to the social, cultural and ideological burden that hides behind their statements. This element seen from the criticality represents a factor of capital importance to understand the conventions that underlie their statements, the scientific perspectives that permeate their ideas and the own or third-party positions that they use to transmit their knowledge and what they think. of the changes that emerge from their own context (Eco, 1992).

Consequently, the appropriation and management of a lecture characterized by complexity, controversy, multiple and diverse scientific voices have been attributed to disciplinary dissertations whose contents underlie important positions that must be considered as the way of understanding the organization of ideas as part of the production of knowledge. This seen from the tasks of reading today, implies developing a critical reflection that allows the university reader to distinguish causal relationships within the lecture, points of encounter and differentiation, but also the construction of his own perception and new knowledge about what he reads (Campanario and Moya, 1999; Di Stefano and Pereira, 2004).

For this reason, critical reading represents a powerful tool for the transformation of thought and an ally for academic training, since within its benefits is the possibility of generating novel interpretations with a tendency to social transformation and the development of actions that transcend critical discourse to become responses that contribute to the order and organization of the social (Cardinale, 2007). This implicitly refers to the need to appropriate of a lecture with a tendency towards praxis and the recursive assessment of reality, that is, that can be led towards the creation of more just and democratic conditions that are committed to the common good (Cassany, 2006) and as Pérez (2004) puts it, by “the construction of citizenship and democracy” (p.77).

All this from the educational point of view, allows us to affirm that reading should be seen as a practice of social empowerment and emancipation (Freire, 2002) that favors the development of cognitive and social skills that increase the levels of comprehension of the changing dynamics in which the social is immersed and, on which the construction of reality depends on, making use of conceptual and theoretical references that position

him as a reflective subject, whose intellectual potential allows him to resignify social relations, through cognitive operations that help him to object, refute and use his own voice to confront radical or fallacious positions seen as truths.

In this way, reading within the disciplines represents one of the ways to enter the understanding of scientific plots, in a critical disposition to perceive and closely understand the production of knowledge (Morales, 2017; Serrano, 2008), the result of social interactions, communicative relationships and the dynamics that configure social work (Cabrera and Caruman, 2019; Freire, 1994; Ocampo and López, 2020). These assertions suggest the ideal of a citizen with the capacity, according to Freire (2002), to "elaborate the world" (p.13). In view of this, it can be affirmed that this citizen is expected to have the potential to construct the world in an analytical way by deploying skills of higher thinking that allow him to problematize as an indispensable part of his scientific attitude towards his reality, for what which requires the management of a recurring dialogue, a strategy that must be seen as a fundamental part of the processes of construction and transformation of the world.

For this reason, reading in the university should be seen as a process in which it is tried to bring the student closer to knowledge, understanding this condition as a need converged by the participation of the thought that the cognitive instruments propitiate him to learn to reflect on knowledge and to build their own ideas by questioning given approaches, from which to give consistency to his thinking (Carlino, 2005). This indicates that reading, in addition to promoting the development of new ideas, also offers the reader the authority to delve into the information, since the skills involved in it promote going after underlying ideological approaches and on implicit ideas to which the subject as a responsible agent must display his diligent sense to understand the way in which knowledge is elaborated from each discursive community.

From the sociocultural perspective, the above is indicative of the potential that reading entails, since within its qualities the epistemic function is specified that, using criticality, allows the reader to build and give meaning to reality, in a recurring search and diligent reasons, explanations and valid arguments that cooperate with the understanding of social and scientific dynamics, areas that, due to their relevance, affect him and condition the establishment of relationships, links and connections as average mental operations on which the elaboration of new appraisals endowed with scientific rigor.

Therefore, reading in higher education means preparing the student for autonomous learning and the appropriation of knowledge (Agredo and Burbano, 2012), fundamental conditions on which the responsibility to face reality falls from a reflective position and endowed with reasoning, cognitive activities that favor a comprehensive assessment of what is happening, in an attempt to detect logical reasons and coherent explanations. This position from critical thinking is nothing more than an active procedure of deep review of the world from which the necessary inputs are derived to resignify and offer answers to the changes and transformations that emerge as a result of the dynamism in which he is immersed. It consists, then, following Freire (2004b), in "analyzing a certain object of study in its entirety but at the same time in its particular connections as the way to establish and determine the causal relationships between phenomena" (p.8).

In this way, it is possible to affirm that reading finds in critical thinking, the opportune instrument to detect the consistency of the reasoning that emerges from social events and infer underlying relationships, but also to test his own mental representations.

This speaks of his autonomy as a thinking subject, who in his intellectual behavior is not only capable of questioning what is happening in his environment, but of submitting his appraisals to evaluation and self-reflection in order to reconstruct knowledge, giving him greater truthfulness and credibility (Acuña and López, 2017; Freire, 2002; Morales, 2019).

This attitude from the academic point of view represents one of the reading tasks, which tries that the reader as an active agent manages to participate competitively within the great accumulations of information that are produced in the university and that demand, among other things, the interaction with the scientific statements of each discipline, to rigorously identify conjectures, data and ideas as inputs from which to develop his own opinions and approaches that allow him to participate within his discipline.

In response to this, López (2013), in an approach to what reading academically implies, claims that it is an intellectual process in which a series of cognitive abilities are involved that cooperate so that the reader can “identify arguments and assumptions, recognize important relationships, make correct inferences, evaluate evidence and authority, and draw conclusions” (p.3). This exhibition speaks of a critical attitude that values information in a deep and thorough way in its quest to recognize what is true, useful and relevant in the contents with which it interacts (Kurland, 2003; Peppino, 2006).

What is stated in the words of Santelices (2001) is nothing more than approaching knowledge with a reflective and analytical disposition that allows the reader “to be able to discover problems, contradictions, limitations and arguments that support or refute certain ideas or approaches and decide rationally what to do or believe” (p.1). This sensitivity to approach knowledge is the result of an inferential thought capable of unraveling ideas that could be behind each textual sequence and that require an evaluative attitude that enters until identifying the message and ideologies left by the author (Gil and Flores, 2011 ).

Faced with this commitment, it is expected that the reader of the university system will have their cognitive skills that will lead him, according to Piette (1998), to be able to “ask questions, judge definitions, distinguish and identify disciplinary problems, make judgments, determine reliability of the information, judge the credibility of the sources, identify the implicit assumptions and make generalizations and build his own conclusions” (p.25). All this from the critical pedagogy responds to a critical and rigorous attitude that favors testing the premises that support the theoretical assumptions assumed as irrefutable (Freire, 2002).

Hence, it is attributed that the role of the reader within the disciplinary field is closely linked to the responsibility of understanding the conventions and ways in which the information in his field of knowledge is presented, for which recognition is necessary as stated by Gil and Flores (2011) of core aspects and "explicit approaches, the identification of logical sequences, the extraction and conclusions, as elements from which to fix a position" (p.111). From the above it can be derived that reading in the university requires not only the management of mental abilities and operations, but also the acquisition of a series of academic practices and agreements that contribute to the identification of the multiple ways in which culture is expressed written (Torres, 2006).

Faced with such demands, Hawes (2003) proposes that academic reading has different objectives that lead the subject not only to guarantee his participation and entry into specialized knowledge, but also to “the elaboration of good ideas that integrate different interdisciplinary views and perspectives as aspects to adopt an own position,

which due to its relevance can be communicated with clarity, coherence and adherence to logical criteria as expressions associated with thought” (p.39-40).

From this turns out the need to appeal to the critical conscience capable of entering knowledge in a deep way, for which the use of a flexible understanding that enables the words of Martín and Barrientos (2009) is essential):

“understanding the organization of knowledge, the theoretical elements on which it supports and the epistemological framework in which it is inscribed, in order to later be able to demolish those fallacious paradigms and ideas and to erect other solid and supported points of view on scientific verification” (p. 3).

These assertions, from reflective learning theories, represent, according to Daros (2009), seeing reading as a tool for the deep management of postures, disagreements and points of agreement, as well as “the problems that each discipline addresses, to later elaborate hypotheses and issue opinions supported as the result of an exercise thought out in a reflective, methodical and analytical way, skills involved in any scientific process that tries to offer explanations about reality” (p.12).

For its part, critical pedagogy has put forward a series of reasons that position reading as an instrument whose formative commitment involves, among other things, developing criteria to set a position and promote acute thinking that allows the reader, as proposed by Cardinale (2007) the "intervening, resisting and producing counter-hegemonic actions and discourses with transformative effects that transcend mere discourse and criticism to creative responses capable of generating significant changes" (p.1).

This, from the latest trends in reading in the university, refers to the use of criticality as a tool that facilitates the generation of new reasoning and judgments (Jurado; 2008) as operations that can be associated with the epistemic potential that facilitates the production of new knowledge as a result of the assessment of its reality. This characterization of reading as a socio-cognitive process involves the idea of a reader as with the disposition to identify problems, systemic relationships and links between situations as fundamental conditions to build alternatives and support mechanisms that lead to effective decision-making processes and resolution of social conflicts (Galaburri, Lonchi and Greco, 2009).

To this active procedure assumed by the reader, the critical perspective has taken for granted that reading is conceived as a process that encourages the development of social, communicative and discursive skills that favor deep interaction with the information presented in specialized texts, since that contributes to the exercise of argumentation and counter-argumentation, the use of reflection, establishing comparisons, identifying modular aspects and analyzing positions, which cooperate with going beyond what is explicitly offered in the texts, in a provision focused according to Arenas (2009) towards “generating a true dialogue between thought and knowledge, the result of which is to assume critical positions regarding what is read and what is written, so that all this continues the process of feedback, recreation and transformation of knowledge” (p.2).

All this from the epistemic conception of reading has profound educational implications that are limited to the activation of previous or world knowledge, such as the information that the reader uses to establish associations and connections with the new knowledge, generating as a result the construction of knowledge endowed with relevance

and pertinence, as conditions from which it is possible to understand reality responsibly, participate with greater academic sensitivity and a sense of social belonging (Arenas, 2009; Cabrera and Caruman, 2019; Fons, 2006).

In this sense, reading in the university, in addition to representing the entrance door to scientific knowledge, also constitutes a tool at the service of the deep appropriation of ideas and concepts from which it is possible to operate to develop innovative ideas and build new scientific contributions such as expressions that show the mastery of abilities and skills to understand the accumulated knowledge (Zemelman, 2005; Morales, 2016) and, based on this, make significant contributions and as a demonstration of their competitiveness to participate in the practices of their discipline and research processes through which to offer rigorous reasoning and assessments with the potential to address both global and context-specific problems.

In this way, it is inevitable to refer to reading from two positions, on the one hand, as the means that allows the student not only to resignify the world and, on the other, as an instrument whose repertoire favors coherent action among whose objectives are: his willingness to transcendently modify the scope of action; develop systematic actions as part of the treatment of social problems in an attempt to provide alternative solutions; integrating various theoretical positions as strategies to correctly and effectively address situations in which uncertainty is the common denominator and raise creative processes capable of overcoming the vicissitudes and obstacles derived from the multiplicity of factors that, when correlated, allow a comprehensive approach to their dynamics and performance.

These reasons, paraphrasing Morales (2017), imply the critical behavior of a reader whose careful sense allows him to reach deep levels of understanding given by his ability to unravel underlying meanings and approaches, resolve controversies and sustain his own actions. In addition to this, his attitude towards knowledge, in addition to allowing him wide levels of deepening, also constitutes a coherent way of handling knowledge in an authentic and true way, avoiding, with this, the ambiguous, obscure and confusing aspects that could make it impossible to assume a correct position when supporting or questioning the intention of the authors.

Therefore, reading in the university requires an objective attitude and an open position capable of apprehending the information derived from scientific research processes that, despite being attached to critical, verifiable and logical criteria, must be subjected to rigorous evaluations. What in the words of Freire (2002) would be “the assumption of a critical stance given to the search for solid reasoning, in a disposition given to permanent questioning and reflective evaluation as necessary skills to verify the veracity of knowledge” (p.27).

In summary, managing in a competitive way in the complex and diverse theoretical frameworks that are produced today requires a high commitment not only on the part of the person who teaches, but also of the person who, in the place of the apprentice, has the responsibility to analyze, criticize, problematize and offer alternatives to the great issues that continue to be discussed within his discipline. The above, in addition to constituting an academic commitment that seeks educational improvement, is also assumed as a premise on which the need to train citizens capable of becoming true defenders of their ideas and positions is based, a condition that invites to promote the use of critical thinking as an instrument to elaborate opinions and own arguments that reveal their voice as a reflective subject.

### ***Reading and research in the University***

Part of the tasks of higher education in the 21st century are framed in guiding the subject towards the development of academic competencies that allow him to move within countless and diverse accumulations of scientific information. Therefore, exercises such as reading and research have become vertices of educational programs that seek, among other things, to promote autonomous processes of approach and appropriation of knowledge, combining the understanding of reality in the light of theoretical postulates with the eagerness to offer reasons that justify how and in what way social life works (Peña, 2014; Zemelman, 2005).

For this reason, research as a process inherent to university education involves critical thinking skills such as critical reading competencies (Acuña and López, 2017) through which the information with which one interacts is analyzed, valued and reconstructed. Getting the student to operate in this way with the contents of his area implies committing him to the examination and in-depth review of the ideas and approaches proposed from various disciplines, to which he must resort to build valid, credible and rigorous statements that refer to relevant formulations for the advancement of science.

It is, according to Peña (2014), that:

the student transcends what is taught and explicit, to individually enter into inquiry processes in which he makes use of reason and thought to establish connections and links between theory and experience, a process from which new scientific positions are derived. (p. 80).

Paraphrasing Pozuelos and Travé (2005), it is a procedure that consists of transcending from the mere search for information to a critical, objectionable, restless and reflective attitude that allows reading to become a process from which relevant approaches to the world, its problems and epistemological discussions emerge.

In this same line of thought, Bautista (2005) proposes that research and reading are closely related, inasmuch as they represent activities that include learning and obtaining new findings within their objectives, but also “generating significant experiences through the exploration of particular problems, promote the critical construction of new knowledge and establish relationships between theoretical knowledge and daily life ”(p.52). The foregoing coincides with the proposals of Hawes (2003) who states that reading gives the researcher the ability to “see relationships between ideas and use them to build their own voice to discuss various issues” (p.41).

At the same time, the postulates of Sánchez (2004) show that critical reading contributes to scientific research the “identification of those ideas, approaches and references from which to evaluate and interpret reality, thereby contributing to the production of diverse and innovative scientific knowledge” (p.7). From this, the interdependence between scientific research and reading is inferred, since the latter depends on the detection of those aspects that could distort the generation of knowledge and, as a consequence, allow the realization of adjustments and corrections that cooperate with the validation of new knowledge.

From the perspective of Restrepo (2003), the research implicitly requires rigorous reading processes that contribute to:

familiarize and initiate students in activities and knowledge production practices, with the way in which knowledge is organized and with the

procedures necessary to solve problems and offer relevant solutions that promote discovery and creativity. (p.197).

En palabras de Andrade (2007), esta competencia lectora refiere a “la apropiación, interpretación, imaginación y re-creación de ideas como un modo de producción de nuevo conocimiento” (p.233).

In the words of Andrade (2007), this reading competence refers to “the appropriation, interpretation, imagination and recreation of ideas as a mode of production of new knowledge” (p.233).

In support of this approach, Sánchez (2004) states that scientific research uses reflective reading to “carry out precise interpretations, descriptions and analysis from a critical position that favors the formulation of problems rationally and through the support of conceptual models which generate the necessary references for the construction of new scientific positions” (p.8). In this line of thought, Andrade (2007) characterizes reading as the process responsible for “developing capacities and abilities to understand, comprehend, reflect, analyze, criticize and recreate implicit information, on which the elaboration of concepts that re-meanings allow us to interpret the relationships that continually emerge from reality” (p.234).

On the other hand, positions derived from research as a formative activity, propose that it merits critical reading in order to start up significant cognitive processes such as: deep inquiry processes, the identification of causal relationships, the search for similar or analogous situations, the choice of relevant, pertinent and updated literature that contributes to the organization and analysis of the information (Cardinale, 2007; Morales, 2017; Restrepo, 2003).

In this sense, Fernández (2011) shows that in every process of scientific inquiry underlies the elaboration of accurate and analytical readings that offer “the opportunity to fully address problems and situations in a comprehensive manner, by involving important cognitive skills such as reflection and the search for alternatives that allow us to obtain theoretical references from which to validate the findings ”(p.1). For Freire (2004b), scientific research requires the participation of critical skills and analysis processes typical of reading that help with the permanent and recurrent questioning of reality through the use of theoretical references that, in turn, lead to assume "an impartial, objective and secure attitude towards the facts and events" (p.16).

Now, paraphrasing Blaxter, Hughes and Tigh (2002) it is possible to infer that the researcher in his scientific role must assume reading as a tool through which: to contrast ideas and theoretical perspectives; review the disciplinary pronouncements that have cooperated with the advancement of the object of study and that allow broadening its vision; it favors the selection of precise and necessary arguments to build new theoretical frameworks; elaborating critical pronouncements whose epistemological foundation finds a place within academic communities and, finally, reading allows the researcher to explore and venture into fields of knowledge that are scarcely studied and whose relevance determines the significant generation of new studies.

In this way, it can be affirmed that reading and research implicitly involve the use of criticality as a cognitive ability that allows monitoring the transformations and temporal variations that knowledge experiences (Arnaud, 2002; Camilli and Römer, 2017) and that determine, according to Corrado and Eizaguirre (2003), the "process of selective and systematic search as elementary aspects on which the construction of

meanings, data processing and socialization of findings derived from research processes falls" (p.8).

For Velez and Dávila (1984), researching in university education requires the management of cognitive operations and processes derived from academic reading, which cooperate the researcher with “analyzing and subjecting to a critical examination the information with which they have contact, in an attempt to make modifications, adjustments and adaptations, as well as to discard or legitimize existing and new knowledge through deep reflection” (p.1). This, in the words of Serna and Díaz (2014), is nothing more than “the identification and location of explicit and implicit statements from which it is possible for the researcher to make conceptual approaches and build interdisciplinary bridges that allow him to interpret, analyze, predict, buy and associate in a more comprehensive way” (p.171).

In addition to this, the aforementioned authors propose that reading is a social and cognitive process that provides the researcher with the critical sense and authority to “generate a constant reflection on the social facts that appear in reality, to determine their authenticity and to be able to take a position in front of them and achieve high levels of understanding of reality” (p.172). In support of this position, Ulloa, Crispín and López (2014) state that "reading constitutes the means for research processes to guide the rigorous processing and analysis of information that will then be shown as a contribution to the advancement of science" (p.1).

In this regard, critical pedagogy proposes that reading as a learning tool enables the construction of hypotheses, the elaboration of inferences and the analytical interaction with the information, cognitive abilities that due to their implications cooperate not only with the taking of position in front of scientific knowledge, but also with the creation of conditions for the production of knowledge, an elementary requirement that from an academic point of view opens the gap to enter the production of knowledge generated in scientific communities in a timely manner (Carlino, 2003; Lema, Rodríguez, Barranquero, 2016; Morales, 2017).

For Cassany (2006), critical reading makes significant contributions to research, since it indicates to the reader the scientific positions that underlie the theories and epistemological positions that permeate knowledge, suggesting that “what is behind the lines is ideology, point of view, intention and argumentation used by the author to support his idea” (p.52). This appreciation is also shared by Serna and Díaz (2014) who affirm that reading makes it possible to “unravel hidden or implicit meanings and take a position in front of them, skills that allow the researcher to define the theoretical field on which he will try to analyze the reality object of study”(p.173).

Therefore, reading is an academic process on which it depends that the researcher transcends simple opinions to the construction from a position supported by reasons and arguments, elaborated ideas and recurring questions, which, converted into systematic reflections, allow the reader to problematize, identify causal relationships and possible elements that, because they represent important findings, favor the assumption and exploration of new possibilities that redefine the world and that provide enriching perspectives based on accumulated knowledge (Castejón, González, & Cuetos, 2019; Schere, 2020; Zemelman, 2005) to open new gaps in the production of knowledge in barely explored subjects.

For Oliveras and Sanmartí (2009), reading as a generator of critical thinking and vice versa, appeals to the exercise of mental operations that make it possible for research to develop innovative formulations and “formulate hypotheses, appreciate a problem

from alternative points of view, consider new questions and possible solutions, evaluate the credibility of the sources, identify core and focal aspects, as well as plan strategies to deepen explanatory and more elaborate levels” (p.234).

In this way, reading as an inherent tool in any inquiry process, which in the words of Torino (2008) allows the student to “explore and effectively function in university life, through the use of deduction and inference as mental operations that favor the identification and discrimination of real research problems” (p.2). In this same line of thought, Fons (2006) states that “reading from its epistemic function counts within its implications, the possibility of contributing reflections and favoring rigorous deepening capable of going beyond what others have examined, opening with this new horizons for research” (p.3).

In this sense, it is possible to affirm that any research process requires exhaustive reviews and academic reading practices as means from which to collect the theoretical and conceptual references necessary to face the understanding of reality, through the confrontation of various voices given from multiple disciplines, whose contribution is capable of enriching the construction of analytical, interpretive and explanatory relationships as elements that must coexist in problematization as an underlying cognitive ability in all scientific inquiry.

For this, the critical perspectives of research as a logical and rigorous activity, have proposed that reading allows the researcher to integrate accumulated knowledge, detect divergences and similarities in a recurrent confrontation process that allows, according to Trujillo (2003) “the selection and reflective and analytical processing of the existing theoretical corpus to later carry out constructions of new knowledge”(p.4). The pronouncements derived from critical reading have shown that the research uses this tool to achieve processes of verification and continuous confrontation between what is contributed by various authors and disciplines and, the use of them as references to interpret reality as a cognitive ability necessary to make significant elaborations with a high level of relevance (Guzmán, 2018; Martín, 2013; Morales, 2017; Ocampo and López, 2019).

In this same position, the defenders of critical thinking as an instrument implicitly involved in academic reading, have argued according to Agredo and Burbano (2012) that research constitutes an intellectual process that “to carry out deeply reflective reasoning requires the use of one's own abilities of thought that allow you to integrate and define relationships between scientific positions and make use of self-criticism to achieve relevant results that resignify the world” (p.7). What has been said from educational theory has a unique value, by helping with the construction of knowledge and the elaboration of approximations as close as possible to what happens in reality, in which reasons and explanatory links of the origin, dynamics and dependence of certain social processes (Fernández, 2011; Freire, 2002; Valencia and Jaramillo, 2015).

In this search for causal relationships and deep explanations, the reading from its epistemic function, has proposed that its strategies guide the researcher towards the realization of historical accounts, in which important findings are identified that, when carefully and critically reviewed, result in the construction, reconstruction and reformulation of ideas and theoretical approaches to reality, which aims to propose alternatives that integrate from a holistic view the development of new courses of action in an attempt to achieve higher levels of understanding.

For their part, Acuña and López (2017), argue that the mental operations involved in reading account for their relevance and contributions to scientific research, by

involving important cognitive activities that facilitate, among other things, “critical understanding, assessment of diverse points of view on the object of study, its implications and consequences, the analysis and processing of data, the construction of new concepts and the generation of pertinent inferences and interpretations” (p.11).

In view of the above, Ennis (1987) has proposed reasons that justify the importance of reading for research, among which stands out “focus on the question, analyze arguments, pose and respond to clarification and/or challenge questions, judge the credibility of the sources, observe and judge observations, deduction, induction, value judgments, define terms, identify assumptions, decision and interaction with others” (p.12). What has been proposed agrees with the ideas of Alarcón and Fernández (2009) who state that reading as a basic tool in higher education, gives room to academic practices such as “the offering of criticisms from which to take a position in the face of knowledge, deepen and expand the vision through the integration of knowledge from other disciplines” (p.4).

This vision is also shared by Martín (2011) for whom reading not only provides valuable information to the researcher, but also contributes with “going beyond the simple accumulation of data, until the creation of new relationships, associations and management of conceptual approaches through critical processes where the participation of reflective thought is capable of producing new ideas” (p.4). This, in the light of the reading within the disciplines, represents an indispensable condition to transcend towards the elaboration of solid positions and based on rigorous, critical and systematic reasoning, as elements that permeate the academic discourse and, which in turn represent characteristics that must be present in all knowledge produced under the demands of science (Carlino, 2003; Gómez, Francisco, Moreno, 2016; Morales, 2017; Oliveras and Sanmartí, 2009).

In this sense, it is possible to reiterate these approaches by claiming that reading favors the researcher to establish a deep dialogue with the knowledge derived from various sources, allowing him to ask and cross-examine the information in a recurrent and systematic search for answers and reasons in which there is the scientific concern to identify significant elements, for which the deployment of mental operations that make possible, according to Fons (2006), “the search for links and interrelations between scientific positions, the formulation of hypotheses, expectations construction and the use of inferences” (p.6).

For Sanmartí (2011), reading constitutes a process prior to any research process, because it makes it possible for the subject to “have a theoretical framework that enables them to connect what is new they are investigating with what is already known, giving rise to the generation of new knowledge and scientific knowledge, to intervene in their environment and make informed and responsible decisions” (p.2). Paraphrasing Bruner (1997) and Freire (2002), the university must articulate reading with all areas of knowledge, in order to train competent citizens, capable of seeking meeting points and differentiation between theoretical perspectives from which they generate their own body of knowledge about what is happening in the world.

In summary, it is possible to affirm that in every research process the management of skills related to reading underlies, because as an intellectual and academic process the latter provides the epistemic potential to develop reflections, reasoning and critical contributions, which are understood as deep approaches, allow the researcher to construct significant contributions, scientific arguments and transformations in the accumulated knowledge (Zemelman; 2005; Morales, 2016) as necessary inputs to redefine reality

(Bruner, 1996) and to offer intervention actions that seek human development in all its dimensions (Caride, Caballo and Gradaille, 2018; Daros, 2009).

### **Final Thoughts**

As it was appreciated, reading and research as requirements of all educational levels, represent especially for higher education two of the essential processes to which the student must appeal to reflectively and critically address the information presented in the specialized texts. Therefore, the demands of university education propose, according to Peña (2007), the management of "strategies and conventions necessary to address the density and complexity of academic texts with sufficient analytical depth at the time of making bibliographic consultations from various sources, as a condition that makes it capable of supporting any inquiry process" (p.3).

In view of the above, reading and research constitute intellectual processes that are interrelated, intertwined and feed into each other, because both have, among their tasks, the search for reasons that justify the existence and veracity of the approaches offered by third parties and, to be assumed as true, they require deep reviews and evaluations that make possible the elaboration of meaningful reflections, as well as new and pertinent interpretations that account for the relationships raised in social reality.

In this way, it is possible to affirm that cognitive abilities such as the identification of true reasoning, the integration of information, the detection of fallacious arguments, the construction of ideas and the handling of epistemological controversies, as they are operations inherent to academic reading, constitute contributions of indisputable relevance for scientific research, by enabling the choice of the theoretical and conceptual references necessary to problematize and offer other ways of explaining the dynamic and changing character of the world; this in the words of Andrade (2007) allows "discovering, imagining, finding possible worlds and new knowledge that encourage recreation" (p.234).

Consequently, and following the postulates of Hawes (2003), reading constitutes for any research process, the means to "interpret, analyze and question the different justifications, interpretations and contributions derived from other scientific positions, of which, integrated, they favor the approach progressive and systematic to reality in order to offer explanations and timely solutions to problems" (p.6). This indicates that the search, deep treatment and processing of information constitute competences linked to reading and that due to their implications they cooperate in a transcendental way in the processes of apprehension of the world, of the phenomena that arise in it and of which construction of new knowledge will depend (Bautista, 2012; Morales, 2017; Zemelman, 2005).

Finally, it can be deduced that the approach and the production of knowledge merit the participation of processes of critical reading and inquiry as intellectual operations that facilitate the integration of isolated knowledge, the connection between scientific positions and the association of ideas as indispensable conditions for elaborate innovative contributions that allow the subject to participate in the work of discursive communities effectively. In addition to this and bringing up the position of Peña (2008), reading and research constitute processes that, due to the potential they entail, favor in higher education "the development of the spirit of inquiry, independent thinking and the promotion of communicative skills necessary to produce quality scientific knowledge" (p.1).

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## **SPEED READING AND INNER SPEECH: WHAT VERBAL REPORTS SUGGEST**

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**Abstract.** As we might experience it while reading this abstract, silent reading often implies hearing our “inner voice” and pronouncing words inwardly. Vygotsky determined that this inner voice is the product of a process called internalization in which people transform external speech into internal expression. It remains to be determined, however, how English learners begin to use their inner voice to internalize the foreign language by using a series of speed reading activities. We implemented a constructivist-interpretative study to find the primary uses of the inner voice in the internalization of English through foreign language texts. We carried out the study in a public university of Popayán (Colombia) in a beginners’ class comprising 17 students of English as a foreign language. We gathered data through verbal reports and a stimulated recall technique. This study suggests that beginner students use their internal speech mainly to subvocalize, vocalize, repeat, and translate what they read. The study also suggests that students use their internal voice to make associations with visual images as students’ reading skills develop. Further research might explain how speed reading contributes to the use of inner speech to make associations with images.

**Keywords:** Fluency, Foreign Language, Inner Speech, Speed Reading

## **LECTURA RÁPIDA Y HABLA INTERNA: LO QUE LOS REPORTES VERBALES SUGIEREN**

**Resumen.** Como podemos experimentar mientras leemos este resumen, la lectura silenciosa a menudo implica escuchar nuestra “voz interior” y pronunciar palabras mentalmente. Vygotsky determinó que esta voz interior es el producto de un proceso llamado internalización en el que el habla externa se transforma en habla interna. Sin embargo, queda por determinar cómo los estudiantes de inglés comienzan a usar su voz interior para internalizar este idioma mediante una serie de lecturas rápidas. Implementamos un estudio

de tipo constructivista-interpretativo para determinar los usos iniciales de la voz interior en la internalización del inglés a través de la lectura de textos escritos en lengua extranjera. El estudio se llevó a cabo en una universidad pública de Popayán (Colombia) en una clase de 17 estudiantes de inglés como lengua extranjera. Se recopilaron datos a través de informes verbales y una técnica de recuerdo estimulado. Este estudio sugiere que los estudiantes principiantes usan su habla interna principalmente para subvocalizar, vocalizar, repetir y traducir mentalmente lo que leen. El estudio también sugiere que los estudiantes usan el habla interna para hacer asociaciones con imágenes visuales a medida que su habilidad lectora se desarrolla. Investigaciones adicionales podrían explicar cómo la lectura rápida contribuye al uso del habla interna para hacer asociaciones con imágenes visuales.

**Palabras clave:** Fluidez, Habla interna, Lectura rápida, Lengua extranjera.

### **Introduction**

We all hear “some form of internal, self-directed inaudible speech” in our head, commonly called inner speech (Guerrero, 2017, p. 2). Inner speech, or speech for oneself (Vygotsky, 1987), occupies at least one quarter of people’s conscious waking life (Uttl, Morin, Faulds, Hall, & Wilson, 2012), is central to processes such as self regulation, memory and problem solving (Morin, Uttl & Hamper, 2011), and is involved in reading (Perrone-Bertolotti et al., 2012). According to Perrone-Bertolotti et al. (2012), when we learn to read in our first language (L1), we learn to associate written symbols with spoken sounds; after much training, that association occurs effortlessly and we can read silently. Introspection studies suggest that after learning to read fluently, we continue to pronounce written texts inwardly when reading (Jäncke & Shah, 2004).

From the sociocultural theory perspective, children develop their native language inner speech as they apply social forms of communication to their thinking processes. Transforming external discourse into an inward expression is known as internalization. According to Fernyhough (2004), people carry out the internalization process of a language in a four-level process. At level 1, people use *social speech* in dialogues. At level 2, children and sometimes adults conduct these dialogues in their overt, *private speech*; they speak aloud to themselves. At level 3, people fully internalize private speech and experience it as talking silently to themselves (*expanded inner speech*). At level 4, the syntactic and semantic transformations of internalization ensure that the internal expression keeps few if any of the characteristics of the external language (*condensed inner speech*) (Fernyhough, 2004, p. 55).

Foreign language speakers, as well as native speakers, develop their L2 inner speech through the internalization of L2 social language. Research has shown that low-proficient L2 learners internalize an L2 language by using an inner speech which is much more focused on specific functions such as mental repetition, imitation, recalling of words, rehearsal of unfamiliar vocabulary, and preparation for future oral events (Guerrero, 2004). Advanced L2 learners develop an inner speech as complex as that of native speakers; they use their L2 inner voice in mental operations such as planning, guiding action, decision making, and problem-solving (Guerrero 1994, 1999; Larsen et al., 2002; Pavlenko & Lantolf 2000; see Guerrero, 2004).

Despite these findings about inner speech and foreign language learners, there is little research related to inner speech and the silent reading of L2 texts. However, some studies, most of them using verbal reports, have suggested that inner speech plays an instrumental role in reading L2 texts (Sokolov, 1972; Upton & Lee-Thompson, 2001), has some common uses when L2 language learners read (Guerrero, 2004), could be expanded or condensed according to text difficulty (Ehrich, 2006), and beginners and advanced L2 learners activate it when reading (Kato, 2009). In spite of this research, no

study has looked at inner speech and the reading process to support or question the frequent uses of inner speech or the internal voice –condensed or expanded– that students experience when they read foreign language texts. Besides, the use of inner speech during the silent reading of L2 texts in a series of speed reading –also referred to as timed reading– activities has not been explored yet.

Timed reading is a widely used fluency development activity for reading (Macalister, 2008). In speed reading, teachers use the timed reading of several passages of the same level and different topics that have controlled length and vocabulary. The passages also have a familiar content, topic-based organization, very few unknown words, and the same vocabulary and grammatical constructions frequently occurring to enhance automatization of word recognition and allow students to direct their attention to meaning rather than to decoding. Speed reading has been a technique that has proved effective in helping L2 students to increase their speed rate, one of the most critical dimensions of reading fluency (e.g., Chang, 2010; Chung & Nation, 2006; Macalister, 2008; Nation & Tran, 2014; Tran, 2012). Regardless of these positive results, it is not clear how students use their inner speech to internalize a written foreign language and eventually become fluent readers through a series of speed reading activities.

This study aims to present a snapshot of the initial stages of L2 internalization process by answering the following question: what are the most common uses of inner speech reported by beginner students while and after doing the speed reading activity? We believe that the most common applications of the internal voice while and after the speed reading activity will provide some information about the initial stages of an L2 internalization process. Understanding the internalization process of a language is vital since learning an L2 is essentially internalizing an L2 external speech as L2 inner speech (Lantolf, 2003).

In the following sections, we present the research method of this study, together with the findings obtained from the verbal reports. Then, a discussion section, and the conclusion of the research will be displayed.

## **Method**

This study aimed to determine to most common uses of L2 inner speech while and after doing a series of speed reading activities.

### ***Design***

We framed the study into the qualitative paradigm which allows researchers to highlight the process of internalization of English from the perspective of students while focusing on the natural environment of the classroom. In addition, the study embraces Vygotskian sociocultural theory, which is a system of ideas that assumes the mind as being socially mediated (Guerrero, 2004). We conceived the design from a mixed viewpoint, implementing a constructivist and interpretative approach, and including triangulation.

### ***Participants***

The group chosen for the study was the first English level comprising 23 learners between 18 and 23 years old studying at a public university. Teachers designed the first English course to provide students with practice in the four strands proposed by Nation's and Macalister's (2010) curriculum design model. The first strand is meaning-focused input; in this strand, students learn through listening and reading activities. The second strand is language-focused learning, which implies the deliberate study of pronunciation,

spelling, vocabulary, and grammar. The third strand is meaning-focused output, which includes learning through speaking and writing activities, paying particular attention to the message. The last strand is fluency development which is a meaning-focused strand aimed to help students receive and convey messages at a faster than usual speed through activities like speed reading, ten-minutes writing, listening to stories, and easy extensive reading.

Although teachers planned the course for students who have a very elementary English proficiency level, we administered the Quick Placement Test designed by Oxford in the first class to determine the level of English proficiency that students had at the initial stages of the course. The test has 60 questions divided into two parts. The participants took the first part of the paper-and-pen test containing 40 questions that test mainly reading skill, vocabulary and grammar. The results showed that 69,56% of the students had an elementary English proficiency (equivalent to A2 level of the European Framework), 17,40% of the students had a lower intermediate level of language competence (B1), and 13,04% had a beginner proficiency level (A1). Since most of the students (A1+A2=82,6%) had little command of the English language, we chose this course for the study because of the possibility of getting information from students that were at the initial stages of their L2 internalization process and needed to develop their reading skill. From the 23 students that started the course, we took into account only 17 students as participants of the study because most of the students that had a lower intermediate level (B1) took another test to fulfill their L2 proficiency requirement and dropped the course. Consequently, 17 students who sent their weekly diary entries and gave their voluntary consent were considered participants in the study.

### ***Data Collection***

1. *Dairies*. Diaries and stimulated recall technique were used to find out what students could say about their inner speech in a series of speed reading activities. The teacher-researcher in the study asked students to keep a journal in which they described any mental language that occurred while reading. The diary had a format that followed a “line of investigation specified by the researcher” (McDonough & McDonough, 2014, p. 124). Thus, the teacher-researcher gave directions on how to keep a diary taking into account the guidance offered by Curtis and Bailey (2009) who suggest that diary data must contain factual records and interpretations, evidence for statements, detail chronological order of entries, a summary of the class information, first language use, and reasonable time limits for making diary entries.

In line with Guerrero’s (2004) research, the directions on how to keep a diary presented the following definition of inner speech: “Inner speech is any language in English that occurs in your mind and that is not spoken. Inner speech may include sounds, words, phrases, sentences, dialogues, and even conversations in English” (p. 93). The directions requested students to write in the diary at the end of each timed reading activity. The teacher-researcher also asked students to write about any internal language in English that occurred while they were doing whichever task outside the classroom as frequently as they wanted. The aim of writing the entries in class after finishing the timed reading activity was to obtain immediate retrospective accounts of the students’ inner speech and minimize the lapse of time between the speed reading activity and its reporting. The purpose of writing the entries outside the classroom was to examine to what extent the speed reading activity influenced students’ inner speech in their L2 internalization process.

Besides asking students to write in their diaries in and outside the class, we requested students to send their diary entries once a week via email. In total, we used 102 entries, since students sent their diary entries six times during two months and a half. Students wrote their entries in Spanish –participants’ native language– and we checked them immediately the first time students sent their entries to confirm the participants were following the instructions the teacher-researcher gave at the beginning of the course.

2. The stimulated recall technique. Apart from the diary, we used the stimulated recalled method to clarify information or to request explanations about confusing sentences. Some authors such as Ryan and Gass (2012) have pointed out that receptive processes, like reading, do not provide sufficiently rich data to allow researchers to understand learners’ concurrent thought process; hence, the stimulated recall technique is appropriate to fill this gap. We read all the entries each week, and when we required more information, the teacher-researcher emailed participants to ask for a more expanded report. Below there is an example, translated from Spanish into English, where we used the stimulated recalled technique.

*Diary entry:*

During the speed reading technique, I used between the lines when a word was not clear to me. I translated the text in my mind, and what I did not understand, I got an idea of what I thought it meant. [The teacher- researcher emailed the student to clarify what “between the lines” meant and for more information about “the translation in mind.”]

*Researcher’s email:*

Hello,

Thank you for the information about your inner speech and for sending your diary entries every week. I am writing this email because first, I would like to know what you mean when you say “between the lines,” and second because I would like to have more details about your inner speech when you translate the text in your mind. Thanks a lot for your information.

*Participant’s replay:*

During the Speed Reading technique I use “between the lines,” that is, I re-read what is before and after an unknown word to get what it could be its meaning. I translate parts of the text in my mind. Each time, I understand better, and I need not translate everything; I imagine what the passage says. I achieved a time of 2:30 and I got all the answers right in the reading comprehension exercise.

The teacher-researcher informed students about our need to collect data about the internal speech process while and after the speed reading activity, and they were willing to submit their information for research purposes.

### ***Procedure***

The timed reading activity lasted about 12 minutes, and it was the first activity students performed at the beginning of every class. In each speed reading activity, the teacher-researcher asked students to look at a copy that had a list of possible unknown words that they would find in the text. The list contained some words in English, their phonetic transcription (based on the International Phonetic Alphabet), and their Spanish translation. Then, the teacher asked all students to read at the same time. Once students

finished reading, they raised their hands and looked up at the board to see the time the teacher-researcher had written and was pointing. Students wrote the time, turned over the text, and started answering the comprehension questions on the back of the copy. After finishing their reading activity, the students checked the answers, looked at the reading chart, and entered their time and their comprehension score onto the graph. Next, the teacher-researcher and the students scanned the text to understand it. As soon as the entire speed reading activity finished, students wrote their retrospective accounts about the inner speech they experienced during the speed reading activity. Finally, students transcribed their entries onto a word document and sent it via email to the teacher-researcher every weekend.

Taking into account students' Quick Placement Test scores and our teaching experience, the material used for the reading activity was *Reading for Speed and Fluency* by Nation and Malarcher (2007), Book 1. Book 1 has 300 words long passages and is the first of a four-book series created for individual or classroom use to practice speed reading. Book 1 contains eight themes: animals, books, computers, music, places, medicine, plants, and learning. Each topic has five passages followed by five comprehension questions that readers must answer.

### ***Analysis of the Data***

We carried out a content analysis observing Guerrero's (2004) analysis of data implemented in her research. Guerrero (2004) considered the following elements:

First, the *universe of content*, which refers to all the information the participants of the study sent via email. In this study, the universe of the content included the comments of students about inner speech in the speed reading activity. We carried out several readings to determine which entries applied to the universe of content and to develop the criteria for identifying topics.

Second, Guerrero considered the *unit of analysis*, which in this study comprised any proposition or statement about inner speech in the speed reading activity. In this stage, we carried out new readings to generate internal speech categories. We used the categories established by Guerrero (2004) –*concurrent processing of language being read* and *recall of language read previously*– together with Ehrich's (2006) Vygotskian reading model as resources to consolidate the resulting categories. We employed the *QDA Miner* software program and an external rater to complete the codification process and to establish reliability.

Finally, Guerrero took into account *criteria to identify themes*, which referred to a series of rules to define the suitable topics in the study. We took into account the following rules: a theme concerns inner speech which according to Sokolov (1972, p. 1) is "concealed verbalization" including subvocal expression; a topic refers to specific occurrences of the internal voice during and after the speed reading activity; and a theme could appear in statements that used words like: *I imagined, I thought, in my mind, mentally, internally*.

The first category, called the *concurrent processing of language being read*, referred to the processes of inner speech experienced in the speed reading activity. This category included repeating words silently or subvocally, trying to understand language, and making associations. Students used their inner speech to repeat language silently or subvocally and to try to understand the language when they came to parts of texts they found difficult.

Below (Table 1) there are some examples of students' entries regarding their inner speech during *the processing of language being read*. (We translated the examples from Spanish into English. The words that students wrote in English are in bold letters and enclosed in quotation marks).

Table 1  
*Entries examples of concurrent processing of language being read*

	to vocalize words	In the speed reading related to the birds, I could distinguish a few words, and mentally I repeated and translated them. In the sections where I found unknown words, I stopped to re-read and try to pronounce the words mentally.
Repeating language silently or subvocally	to hold language in memory	In the speed reading activity, I imagined the scenes step by step. When I didn't know the words, I tried to repeat them silently to remember them and later look for them to try not to forget their meanings.
	to imitate the accent and the pronunciation of some words	There were no unknown words inside the text. However, at the end of the speed reading, my classmates asked for the translation of some words they did not know. The teacher wrote them down on the board and told us their correct pronunciation. I mentally repeated the pronunciation of the words to learn them.
Trying to understand the language	by translating	In the course of the reading, in my mind, I translated, and mentally I tried to pronounce the words in the passage. I knew most of them; however, there were some that I did not know such as " <b>whole</b> ," " <b>lucky</b> ," " <b>worth</b> ," " <b>sell</b> ," although this did not prevent me from having a general idea of the reading.
	by isolating and analyzing words	During the speed reading, I tried to remember, memorize, and retain the unknown words, but this caused pauses in reading and delay in the translation and interpretation of the text. When this happened, I lost interest in reading because I did not understand the complete sentences, so I had to deduce or believe what they meant.
	by attempting to recall or remember the meaning of a word	In the beginning, I was reading and translating but when I found a new word or a word that I did not remember, I stopped for a long time to try to remember this word, and when I did not know it, I struggled to introduce it in the passage's context to continue reading. I analyzed that while I tried to remember I forgot some ideas I had already read.
Making associations	with visual images	During the speed reading activity, I did not need to translate the text inwardly since it seemed very simple. I read fast imagining what the author was trying to say without translating the text. I achieved a time of 2 minutes reading the passage and I got all the answers right in the comprehension exercise.
	with a concrete referent	During the speed reading activity, I remembered some songs or known phrases which helped me with words I did not recognize.

The second category named *recall of language read previously* referred to the words or phrases that students processed during the speed reading activity, but that they recalled or remembered later in or outside the classroom. Although participants did not report this category very much, probably because students wrote their reports outside the class, it is essential to mention it to emphasize that students continued internalizing

English even after the speed reading had already finished. Students reported experiencing subvocal repetition, spontaneous recall, and playback –“the insistent hearing of words in the mind” (Guerrero, 2004, p. 97). Participants also recalled words read previously to try out knowledge and reflect on the language. Below (Table 2) there are some examples of students’ entries regarding *the recall of language already read*. (We translated the examples from Spanish into English. The words that students wrote in English are in bold letters and enclosed in quotation marks).

Table 2  
*Entries examples of recall of language read previously*

Subvocal repetition	On my way home, I reviewed and mentally pronounced the word “ <b>belong</b> ,” it was the word that I remembered from the speed reading; I repeated it silently several times.
Reflecting	During yesterday’s reading “types of animals”, I noticed several words I did not know, so I wrote them down in my notebook, for example: “ <b>both</b> ,” “ <b>enough</b> ,” “ <b>ground</b> ,” “ <b>far away</b> ,” “ <b>belong</b> ,” among others. So then I looked for them in “Google translator,” I found their meaning, and I heard the pronunciation. I immediately tried to repeat the words being aware of their meaning in context.
Experiencing playback	Today, in the exercise of “speed reading,” while I was reading the words in English, I was trying to visualize images with familiar words. After finishing reading, I continued hearing a very peculiar word “ <b>trunks</b> ” whose meaning I didn't know, but after a while, the teacher told us how it was pronounced and also what it meant, then I began to pronounce that word inwardly the way the teacher told us.
Spontaneous recall	I was helping my sister with some English homework, and then I remembered a word from the speed reading “ <b>although</b> .” I remembered its translation “ <b>aunque</b> ,” I pronounced it mentally; it was hard for me “/aldoug/?”
Try out knowledge	On my way home, I reviewed and mentally pronounced the word “ <b>belong</b> ,” it was the word that I remembered from the speed reading; I repeated it silently several times. I thought about how to use it in a sentence then the phrase “ <b>I belong to God</b> ” came to mind, I remembered it because I had seen it in a Facebook status; I repeated it inwardly many times.

## Results

We based the following quantitative analysis on the most common and less prevalent uses of inner speech in the speed reading activity at the early stages of L2 internalization. However, it is crucial to consider that self-reports are subjective, and therefore students may have reported some and not all the inner speech experienced since they may have decided not to express it or may not have been aware of it. Table 3 below shows the frequencies the participants reported in this study and Table 4 presents the ranking of categories by frequency of occurrence.

As we can be seen in Table 3, 93% of the categories referred to the use of inner speech for *concurrent processing of language being read* and only 7% were about *the recall of language read previously*. In the concurrent processing of language being read, the first sub-category that showed most significant prevalence was trying to understand language (44%), followed by subvocal or silent repetition (35%) and associating language being read (14%).

Table 3  
*Categories of inner speech: frequency of themes by participants*

Internal speech categories	Participants																	N.	%	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
1. Concurrent processing of language being read																				
a Subvocal or silent repetition	5	1	3	1	2	5		1				1		4	8	2	2	35		
b Trying to understand	5	2		1		3	4		6	3	2	2	3	5	4	1	3	44		
c Associating language			2	2	1				1	3				1			2	2	14	
Subtotal	10	5	5	3	2	8	4	2	9	3	2	3	4	9	12	5	7	93	93	
2. Recall of language read previously																				
a Playback			1																1	
b Spontaneous recall of words					1														1	
c Subvocal or silent repetition				1	1														2	
d Reflecting; recapitulating									1			1							2	
e Trying out FL knowledge					1														1	
Subtotal	0	1	1	3	0	0	0	1	0	0	1	0	0	0	0	0	0	0	7	7

Table 4 shows that in the frequency’s ranking of inner speech occurrence in the timed reading activity, the *concurrent processing of language being read* was the highest frequent category. Inside this category, *trying to understand language - translation* had a high number of occurrences (36) reported by a significant quantity of participants (13). Otherwise, the least recurrent category was *the recalling of language being read*. The subcategories less frequently mentioned by participants were *experiencing playback*, *spontaneous recall*, and *trying out knowledge*.

Table 4

*Ranking of categories of inner speech by the frequency of usage as reported by participants*

Category	Subcategory	Theme	Description	No. of students	Total occurrences
Concurrent processing of language	Trying to understand	Translation	Use L1 to understand the language	13	36
	Repeating	Vocalization	Subvocalize or vocalize mentally language	7	14
	Making associations	Visual image	Make associations with a visual image	7	12
	Repeating	Language holding	Repeat to fix or hold language in memory	6	10
	Trying to understand	Deliberate effort	Make a deliberate effort to recall or remember the meaning of a word	5	6
	Repeating	Pronunciation imitation	Repeat to imitate accent or pronunciation	3	4
	Making associations	Concrete referent	Make associations with a concrete referent	2	2
Recall of language read previously	Subvocal repetition		Repeat silently language that students read before	2	2
	Reflecting		Recapitulate language knowledge in terms of vocabulary or meaning	2	2
Concurrent processing of language	Trying to understand	Word analysis	Analyze a word to understand the language	1	1
	Trying to understand	Word isolation	Isolate words to understand them	1	1
Recall of language read previously	Experiencing playback		Hear or replay words insistently in silence	1	1
	Spontaneous recall		Words that suddenly pop into the student's mind	1	1
	Try out knowledge		Try out knowledge of L2 by applying L2 knowledge in novel constructions	1	1

## Discussion

The data collected from students starting their L2 reading process suggest some inner speech forms in which learners begin to internalize L2 printed words. Analysis of the data reveals that beginner students use L2 internal speech to process language during the reading process as well as to recall language read previously. Processing of printed texts is a complex task in which students repeat words subvocally or silently, try to understand meanings, and make associations with visual images for the words previously read. Likewise, recalling of language already read includes repeating subvocally or silently, hearing words inwardly, trying out knowledge and reflecting on language. The researcher did not find any association between frequencies of reported inner speech and the English proficiency level of participants because of the homogeneity of the group regarding their proficiency level.

The data obtained from the verbal reports are compatible with theory and research about the reading process and the role of inner speech in this process. Data suggest that students use their internal voice to process a printed text they find difficult by subvocalizing or vocalizing, repeating, and translating language silently. Data also indicate that students use their inner speech to process words they find simple, familiar or frequent by associating them with visual images. Researchers like Ehrich (2006) have talked about a combined function of inner speech as expanded or condensed triggered by the difficulty or the familiarity of the language that the reader processes.

The expanded inner speech characterized by keeping many qualities of the external language is experienced mainly as subvocalization or mental vocalization of language, silent repetition, and translation. Sokolov (1972) emphasized the instrumental role of inner speech, arguing that repetition played an essential role in understanding and memorizing the general meaning of a text. From a cognitive point of view, the emphasis on mental vocalization and silent repetition are necessary to recognize and monitor words (Ridgway, 2009), prevent decay or memory loss (Baddeley, Thomson, & Buchanan, 1975), and help learn new words (Baddeley, Gathercole, & Papagano, 1998).

Translation has to do with making meaning. The practice of mental translation, pointed out by Guerrero (2004) as one important use of inner speech, shows that students focus on comprehending rather than merely repeating words subvocally or mentally. According to Upton and Thompson (2001), students that are still working on their L2 reading skills, spend much of the time translating inwardly L2 texts into their L1 to facilitate comprehension when they find difficult parts in a passage. The verbal reports in this study showed that students, in effect, use their L1 most of the time to make meaning and aid comprehension, but also, the entries showed that some students start to stop translating and get access to the definition of words directly without using their L1. One participant wrote, for example:

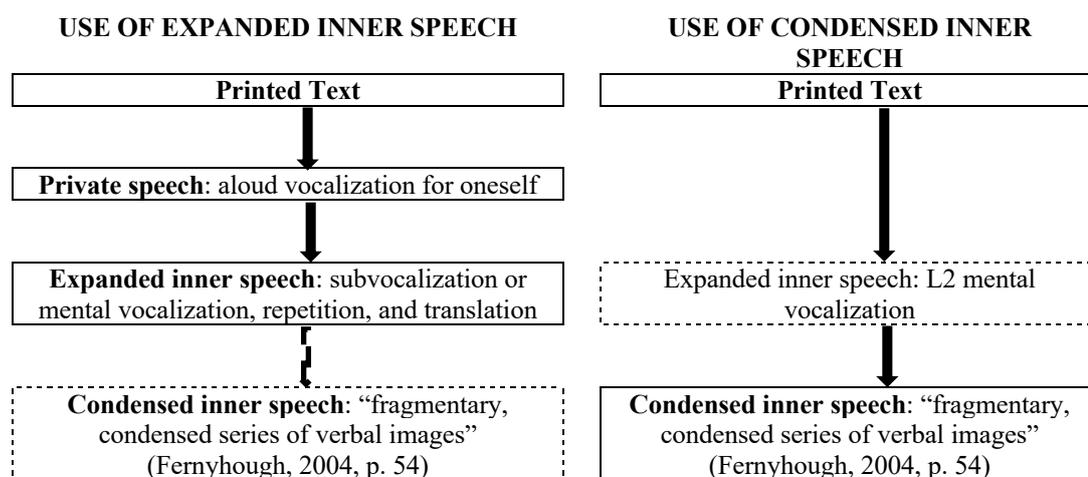
During the speed reading activity, I translated parts of the passage silently, although this time I did not need to translate everything but to imagine what the text said, so I achieved a time of 2:30 and I got all the answers right.

Data suggest that thanks to the timed reading activity, students start to get access to the meanings of the text through the use of a condensed internal speech which people may experience as “fragmentary, condensed series of verbal images” (Ferryhough, 2004, p. 54). One student wrote, for instance:

In the speed reading exercise “The library of the future”, I did not have much difficulty. I was reading directly in English, and I understood; I imagined little by little the situation. I knew the words in the text.

This study of inner speech in the speed reading activity suggests that students may use their expanded and condensed inner voice interactively to internalize English. Nevertheless, it is essential to state that further research is necessary to understand how the internal voice works over time since many issues remain unknown. For example, although students use mainly subvocalization, vocalization, repetition and translation – expanded inner speech– in the initial stages of L2 internalization, it is not clear how much reading is necessary for expanded inner speech continues its process of internalization to get to the state of condensed inner speech and be experienced as associations with visual images.

Following Fernyhough’s (2004) four-level scheme for the development of inner speech and Ehrich’s (2006) internal speech reading model, Figure 1 shows an outline of the use of the internal voice in speed reading. Using inner speech during the speed reading activity can be explained as a dynamic movement from one kind of internal speech to another depending on the complexity of a text. When students find a problematic part of a passage, they use their expanded inner speech; therefore, they vocalize, repeat, and translate that part of the language to retain information and make meaning. On the other hand, when students find familiar and frequent language, they probably use their condensed inner speech to predicate and agglutinate the text immediately into meaning units what might indicate that the internalization process is progressing to its full completion.



*Figure 1.* Use of expanded and condensed inner speech in the internalization of printed language. (Based on Fernyhough, 2004)

Concerning the recall of language read previously, the students’ attempts to repeat, retrieve, try out, and reflect about language shows students’ efforts at processing English worked in the timed reading activity although in a very narrow and occasional way. The little reported use of L2 inner speech after the speed reading activity implies that the participants in this study were just starting their initial stages of L2 internalization and that they were occupied in transforming external printed language into inner speech but when the processing of English was being performed and not so much afterward. Nonetheless, it is essential to notice that somehow students were internally working with their English after the speed reading activity, thus developing their L2 internalization.

## Conclusion

Using inner speech in the L2 timed reading activity is a developmental process that is characterized mainly by silent vocalization, repetition, translation, and associations with visual images. Data in this study suggest that students use an inner speech from the very early stages of L2 internalization and that its condensed and expanded uses depend on the complexity of the text the reader is processing. Much practice, repeated occurrence of vocabulary, and familiar content in the timed reading activity may promote the use of condensed inner speech. Translation seems to be one of the first uses of internal speech that students start to avoid when the internalization of L2 becomes more developed. We hope that further research will continue revealing the applications of inner speech in the speed reading activity, so as to permit better understanding of the fascinating process of L2 internalization.

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## **DRAWINGS AND SPONTANEITY OF LANGUAGE IN INDIGENOUS CHILDREN**

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**Abstract.** The article studies the Kichwa language in students from 5 to 7 years old in six bilingual intercultural community schools in Ecuador through the graphic expression of the drawings. The study aims to see if the language used reflects changes in the key concepts of young children. 225<sup>1</sup> drawings are obtained that are the sample of indigenous student boys and girls. The objective is to see if there is a relationship between the language and the way children observe their immediate world and how important the language and Kichwa culture is for them. The methodology is qualitative and convenience sampling is also framed in four variables: a) drawings that use Spanish; b) drawings in the Kichwa language; c) Spanish and Kichwa bilingual drawings; and, d) drawings without the presence of written language. The results indicate that the choice and characteristics of the elements chosen by children are related to the spontaneous and determined use of a language. In conclusion, there is a supremacy of the Castilian language in indigenous children to name the elements of the environment. Those who use indigenous language prioritize, draw better and use larger dimensions to the emblems related to the Kichwa culture; although, the spontaneity of the language does not determine any departure from the values, the organization or the cultural elements of the Saraguro.

**Keywords:** kichwa language, bilingualism, natives, community schools.

## **EL DIBUJO Y LA ESPONTANEIDAD DE LENGUA EN NIÑOS INDÍGENAS**

**Resumen.** El artículo estudia la lengua kichwa en estudiantes<sup>1</sup> de 5 a 7 años en seis escuelas comunitarias interculturales bilingües en Ecuador mediante la expresión gráfica del dibujo. El estudio pretende ver si la

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<sup>1</sup> A lo largo del artículo se utilizará, siempre que sea posible el neutro. En caso de no ser posible, se plasmará el masculino como genérico.

lengua utilizada refleja cambios en los conceptos clave del alumnado de corta edad. Se obtienen 225<sup>2</sup> dibujos que son la muestra de niños y niñas indígenas. El objetivo es ver la relación de la lengua con la forma que los estudiantes observan el mundo inmediato y lo importante que es para ellos la lengua y la cultura kichwa. La metodología es cualitativa, el muestreo es intencional y se vehicula en 4 variables: a) dibujos que usan castellano; b) dibujos en lengua kichwa; c) dibujos bilingües castellano y kichwa; y, d) dibujos sin presencia de lengua escrita. Los resultados indican que la elección y las características de los elementos escogidos por el alumnado está relacionado con el uso espontáneo y determinado de una lengua. En conclusión, hay una supremacía de lengua castellana en los niños indígenas para nombrar los elementos del entorno. Los que usan lengua indígena priorizan, dibujan mejor y emplean dimensiones mayores a los emblemas relacionados con la cultura kichwa, aunque, la espontaneidad de lengua no determina alejamiento alguno de los valores, la organización ni de los elementos culturales de los Saraguro.

**Palabras clave:** lengua kichwa, bilingüismo, indígenas, escuelas comunitarias.

## Introduction

Ecuador is one of the first countries to propose an education designed and directed by indigenous people. It is the first case in Latin America in which organizations assume the responsibility of raising and implementing a national education proposal for communities. Its precursor, the indigenous leader Dolores Cacuango, created the *Escuelas Clandestinas (Clandestine Schools)* (González, 2015), which gave way to Intercultural Bilingual Education in which the vernacular language is taken as central in teaching, the value of both other cultures and the own, the training of indigenous people, the integration of indigenous teachers to teaching and the valuation of ancestral knowledge, among other elements.

Currently, and in view of the historical processes of indigenous peoples, their own knowledge and wisdom confront and invert the situation of monocultural and Spanish domination (Inuca, 2017), the incorporated knowledge not only as an indigenous identity, but also to safeguard itself from the cultural alienations characteristic of the globalized world.

In view of the still observed difficulty of oral and verbal communication, drawing has become a key methodology for investigating school learning processes in boys and girls beginning this stage. In students, graphic language is much more fluid than writing, so drawing is a powerful channel for them to express themselves. According to the classification of Ives and Gardner (1984), it is from the age of 7 that the evolutionary phase of attachment to cultural influences occurs. The models of their culture are handled, reality increases, so it can be easily distinguished what they represent each time they draw to communicate (Maeso, 2008). Piaget (1987) establishes the development of symbolic capacities at this age, although they will not yet develop the logical capacity.

Children's drawing has been a particular means of expression that allows particular internal representations of both the cognitive and socio-affective order of the child to emerge.

### *The study of drawings: contributions from literature*

In the educational field, figurative graphic symbolization, or what is called drawing, turns out to be one of the most forgotten, inhibited, relegated to a playful function and, in the best of cases, creative. Very soon it is replaced by other systems: writing and arithmetic. However, due to its concrete, figurative and contextual characteristics, the drawing allows to bring to light representational aspects of great

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<sup>2</sup> Este estudio ha sido posible gracias a la beca Ecuatoriana por la SENESCYT en el programa de "Universidades de Excelencia 2015".

interest (Maeso, 2008). For his part, Wimmer (2014), analyzes the colors and shapes used by boys and girls of different age groups and finds a significant relationship with the emotional states present and that cannot be expressed with speech or writing.

Chacón and Morales (2015), measure the impact of the *monster* in children from 4 to 12 years old. They determined that the drawings recreated fantastic environments in which the monster was the protagonist (much more in boys than in girls). This fantastic construction took place with great spontaneity since the children easily accessed the terrain of the collective imagination. Benavides (2006), in a work to correlate the presentation of drawings of children from 4 to 12 years of age with the theme of *the family and its real and covert structure*, finds that with drawing students express more elements than if they did so verbally. Furthermore, the processes of social integration, adaptation of guidelines and behavior patterns, and harmonious development are easier to detect. Children who experiment with drawing also benefit from math and language learning.

Drawing has also been used to investigate ecological values when Aguilar, Mercón and Silva (2016), ask school children to draw how they imagine monkeys living, based on the knowledge of the difficulty of the species. The perceptions in the drawings were made from the contexts of the communities, which gave elements to understand the socio-ecological processes, in addition to the children articulating the cognitive, cultural and political phases, emphasizing the ecological.

In another line, Maeso (2008) investigates in seven-year-old children how, through drawing, their identification with models to be imitated can be detected or determined. It is about knowing to what extent the family, educational environment and the media influence them when projecting themselves into the other as their own model. The study is based on the idea that the information they receive the children at first pass it through the drawing. It concludes that the children are projected with TV characters as role models than those of the family environment itself.

In the study by Leal (2010) whose main objective is to explain children's drawing as a way of externalizing a mental representation, in order to obtain new ways of using drawing as an instrument of exploration and psychopedagogical intervention, the relevance that children make of moral and relational aspects, the relevance of people, actions and objects.

In the article by Moragón and Martínez (2016), they analyze the way in which children in the first cycle of Primary Education represent children's play through drawing. The systematics started from an oral account from which they had to draw the impressions caused. The children's drawings represented sporting and competitive activities in outdoor spaces. On the contrary, the drawings of the girls presented sedentary or low-intensity activities carried out indoors in the company of girls and adult women. They conclude that children's drawing can promote the understanding of children's play in order to show alternatives to those dominant physical culture models imposed from early childhood.

Colombres (2004) in the chapter on Acculturation, cites a study in the indigenous communities of Paraguay, in which children were asked to draw the way they conceived themselves and how they conceived the community. In the results, the children looked at the family from a different perspective than the indigenous one; with different clothes, Spanish-like and a vision, in general, with more elements of the West than local values and knowledge. There is a certain similarity between Colombres (2004) and Vera (2011), which studies the perception of children about the outside world in difficult-to-access Ecuadorian indigenous communities. The second, finds that the children have drawings

with local colors but with representation of urban objects and devices. Their aspirations and expectations tend to imitate the more favored urban children, but in turn continue with their cultural and religious process intact.

González (2015) applied a survey to 8-year-old indigenous boys and girls and as a result of the survey he obtained that they do not speak Kichwa or in short sentences, do not read and do not understand it. He also makes them draw and thus establishes the great influence, from the first years of life, of the culture of the ethnic group and that of the non-indigenous group in the formation of identity, in social representations, often generating conflicts. In the drawings, the children also communicate antipathy towards the school, since they do not feel recognized in the classroom by the social, cultural, linguistic and ethnic groups to which they belong.

A study with Saraguro children through georeferenced, sociolinguistic interviews and qualitative data collected between 2014 and 2015, shows how the ancestral language, although it is of limited use as a means of communication, has become an important symbol of identity and empowerment of the population. But, there is a clear interruption in the intergenerational transmission of the language (Burneo, 2016). Around 75% of Saraguro households do not use Kichwa as the base language for communication, but the mothers speak Spanish to their children from birth. Indeed, in the studied communities, 98% of the interviewees use Spanish when communicating through a social network, cell phone or on the Internet. On the other hand, and despite the limited use of the indigenous language as a means of communication, the positive attitude that the inhabitants have towards the language and their desire to recover it is clear.

From 406 interviews (Enríquez, 2015), georeferenced sociolinguistics and conversations developed with Kichwa-speaking children from the province of Cañar, it is known that despite the fact that there is a percentage of interviewees for whom the language is essential and they imagine that when it is lost then the identity of the person also changes, clearly for most it is not. But it cannot be denied that the dominance of Spanish over all the indigenous languages of the country is evident.

There are other important factors that could explain the decline of Kichwa-speaking children, for example, the little creation and application of Kichwa oral literature, the scarce bibliography in Kichwa in schools are related to incomprehension and little oral and written expression in their own indigenous language. Another important factor that explains the linguistic situation in indigenous children is, and this is somewhat paradoxical, the use of the mother tongue in families in contrast to the language of the school, which in the majority are monolingual in Spanish (Llambo, 2015).

Finally, this article proposes to contribute knowledge about the scope of the study of Kichwa at an early age through the graphic representation of a sample of students aged five to seven years. The studies provided indicate that the studied population has almost always been over ten years old (López and García, 2009) and the study of the Kichwa language has not been allowed at an earlier age and key to the revitalization processes of indigenous languages. This article proposes to investigate the first stages of schooling in the analysis of graphic manifestations and their identity relationship with the Kichwa language and thus contribute to the existing literature on the subject in a significant way.

## **Method**

### ***Design***

The methodology is qualitative and descriptive (Cohen, Manion and Morrison, 2013), with an emergent design (Hernández, Fernández, and Baptista, 2010), in which

the importance of the theory arising from data rather than from a system of predetermined categories, carrying out an open coding, emerging the categories that are connected to each other to produce theory.

### ***Participants***

Work is done with 225 indigenous students, girls and boys between the ages of 5 and 7, in the first, second and third years of school, in six intercultural bilingual community schools in Saraguro. 60 children are from ABC schools in the Membrillo community; 46 from Mushuk Rimak in San Lucas; 37 from Tupak Yupanki in Oñacapac; 34 from Inti Raimy in Las Lagunas; 29 from Inka Samana in Ilincho and 19 from San Francisco in the community of Gera.

### ***Procedure***

For the study, instructions are programmed in conjunction with the teachers of the different participating schools and they are communicated in both Kichwa and Spanish. The instructions were determined as follow:

- a) On an A4 size paper, draw your *community*.
- b) In the community drawing you must include *yourself*.
- c) Write *the name of the elements of your drawing*.
- d) Paint the drawing.
- e) Write your age and school year.

To measure language spontaneity in section *c*), the language they should use is not determined, nor is it specified what elements or how they should be incorporated into their compositions. The drawing sessions were made within the classrooms of each course. The decision is made not to determine a time limit to finish the task, because there were very different rhythms and what was important was the final finish.

### ***Instrument***

The research is based on the model of the *emergent theory of data* by Izquierdo (2015), first the children are given total freedom to draw and then a careful analysis of the drawings observing the most relevant aspects in them. Also, in the protocols for drawing by Solovieva and Quintanar (2014), emphasizing the realization of symbols from cultural approaches (Mitchell, 2006).

Likewise, the model by Molina (2015) is taken as a reference, in which color, location and size of objects in space are used as a starting point to analyze the drawings. This procedure is corroborated with the proposal of Wimmer (2014), where he analyzes the colors, shapes and sizes used by children of different age groups and points out the precise views that are made of the external world and that cannot be expressed in very early school ages.

Finally, the study by Castellano and Roselli (2014) and McWhirter (2014), which emphasize the execution of the task, a category system is applied to analyze the compositions of the drawings and the procedure for applying factorial analysis and classification techniques.

### ***Organizing drawings into groups***

The 225 obtained drawings are classified according to the language they use to refer to the presented elements. Thus, four groups have been obtained: A) The first group

with 104 drawings, whose language used to name the elements is Spanish; B) the second is made of 30 drawings in the Kichwa language; C) the third, with 28 bilingual drawings in Spanish and Kichwa, and D) the fourth group, with 63 drawings in which there is no written language.

### **Categories**

The categories that are extracted for all the groups are twelve and correspond to the following concepts: 1) *sun*, 2) *mountain*, 3) *family*, 4) *house*, 5) *domestic animals*, 6) *me*, 7) *tree*, 8) *cloud*, 9) *water*, 10) *flowers*, 11) *family gardens* and 12) *birds*. The analysis by category is determined according to the dimensions displayed in the drawing. Thus, the level of importance that each student assigns to the elements of nature, culture, identity and ways of thinking can be perceived. The three dimensions of size of the represented elements, according to their importance, are described as: *p*= small, *m*= medium and *g*= large.

### **Results**

The 225 drawings are coded according to the four variables. Each group is assigned a letter plus the number in succession according to the number of copies they contain.

#### **Group A: Spanish**

This is the largest group with 104 drawings that are coded with the series from a1 to a104. In this group, the category with the most presence is the *family* with 63, followed by the *house* category with 62 representing 60.6% of the group sample. Small size representations predominate in the *family* category: 24 as seen in drawing a51; 20 large as the a15 and 19 medium as the case of drawing a5.

The *home* category has 29 medium representations as in the a25; 22 large as can be seen in drawing a52 and 11 small ones.

The *tree* category appears 40 times as the medium ones such as the a26 and the small a28 are much more frequent than the large ones that are only repeated eight times. Next is the *sun* with 35 iterations of even size between small a1, medium a22 and large a30 drawings. The *Mountain* appeared 29 times, 26 of which were large, such as drawing a24.

Among the small and medium-sized, the category of *domestic animals* appears with 25, drawing a30 contains a sample of small and medium-sized domestic animals that appear in drawing a18, only a36 is large. *Clouds* category has 15 samples, small as a27 and medium as a58. There are also 15 *flowers*, most are small as a5. *Family gardens* have been incorporated 13 times as a10. *Water* appears 10 times and almost all medium like a31. The last two categories are *birds* with 8 occasions and they are almost all small a37 and *me* with 6 times, three are small and the rest are medium as shown in the a49.

In Figure, 1 we can that it is a clear example that the family category is represented by its small size and house with medium size, which are the majority of this group.



Figure 1. Drawing a51 represented by a 6-year-old indigenous girl

### Group B: Kichwa

In this variable there are 30 drawings, which represents 13.3% of the total number of drawings. The codes represent the total of pictures with the letter *b*. The *house* category is first with 18 times, small and large alike like b2 and b15. The *Sun* category thirteen times, drawing b3, for example, is medium in size. Small size *family* category like drawing b14. Then *trees*, four large b4, three medium b10 and two small b8.

In the *Mountain* category, they are mostly large as in drawing b6. With 8 there are small b3 *family gardens* and *domestic animals*, all small b11. With less than four there are b14 medium *clouds*, b13 large *water*, b17 small *flowers* and b11 small *birds*. The *me* category does not appear in this group.

In Figure 2, we can see that it is an important example that the *house (wasi)* category is represented by its small size and medium sun. The two categories are the majority in the group of drawings in Kichwa.

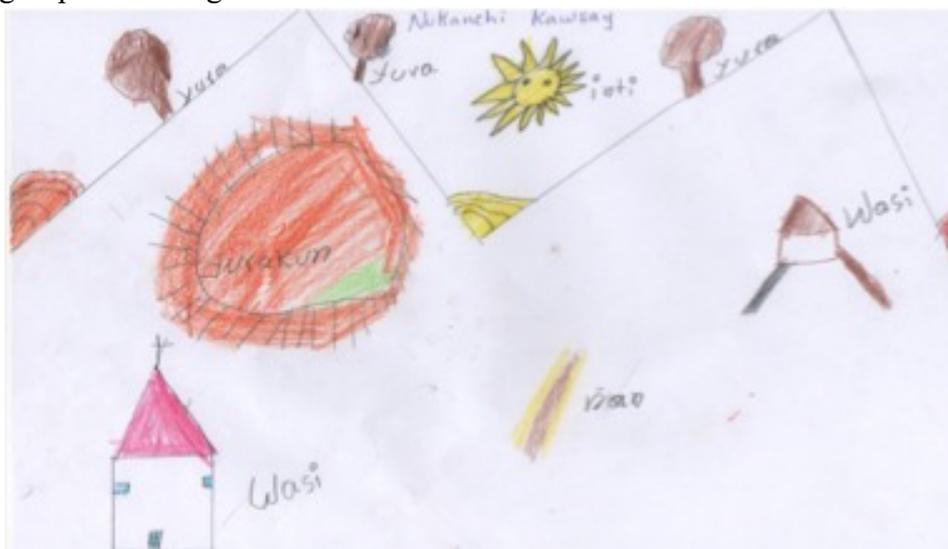


Figure 2. Drawing b15 represented by a 5-year-old indigenous boy

### Group C: Bilingual

The third group is made up of 28 drawings that represent 12.4% of the 225 drawings. They are represented by the *c* code. There are 17 of the *house* category, the large *c13* prevail and six medium ones that can be seen in the drawing *c10*. Then *family*, mostly small *c3* and between medium *c7* and large *c9* there are four. Ten *trees*, six large and four medium, of the large *c6* and medium *c8*. *Flowers*, eight frequencies, four medians as *c1*.

The *sun*, four mediums like *c5*. *Mountain*, *domestic animals* and *clouds* four each. *Mountains* are large like *c5*, *domestic animals* are medium *c3* and *clouds* are large, *c11*. A small *c14*, a medium *c6* and a large *c12* of *water*. *Me*, two small *c3* and *c6*. There is a medium *family garden c4* and there are no *birds*. In Figure 3 it can be seen that it is an important example that the *house* category is represented by its large size.



Figure 3. Drawing *c3* represented by a 7-year-old indigenous girl

#### **Group D: Without specific language**

In the last group there are 63 pictures with code *d*. The *house* is the most present with 58, twenty-five large *d48*, twenty-four medium *d7* and nine small *d12*. The *family* 48 repetitions, 19 small *d6*, 14 medium *d13* and 12 large as in drawing *d1*. The *sun*, 37 times, sixteen medium *d2*, large *d20* and the small *d44*. Then, there are 27 *trees*, ten large *d4* and ten small *d27* and seven medium *d25*. *Mountains*, 22, of which 17 are big like *d3*. There are 17 drawings of *clouds*, *family gardens* and *domestic animals*, of the former, most of which are medium, such as *d4*; of the latter, almost all medium-sized like the drawing *d31* and of the third, ten small *d25*. The 11 *flowers* are distributed between small *d5* and medium *d3*.

*Me*, it appears 10 times, seven small *d2*, two large *d13* and a medium *d25*. *Water* 5 times and four large *d9*. Finally, *birds* *d17* small and *d30* large.

In Figure 4, we can see that it is an important example that the category *house* is represented by its large size and that it is the majority in the drawings without a language to be specified.



Figure 4. Drawing d48 represented by a 6-year-old indigenous girl

### Discussion and conclusions

The discussion centers on two important focuses: First, the relationship between the spontaneity of language with the most constant elements in the four variables of drawings. Second, the composition of drawings (Bagnoli, 2009) and the observation of patterns to study cultural components of Kichwa related to all groups.

In the group of drawings in the Spanish language, the most concurrent elements that the indigenous students have chosen for their compositions are the *family* and the *house*, and then the natural components of the environment. This group is the most numerous and indicates in the indigenous Saraguro children a certain command of Spanish over Kichwa seen from how they know things (Arias, Quilaqueo and Quintriqueo, 2019) and the idea of Burneo (2016) is noted, indicating that there is an interruption in the intergenerational transmission of the Kichwa language among the Andean peoples of Ecuador.

Despite the fact that the indications had said that they included themselves, the results reveal that they are almost not included in the drawings and in the few cases that do so, a vision of supremacy over the rest of the family is not revealed like siblings or grandparents. They always appear occupying a non-leading position with respect to the position of the family or somewhere in the house; in this case the children have observed reality from the outside (Unda, 2020). Thus, we have a being that conceives and communicates its environment as it is, and this is very defined by the Kichwa culture that always promotes the *community* as a construction to define a harmonious collective being. A reality determined by the family that always appears with indigenous characteristics and not as in the study by Colombres (2004) in which the children in his drawings saw themselves oblivious to their own indigenous characteristics with different clothing, Spanish-like and a general vision with more elements of the West than local values and knowledge. The children in this study look at the family with indigenous distinctions (although they know them in Spanish) such as clothing and colors, the way they wear their hair, the different agricultural activities of the area and the family always in a group with ties of joy, cooperation. There are no activities in which a particular role is assigned to each family member, for example mothers in the fields and fathers in the kitchen or somewhere in the house during the day. In this part, a contrast is also observed with the conclusions of Vera (2011), where he says that indigenous children, in the north of Ecuador, draw with local colors but with representation of urban objects and devices. On

the other hand, the children of Saraguro, despite having the urban context very close, have a clear idea of their cultural identity. The houses in the drawings are with exclusive designs of the area: tile, clay and wood. Between the family and the house there is a very strong cultural correspondence because both preserve the image and design of the children's cultural environment, Leal (2010) says that when children draw their environment they create relationships between the relevance of people, actions and objects.

Likewise, the elements of nature that the Saraguro children draw are those that are everyday and are symbols of the worldview, culture and the typical landscape of the area. These elements contain a knowledge incorporated not only as an indigenous identity but as an explanation and sense of the world (Inuca, 2017). These are not presented in a subjective way but rather try to make a *mimesis* of the real object. For example, the large mountains, the splendorous sun and the abundant trees are a replica of the nature owned by the region and thus the children communicate not only an environment made up of real elements but also show the interest they profess (Maeso, 2008).

Unlike the first group of drawings in the Spanish language, in the one in the Kichwa language, house and sun appear more repeatedly in medium and large sizes. The numerical difference with the first group is a little more than triple. Here two things are already being noticed. First, the disparity of language in which Spanish takes the hegemony and second, the importance of elements that appear more often. While elements of a social character prevailed in the Spanish language, here it is the house and the sun, which are inclined to symbolize the Saraguro culture. It can be explained first from the language itself since in itself it is a language that reflects the way of thinking of the Andean indigenous people who speak it, but also from the phenomenon that Llambo (2015) has noticed and the thing is that there is a dysfunctionality between the mother tongue of the families that contrasts with the language of the school, which in the majority are Spanish monolingual. The fact of the Saraguro children can also be incorporated, with respect to the language, to the idea that Enríquez (2015) emphasizes, when he says that he observes a gradual loss of Kichwa due to a rejection presented by the new generations. He also observes the inability of schools in oral and written production in the indigenous language and the limited school management to incorporate bibliographies in the Kichwa language in the learning and teaching processes.

Although in language the two groups are antagonistic, on the contrary, as Benavides (2006) says, processes of social integration, adaptation of guidelines and harmonious development continue to appear because the characterizations of the drawings, environments, relationships and cultural distinctions have not been lost, but are reaffirmed despite the difference in language spontaneity and external factors such as the lack of exclusive policies for indigenous culture and language in the country.

The *family* that occupied the first place in the first variable, in here, appears as third. A greater presence of a certain language means prioritizing or observing certain elements of the environment. Thus, in those of the Spanish language the family appears as an element in more than half of the drawings. On the other hand, in those of the Kichwa language, it is the elements of cultural relationship that prevail, thus the house and the sun, but all well compacted, showing that they are aware of the collective imagination, as Chacón and Morales (2015) say.

In the group of bilingual drawings, the *house* and the *family* continue to be the elements that appear the most. This reinforces the content of group *a*, defined by Spanish, and which had precisely prioritized the family and the house. Then the elements of nature appear in flora and fauna always in their element and in a real way. Although the elements of nature are less present than the social or cultural ones, they are always present and

emphasized in their natural condition and environment with a certain ecological and cultural tendency (Aguilar, Mercón and Silva, 2016).

Finally, in the group of drawings without the presence of written language the family, the *house* and the *sun* form the first group with the most appearances, then the natural elements. That the elements of the local social and cultural component continue to persist in Saraguro children, establishes the influence, from the first years of life in indigenous communities, of the culture of the ethnic group; unlike the middle areas of the Ecuadorian highlands where González (2015) also finds in children the indigenous element but also that of the non-indigenous in the formation of identity.

The indigenous has been present in all the variables and children include it in all categories despite the difference in language so marked by Spanish, a factor that can be explained from the *homogenization of the Kichwa language* cited by Grzech (2017), in which non-standard variants that are popular and that are still the domain of many families but are not considered in schools because they are organized based on the determinations of national planning (Sartorello, 2019) for the intercultural bilingual community education that it incorporates, are suppressed, in addition to the native language, the value of both the culture itself and those of contact, the integral formation of indigenous people, the combination of indigenous teachers in teaching and the appreciation of hereditary knowledge (González, 2015).

The *me* category, unlike the other groups, in the unspecified language variable is where it appears the most. The *me* has no prominence. It is the same as the others because it has developed the idea of community and not of individual. It appears in a balanced emotional and sociocultural context. Wimmer (2014) finds a significant relationship between drawings and colors with the present emotional states, an idea that can be incorporated into the study because indigenous children communicate feelings of well-being and are connected to the environment and appear in activities appropriate to their age. This trait also appears with children of the same age in Moragón (2016), which explains that children's drawing favors the understanding of children's play and affirms the first stages of childhood because it is a way of seeing and projecting oneself.

The diversity of forms of Kichwa has become an incentive for confusion and loss of the language (Escobar, 2019). From the data and observations collected during a year of field work by Grzech (2017), the effect of the regulation of the Ecuadorian Kichwa on one of its non-standard varieties is described. The article states that the unification of the Kichwa causes a growing attrition of the local variants, instead of promoting them. The disparity in the use of variants of Kichwa in schools and state institutions, on the one hand, and in the daily life of the community, on the other, accelerates the abandonment of the language. Furthermore, the language policies implemented by state and local authorities do not respond to the needs of the local population and contribute to the increasing marginalization of local dialects.

The new indigenous generations, for the most part, tend to speak only Spanish, especially if they attend Hispanic schools where there is no reference to the use of the indigenous language, but as Kichwa is still maintained in their communities, they are able to understand it in a certain percentage, which places them in a context of passive bilingualism. On the other hand, older adults who have not left indigenous areas are usually monolingual in this language or have a very basic knowledge of Spanish that, on occasions, does not allow them to communicate.

The Kichwa is threatened, emphasizes Enríquez (2015). The gradual loss of the Kichwa in the country is an imminent fact that is reflected in the rejection presented by the new generations. However, it is important to mention that although the use of this language continues to decline, there are those who argue that Kichwa will never

disappear, since it has been spoken for a long time, despite the circumstances of inequality and conflict (Bermejo, Maquera and Bermejo, 2020).

Finally, the results also indicate a contradiction between the *Language Use* scheme implemented in the intercultural, bilingual, educational process and the linguistic reality of the Saraguro children. Students with an *Affective cognitive and psychomotor strengthening* education level, ranging from 5 to 7 years old, should use 50% of their native language, 40% of Spanish and 10% of a foreign language in school. And what can be seen in the drawings is that 46% of the sample uses Spanish, only 13.3% Kichwa and 12.4% bilingual.

The conclusions lead us to the following practical reflections: In the first place, we can highlight a supremacy of the Spanish language in the drawings composed by the indigenous Saraguro children, a fact that determines the spontaneity of the language to name the components that are part of their more nearby environment, there is a prioritization of elements to compose the community, the family, themselves and nature in a certain drawing. Thus, in the order, the family, the house, and the elements of nature are much stronger and more concurrent in the children who chose Spanish alone, or Spanish and Kichwa. On the other hand, the children who spontaneously only used Kichwa to name the different elements, the order is modified a little and it is that there is priority in the sense of home, sun, family and elements of nature. Kichwa is therefore, in children, more linked to the cultural conception of the environment (systemic and horizontal). On the other hand, in those where Spanish has been used, it focuses more on the level of social organization (Rodríguez, 2020).

It is true that the spontaneity of the language determines the hierarchies of importance of the social, cultural and natural environment in a bilingual environment and of cultural contact, this does not mean that indigenous Saraguro children lean towards a community identity influenced by elements of appearance and external social organization (Tatlowy Guerin, 2010) or with model projections influenced by some type of culturalization. On the contrary, in the drawings the children compose the environments full of natural elements of their own culture, forms, landscapes, customs and social activities and indigenous identity work. Which is very important because there is a certification that they feel paired with the cultural determination carried out in the family (Bryan et.al., 2019) and in the indigenous community to which they feel they belong to.

In second place, the following reflection is highlighted: Despite the fact that the indications to carry out this graphic task included the fact of representing themselves; however, they have done it very rarely in all groups and never in two groups. Part of this explanation is the fact that they only see as creators or observers. On the other hand, it is also a typically cultural fact since the concept of *nature-man/woman* within the Kichwa worldview, the harmonic prevails, the set over the individual self or the most prototypical isolated individualization of societies where it prevails, facilitates and, ultimately, individual competitiveness is rewarded over the common good. For this simple fact, access should be facilitated for indigenous Kichwa boys and girls to develop their school learning incorporating knowledge, conceptions and customs of the cultural environment to which they feel clearly identified (Sánchez and Rhea, 2020); also to build cohesion between self-perceptions, sustained by cultural principles, the language of indigenous origin and the participation of educational communities in the maintenance and protection of their cultural group (Juárez and Comboni, 2019), identified in the drawings made by the Kichwa children during their first school stage and that, however, is exposed to the cultural alienation exerted by the domination of a monopolistic and global culture (Caria and Domínguez, 2014).

To end this section of conclusions we want to highlight how the work from the analysis of the drawings is a mechanism not only valid but also very effective to be able to visualize the spontaneity of the children in the face of complex challenges such as the coexistence of different languages in the transmission of cultural and social elements with multiple vertices. At the same time, it should be noted that, and despite the efforts of indigenous communities to protect their language in school, there is still a long way to go before there is more equitable treatment; therefore, both the school and the community and, above all, from the political groups must call for the Kichwa language to be more present in the media and not be left behind by past generations.

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## **CONFIGURATION OF ISSUES OF POPULAR EDUCATION IN LATIN AMERICA**

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**Abstract.** Body and movement, are the elements that form the starting point of the article of review from Popular Education as a lens, which places the cartography on the different approaches to these issues, framed in the context and the meanings that come from the different meanings in the interpretation of literature, on the body as a signifier of a territory in dispute. It defends cultural identities, which are part of the itinerant collectivities in this time of change, from multiple dimensions and places in the communities. Thus, popular education within the scientific-theoretical-practical rigor is developed within a conception of education that exists in an infinite number of practices in our continent, in the non-Eurocentric, non-European-American south and, that exists in the northern territories with particular characteristics. In the same way, it is intended to make a revision and emphasis on critical theories and how these have configured the subject from pedagogical postulates and their effect on the realities of individuals as changing agents of capitalist societies that have been transformed over time. These elements as foundations of Popular Education, allows to differentiate it from other proposals and educational forms that are given in society, to place it as an epistemological proposal of the South and as a conception of education that exists in infinite practices within a theoretical-practical rigor to develop it

**Keywords:** emergencies, subject, popular education.

## **CONFIGURACIÓN DE SUJETO DESDE LA EDUCACIÓN POPULAR EN LATINOAMÉRICA**

**Resumen.** Cuerpo y movimiento, son los elementos que configuran el punto de partida del artículo de revisión desde la Educación Popular como lente, que ubica la cartografía sobre los distintos abordajes de

estos asuntos, enmarcados en el contexto y los sentidos que devienen de los distintos significados en la interpretación de la literatura, sobre el cuerpo como significante de un territorio en disputa. Defiende las identidades culturales, las cuales hacen parte de las colectividades itinerantes en esta época de cambios, desde múltiples dimensiones y lugares en las comunidades. Así, la educación popular dentro del rigor científico-teórico-práctico se desarrolla dentro de una concepción de educación que existe en infinitud de prácticas de nuestro continente, en el sur no eurocéntrico, no euroamericano y, que existe en los territorios del norte con características particulares. Del mismo modo, se pretende hacer una revisión y énfasis en las teorías críticas y como estas han ido configurado el sujeto desde los postulados pedagógicos y su efecto sobre las realidades de los individuos como agentes cambiantes de sociedades capitalistas que a lo largo del tiempo se han ido transformando. Estos elementos como fundamentos de la Educación Popular, permite diferenciarla de otras propuestas y formas educativas que se dan en la sociedad, para situarla como una propuesta epistemológica del Sur y como una concepción de educación que existe en infinitud de prácticas dentro de un rigor teórico-práctico para desarrollarla

**Palabras clave:** emergencias, sujeto, educación popular.

### **Introduction**

To introduce the reader to the logic to be developed, it is necessary to highlight five places that show the importance of popular education, developed by (Mejía, 2016), by underlining that it is not only possible to search the faces of the practices, but also the traces of production, theoretical-practice that has begun to elaborate as a disputed field.

In the first place, popular education has a history of its own, tracing it back to Latin American origins, in six historical experiences of the founding fathers of nascent American republics. In the seventies, a first historical trunk was configured. A second historical origin includes the development that took place in Latin America of popular universities at the beginning of the 20th century. Some of an anarchist type as in Uruguay; others are certainly linked to nationalist projects as in Peru. Several adhere to processes of revolutions such as Mexico or profound transformations as in the case of Guatemala. Positioning itself as a latent trait, with a particular characteristic from ideology and reality, when proposing pedagogical routes, pointing out methodological elements to teach those who come from lower strata (Pérez, 2007).

The third place arises from what in Latin America today are called Self-education experiences, whose most visible territory is located in Guarizaca, in Bolivia. It highlights the importance of teaching from the cultural and ancestral tradition; it becomes one of the most visible places in the face of coloniality; manifested in the ways in which they educate the head, body and desire, persisting different types of domination (Almada, 2014).

The fourth occurs, within the third world priests, workers and some liberation theologies, who throughout Latin America in the fifties were inserted in the popular neighborhoods, by proposing a popular education with characteristics for production of Justice. The fifth historical site records the experience of the New Culture Movement of northeast Brazil. It is expressed in expressions such as the theater of the oppressed, the black popular music of that territory and has Paulo Freire as one of its representatives in education (Cendales and Muñoz, 2013).

In the sixth and last place of this historical journey, are the events that are reproduced in the social struggles, indicated in the decades of the seventies to the two-

thousands, when configuring popular education as a long tradition of Latin American resistance, which tries to build other perspectives facing domination and power from educational processes (Aparicio, 2015).

***The logic of the realities of the South. A cultural key to understanding other ways of life***

What is the life purpose of a person? What conception of education is in force in the particular way of doing things? Why is it so hard to do things differently? Why is it so hard to take chances? These are questions from the start, which allow one to approach knowledge from reality, as another place that helps to incorporate the world of science from what is proper (Aronson, 2010).

In what way does experience allow us to move between the production of knowledge and wisdom, between theory and practice, to think about the formation of subjects, capable of influencing their social, economic, cultural, political and ethical reality? And why not dare to transform those realities? If educating in criticism favors diversity and differences, aren't we enriched as a society? Why not recognize it? Living the difference constitutes a possibility to define the world, where it is possible to reinvent ourselves from a different practice, to understand how we think about the realities in the South and from there, risk proposing and building, the ethical, and the common in the identity of one's own thought, with a teacher as a social actor who promotes the relationship of knowledge with the problems of the community, to address their needs and interests (García, 2014).

Santos (2009) warns that, as a society, we are in a moment of paradigmatic transition, where opportunities are open to build another type of scientific rationality. That is his bet during the development of an epistemology constructed from the South; the path he proposes is to eliminate the old division between natural and social sciences, to find the way towards "prudent knowledge for a decent life" (p.40). Starting from what the author calls a sociology of absences based on the alternatives of knowledge that never happened, or on all those silences or aspirations that the dominant paradigm has prohibited, considering them as magic, superstition, or simple beliefs, etc.

The task of the sociology of absences is to make visible other understandings of reality, in such a way that the linear and progressive vision of time of modern science, of quantum mechanics, of scientific rigor as determination can be subverted. The epistemology of absences also comes to transform our traditional concepts of knowledge and ignorance, in the words of the author "there is no ignorance in general or knowledge in general. All ignorance is ignorant of a certain knowledge and all knowledge is the overcoming of a particular ignorance" (Santos, 1998).

Thus, other logics of the realities of the South bring to the debate ignored, forgotten and undervalued knowledge in the Western understanding of the world. In this sense, the epistemologies of the South are drawn in the plural because they allow the diversity of the different ways of knowing (ecology of knowledge), which are transformed into emergencies, entering into dialogue with other knowledge in accordance with the pragmatic of life (Delgado, 2011).

In relation to the above, spaces are opened in social, political and pedagogical practice, for another education, which guarantees the conditions of the Latin American subject, within its sociocultural roots, to read in another way its place in the glocal world from reading of popular education PE (Molina, 2015).

Consequently, Cendales and Muñoz (2013) in their book "Entretejidos de la PD en Colombia," work on alternatives, epistemic and pedagogical proposals, which configure the meanings of PE as thought and movement. Founded on the intention of

reflection and action, to recognize and empower communities, groups and social movements (SM) within a system that ignores us as subjects. These authors compile investigative productions and meanings of popular educators who try to transform realities from their contexts and fields of influence. Discover capacities to build the common, as another form of democracy, which recognizes and values differences inspired by the plurality of social knowledge, aimed at the transformation of pedagogical practices.

The stories, analyzes and balances that the text presents, can be found pedagogical bets that allow to make visible the emancipatory character of PE, rooted and developed with the influence of critical pedagogy, involving elements of reflexivity, uncertainty and complexity to address the collective. Social and educational practices, and their place, constitute the being of PE, from collective spaces and scenarios of reflection and action to contextualize it. The text offers a historical tour of the evolution that the concept had in the sixties and seventies as liberating education and the transition to PE, which identifies the different organizations that make it up and seeks social transformation from the construction of an educational project consistent with ideals of change (Guevara, 2015).

They expose how social relations account for human beings. They interweave the collective from an identity perspective, solidarity and with political will, around the need for social change. This perspective, the PE and the Social Movements (SM), share a horizon of social transformation and are articulated around social change from civil society. A proposal for socio-historical understanding that aims to generate the conditions for its incidence and cultural legitimacy, which removes sensitivities in social subjects, within a pedagogical and political commitment (Mejía, 2015).

Democratizing democracy has been a sense that PE has been addressing, within its configuration as an alternative to overcome injustice, violence and inequality in local life in some contexts; which has meant their own constructions within specific social processes (Caride, 2016).

As stated by Bolaños, Tatay and Pancho (2009) in the approach to self and interculturality, which they have called their own education. A hidden reality of educational and cultural resistance of the peoples. They conceive research as a transversal process, which allows developing dynamics of knowledge construction and alternatives for the transformation of reality; from an attitude of permanent inquiry, construction of explanations to knowledge needs, understanding of realities, elaboration of proposals based on the cultural context and the problems of each territory and/or organizational and social space.

The approaches of Bolaños, Tatay and Pancho (2009) are supported by pedagogical practices that give meaning to one's own education. It rescues the identity of the peoples, to the extent that the recognition of being different, constitutes an important imperative of the human being, and the community construction of a process of generation of capacities and strength as a social group.

As a starting point, Feminist Popular Education (FPE) takes the reality of women, their social practices and daily chores, reflecting on them and returning to them, to transform them, developing a gender pedagogy. Basic condition to achieve the full and democratic realization of emancipatory processes, where gender equality and equity, the exercise of citizenship, human rights and political, social, economic and cultural participation of women are made visible (Salazar, 2012).

Within this compilation, the voice of an SM of political mobilization around feminist thought is felt, as a perspective that from the PE (Arana and Rapacci, 2013), base their reflections and demands on the fight for women's rights, recognizing them as social

and political actors, by accompanying, valuing and collectively learning from their experience, assuming their agendas and their political participation with autonomy, making visible the impact of neoliberal policies in their lives, to counteract and challenge it, qualifying the actions of women to exercise inclusive leadership.

The various readings of the realities, summon pedagogical reflection, as a phenomenological exercise of lived experiences, which explains the events, practices and interactions, as they appear in consciousness. It goes after the meanings that are built in the daily work of teachers in the field of social research.

Ghiso (2010) raises this type of reflection, from a socio-critical perspective. It points out how the concept of dialogic praxis regains its validity when thinking, searching and understanding what happens in the formative interactions, which reveal the complexity of the pedagogical proposals. It presents an elaboration on the university teaching work, in the area of training in social research, to give an account of the knowledge that the teacher has about their pedagogical-critical work, about the reflexivity of the social, cultural, economic and political reality as an object of study and transformation.

The investigative practice, from the perspective of the PE that it addresses (Ghiso, 2010), is guided by the alternative dialogical and participatory paradigm. It seeks to overcome the inequalities and tensions between what is thought and what is done; between theory and practice, between those who prescribe the method and those who follow the recipe. It focuses on enabling in each subject, the potential for reflection necessary to decide and act, without fearing the presence and permanence of concerns and uncertainties (Delgado, 2011).

López (2013) understands pedagogical knowledge as knowledge about the human, which is constituted in a confluence of knowledge of the social and/or human sciences, as a practical knowledge and, therefore, performative as a characteristic expression of PE, outside and within the school, pedagogies that deal with the formation of strengthened subjectivities, both individual and collective. It presents the ideological path from (Rodríguez, 1850) to (Freire, 2005) to establish the problematic space of pedagogical knowledge and pedagogy as knowledge that gives meaning to education, as the process of being formed in fundamentally dialogical, problematizing actions, to overcoming the educator-educating contradiction in the exercise of dialogue, according to the principle (Freirian, 2005) "nobody educates anyone, just as nobody educates himself, men are educated in communion and the world is the mediator" (p.92).

Thus Escobar (2007) confirms the nature of pedagogy as a dialogical relationship of general, reflective, critical and emancipatory knowledge, from its epistemic and methodological identity, towards the development of pedagogical praxis that makes visible the transformative formative processes in the context of specific historical, social and cultural situations.

Mejía and Manjarrés (2011), investigates the view of new forms of relationship, which are established with Information and Communication Technologies (ICT), from the principles of PE, as a political-pedagogical exercise. First, it recognizes the new forms of control of capital, from intellectual work as an immaterial form, as a commodity it becomes visible and suffers a social devaluation. It is in this knowledge/power relationship that new forms of domination are established; the new configuration is circumscribed between manual and intellectual work, referring to the fourth industrial and technological revolution or revolution of informational networks, framed within a restructuring of production and work organization. He warns that these understandings, these technologies and investigative processes are socially constructed; therefore, the role of the school and the teacher must be considered in their socializing and mediating sense

of these new forms of relationship with an emerging reality, the transformation of the knowledge and technologies.

The dissertation that Mejía (2016), constructs, stimulates to focus the attention of the reader in the construction of a critical look on how educational processes are assumed today, from the PE in relation to ICT; in coherence with his pedagogical proposal of cultural negotiation and dialogue of knowledge, bearing in mind that these occur in power relations and reconfiguration of control processes, generating inequality and inequity in society.

The recognition, respect and appreciation of what is different is one of the principles of PE, framed in a process of confrontation and negotiation of knowledge to establish meeting points, to promote interculturality as a guarantor of the constitution of identities, which entail processes of individuation. PE, as an educational project, accounts for an emancipatory thought, developed from the alternative Latin American paradigm, within the field of knowledge and wisdom, in a planned and organized way, supporting the systematization of experiences as a process of intersubjective reflection and training (Maynard et al., 2016).

The EP, locates the place of action of social movements in Latin America, from the inequality, caused by the neoliberal experience in the last 25 years and the social struggles against the globalization of this apparatus, understanding its new forms of articulation and its specificity in relation to the political and social field. It develops its emancipatory practice as a possibility of existence. From there, PE articulates the diverse and the plural, within a practice that seeks to humanize the human, to contribute to the cognitive praxis of the social movement, as an object of knowledge for reflection and new strategies of action (Garelli et al. , 2019).

The different views and constructions that are developed, from the different readings of the contextualized realities and practices that the previous authors develop, bet on the urgent need to configure a field of action from our individualities and particularities as teachers, within a democratic process that opens spaces, where subjects contribute from the difference and the dynamics of PE, which allow reading, understanding, reflecting on and transforming reality, as well as forming subjectivities that account for a more just, egalitarian and equitable society. Without discrimination, poverty, racism and exclusion. This establishes a libertarian process that consolidates the recognition of the other, which, by the fact of existing justifies its own existence, the existence of all (Ortega, 2011).

This is how PE is legitimized by the communities, by investigating their practices as a type and method of the realities experienced by the subjects, which link the body from multiple points of view and places, in the daily life of people with the PE, which requires a level of acceptance and commitment on the part of those who practice it, to make it real (Serna, 2016).

### ***Popular Education***

Education is a process that allows the old generations to be replaced by the new ones, from the biopsychological point of view, whose purpose is focused on developing their personality in the individual, from what is inherited and from what it brings with it.

Robinson (2015), establishes a debate about education in Colombia, in which he proposes that it is important for the nation to have a better education, to the extent that everyone wins; those who invest have a better country and the beneficiaries of the same mode, due to the fact that greater productivity, better provision of health services and better social cohesion are generated. It also establishes the parallel between what one and the other conceive as their own benefits competing with each other; therefore, education

must foster critical thinking with the ability to solve problems and encourage the creative process.

Education over time has had multiple approaches which determine active functions in the social life of human beings, it begins through a conversation which transmits culture from generation to generation, as well as values and behaviors (Arango, 1992).

In recent years, the education system in Colombia has undergone multiple transformations, from access to education as a priority, to policies that strive for educational quality, understood as the increase in the number of students enrolled, maintained and promoted in all places from the country. Formal university education has grown in coverage in the last 10 years, doubling its number, trying to meet the needs of a country as diverse as Colombia (Ministry of National Education , 2016).

Educational quality is a factor that determines the progress of a country, as well as adequate support for learning in the first years of the human being, a stage in which a maximum of possibilities must be forged to be able to progress at an expected rate and prevent student dropouts in later school years (Keijzer, 2000).

Those students who remained in school and reached the age of 15, who on average have a vocational average on the PISA tests, achieved scores well below the average compared to other countries, with a lower performance than their academic peers in where approximately 51% did not achieve the minimum standard corresponding to a socioeconomic participation for adulthood, despite the talent of the young population with the country account (MEN, 2016).

The figures and studies of the OECD, analyze how far Colombia is in achieving what is expected for its student population as the best educated country in Latin America for the year 2025, shows various strengths of the Colombian educational system highlighting the areas that need improvement ( MEN, 2016).

PE then arises in marginalized sectors that seek to promote and strengthen the bonds of solidarity, participation and democracy. According to Restrepo and Axel (2011), there is a lack of systematization of PE experiences, ignoring its impact on the world from the pedagogical point of view.

Button (2004) belonged to the Lasallian school and PE, which undertook an education project for poor populations, based on the experiences that the pedagogical work team had from the search for answers on the path of PE, with the purpose to create such a school.

This is how PE bases its pedagogical project according to Button (2004) on certain characteristics, among which are: in the first measure, it must be appropriate, that it resignifies and recognizes as part of itself, a marginalized population achieving a space to tell its story and allow free expression of the word.

Secondly, the space must allow not only dialogue, but it must also transmit elements that are significant for the culture and socially valued by all. Space in which there must be negotiation and critical transmission of popular culture, linking daily life with school (Freire, 1999).

Likewise, it must allow the entire educational community: to read, interpret and transform their own world with the intention of building their own culture that recovers

the historical subject and the sense of hope, PE is then the opportunity to have a liberating perspective since (Freire, 2005): "dialectical relationship between the concrete context in which said practice occurs and the theoretical context in which critical reflection is made on it" (p. 24).

Similarly, PE involves the ability to educate in empowerment, self-esteem and recognition of being, understood then as a productive process that goes beyond the passive transmission of knowledge and that intercedes in the possibility of achieving freedom, democracy against authoritarianism, manipulation and indoctrination (Button, 2004).

Regarding Latin America, in Bolivia, in 2007 a reflection process was carried out in which human rights were recognized through versions and interpretations of the same, which help in the fight against inequality and injustice, giving way to a Western vision from a vision of rescuing the rights of violated populations such as indigenous and native peoples (Anibal, 2010).

Through imagination and freedom through storytelling, an approach was made in the Bolivian peoples in favor of the education of freedom, as opposed to "institutionalization, submission, order, the need to standardize and castrate the imagination" (Anibal, 2010). Human rights are understood as a powerful tool to reduce and eliminate the alienation to which humanity was, has been and will be subjected, in an effort to achieve consumerist societies and cultures that little by little have destroyed civilizations threatening the planet (Costa and Freire, 2019).

As for PE, in the university setting it has a great boom from Freire's theory, but not as the sole author; since it would ignore the role of religion in the roots of enlightenment, since the revolutions in the US and France in the 18th century, together with the liberalism of revolutions in Latin America, it is for this reason that it is essential to recognize a historical and evolutionary trajectory of the PE in Latin American countries with the intention of elaborating proposals and achieving social changes (Murillo and Krichesky, 2012).

According to Zucotti (1994), PE is part of the romantic movement and rationalist thought, understanding humanity as that which never regresses since its advance is inevitable; therefore, it seeks to end slavery and racism in Latin America. The intention was to seek an early teaching through pedagogical practices free of dogmas and morals, thus achieving the emancipation of thought, breaking with conventional traditional models (Nosella, 2007).

#### Popular education in Latin America

Latin America has undergone various changes in the last 50 years regarding educational models, in order to respond to the needs of development with educational systems that respond to the needs of the peoples. Since the eighties, reforms that are part of the neoliberal model imposed by international financial organizations have taken place, which have brought educational inequity (Jara, 1985).

Education in Latin America must respond to the nation's own needs, addressing the problems that arise through alternative proposals that are in accordance with the social demands of this type of communities, which have particular characteristics that are not consistent with European, Asian or North American culture (Ortiz, 2009).

According to Zucotti (1994), PE proposes epistemological ruptures that build their own history with the possibility of being men and women subject to an ethical and supportive context that enables inclusion oriented not to survival but to democracy in a world society, that is why it is important as Jara (1985) refers in his writing to answer the question: What education do we need for what type of social change?

Jara (1985) points out that it is of great importance to study the concept of social change, which will not be produced as a phenomenon, but will occur through multiple modifications of the relationships that occur within societies; meanwhile, it permeates decisive factors that modify the structures of the relationships of social systems that have unique and diverse interdependent characteristics, shaping cultures and societies (Freire, 2019).

The Latin American PE conceives the notion of political people, which seeks to overcome relations of "domination, oppression, discrimination, exploitation, inequity and exclusion," in addition it is based on ethical and political principles that bet on the construction of more equitable human relations based also in critical pedagogy which is based on the development of the being in terms of cognitive, psychomotor, communicative and emotional capacities based on the application of participatory and active methods and techniques (Gallardo, 2014).

Jara (2019 ) refers that, in the sixties and seventies, adult education had an important and significant development from the Cuban revolution, Freire with the pedagogy of liberation found similarities and differences in these decades formulating an educational philosophy, innovative that restores the relationship between: education-human being-society-culture.

Later in the eighties, Freire's proposal expanded to Latin America as part of urban and rural movements, around issues of literacy, basic education, PE, popular organization, dialectics, political education, society and participatory research (Romero, 2013).

In the new millennium there are important reflections that lead to the so-called "refoundation of PE." This initiative supports the "debates that have been promoted by the Latin America Adult Education Council (CEAAL), with a view to its Latin American Councils in Recife in 2004 and in Cochabamba in 2008 and are compiled in the CEAAL magazine, "La Piragua" (Salinas, 1998).

### ***Popular Education in Colombia***

PE in Colombia has had great strength, due to the similarities that it has with the neighboring country: Brazil, the place from which this theory emerges, this political discourse is framed in the needs and in the search for social transformations that oppressed countries demand characterized by political processes of inequality (Torres, 2010).

PE is essentially a political discourse rather than an academic one, which seeks a convergence between education, society and politics that concerns the conditions of Latin America, the features of this discourse in Colombia were taken up by (Torres, 2017) who was a professor at the Universidad Pedagógica Nacional, on the subjects of: critical reading, emancipatory politics and popular sectors as main actors.

The term Popular, comes from the approach to the social change of structures, which was highly influenced by the Marxist discourse of the sixties, referring to groups of people victimized by capitalist power. While PE has been marked throughout history

by three decisive moments which revolve around Freire's liberation education movement in 1961, the link that is generated between PE and Pedagogy and, finally, the redefinition of this in relation to globalization and the capitalist movement (Gómez, 2015).

Later the emergence of participatory action research and the "construction of an intellectual field of popular educators." The need to articulate: "the production of knowledge, political commitment and social transformation" as the author points out, arises from the influence of Marxism and the need to generate methodologies that can permeate these assumptions (Guevara, 2012).

From the emergence of Orlando Fals Borda, in the seventies with the rise of Participatory Action Research, he accompanied peasant struggles on the Atlantic coast of Colombia, a crucial moment to choose as the most consistent methodology with liberating practices (Arroyo, 2019).

Popular Education (PE) and Formal Education in the university context

PE is closely linked to critical pedagogy which has resisted social changes like no other in the boom of the 21st century. This educational phenomenon bases its work on fostering the critical sense of the participants to achieve awareness of their own individual actions with social problems whose purpose is subject to social transformation (Zea, 2017).

Pedagogy is understood as the discipline that understands education as an "object of study, reflects on the facts and situations that occur in the educational field" (Mallart, 2000). Education from another perspective is then one that was born in a historical moment of Western society and the church, responding to the capitalist framework in the formation of nations (Godoi et al., 2020).

Elizalde, Martí and Martínez (2006), point out that pedagogy is "the set of knowledge that aims to have an impact on educational processes, this impact must occur in the different dimensions that build and understand the subject." Pedagogy is a word derived from the Greek paidós which means child and agein which means to guide or lead, that is to say, the pedagogue is one who is in charge of guiding or leading children.

Regarding popular pedagogy, the pedagogue is convinced that the communities and societies of today are going through competitive living conditions, which drag them to the immediacy of purchasing power in economic and consumption terms, directed to an inevitable chaos with few possibilities for change, showing the student with a strong predisposition to the culture against which they are willing to adopt them (Ortiz, 2008).

The school plays a significant role in community development, since it allows to link citizens so that they can be trained in an integral way for the effective performance of today's society; therefore, the school must respond to the needs of the context and from these train human beings that mitigate the social difficulties that arise in various communities (Salazar, 2019).

That is why the school is immersed in the community, brings with it a history and is aimed at projecting the achievement of goals through proposals that are designed, executed and evaluated by the educational community, it is necessary then to generate commitments and responsibilities that are aimed at a common good above the particular good, young people have great influence from the community and also manage to influence directly and indirectly the communities in which they live, for which it is essential that children, adolescents and young people are formed for the societies of the 21st century (Agudelo and Estupiñan, 2009).

At a global, national and local level, the subject of training has been very much discussed and each nation has entities that manage to respond to these social demands; in

Colombia, for example, there is the Ministry of National Education, which regulates the guidelines and education requirements in the country (MEN, 2014).

It seems that young people in recent times have weaknesses in socialization patterns and deficits in basic skills so that they can access the labor market, this phenomenon may be occurring because academic training is unrelated to the demands of organizations in the nation, which is why young people are in a situation of vulnerability, drunk with the lack of competencies, skills that leads them to exert a little effort, turning them into social actors uninterested in the social realities of the nation. (MEN, 2014).

The role of the teacher and the school sets the student in motion so that he can perform adequately in community settings with people who require his help to improve the quality of life of all. Success not only depends on the school and the teacher but also on the personal and cognitive characteristics of the student, this subject must be integral in their practice as a professional showing participatory, enthusiastic and responsible with the guidance of a teacher that goes beyond the simplicity of things (Sierra and Caparros, 2018).

In order for a successful performance to be achieved in the student who is being guided by the teacher, it should be noted that one cannot ignore how important it is to be able to look inward, look at the other, look at oneself from the other and look at oneself in conjunction with the community; if the student does not understand the problems of others as his own, his professional training will not have the same impact since he will not be able to understand the true meaning of the situations that surround him, it will be difficult for him to assess and communicate his own experience and that of others (Visotsky, 2014).

PE is a conscious choice to achieve a social change, which can only come about through participation, committed action and the development of social awareness, in each subject and in the group. This occurs from developing and strengthening community power with clear objectives (Muñoz, 2016).

## Conclusions

Latin American popular education and social pedagogy as a socio-educational intervention, far from historically becoming independent, lead a movement for educational renewal and the birth of state and non-state movements in favor of the daily work of the teacher. These proposals are supported by the reflection of pedagogical thinking towards a humanistic sense that seeks the improvement of man in his effort to live and transform what surrounds him (Cruz, 2020).

It is necessary to recognize popular education as one of the founding currents of critical pedagogy in Colombia, this critical pedagogy is understood as an emerging field of alternative production from theory and practice. In addition, the Colombian author manages to characterize these practices in the country taking into account the performance of educational actors (Gómez, 2015).

Popular education is a conscious choice to achieve a social change, which can only take place through participation, committed action and development of social conscience, in each subject and in the group. This occurs from developing and strengthening community power with clear objectives (Melo, 2019).

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**GUIDELINES FOR HIGH SCHOOL STUDENTS FOR  
EMOTIONAL CRISIS AND BULLYING IN THE SCHOOL  
SETTING**

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**Abstract.** This article seeks to discuss the Educational Guidance for adolescents on emotional crises, bullying, and Human Rights Education. The epistemological option to approach the present theme comes from a concern that involves intellectual perception, as well as the synesthetic experience in the labor field. The central objective is limited by analyzing how the Educational Counselor can assist in health and stress prevention among high school adolescents. This investigation is based on the qualitative approach, comprising the different interpretative techniques, relativistic assumptions, and verbal representation of data. The research field takes place in a State College of Três Rios (Brazil). The research subjects were 30 students with ages ranging from 14 to 19 years, regularly enrolled and attending high school attended by the Educational Guidance, between 2018-2019, who presented the picture of emotional crises. Data collection was done through observation and interviews. Data analysis occurred according to Minayo (2003, p. 74) who advocates for manifest content. The ethical aspects of the research met the assumptions of resolution 196/96 of the National Health Council. Result: It is concluded that the work of the EO at school is fundamental in welcoming students in emotional crises since it can identify and prevent and refer them to the mental health service, thus maintaining a connection with the health centers in the city. of stressor prevention.

**Keywords:** Educational Guidance, emotional crises, bullying, and Human Rights Education.

## **ORIENTACIÓN PARA ESTUDIANTES DE LA ESCUELA SECUNDARIA PARA CRISIS EMOCIONALES Y ACOSO EN EL ESPACIO ESCOLAR**

**Resumen.** El presente artículo busca discutir la Orientación Educativa para adolescentes, crisis emocionales, intimidación y educación en derechos humanos. La opción epistemológica para abordar el tema actual proviene de una preocupación que involucra la percepción intelectual, así como la experiencia de sinestesia en el campo laboral. El objetivo central está limitado al analizar cómo el Consejero Educativo puede ayudar en la salud y la prevención del estrés entre los adolescentes de secundaria. Esta investigación se basa en el enfoque cualitativo, que comprende las diferentes técnicas interpretativas, los supuestos relativistas y la representación verbal de los datos. El campo de investigación se lleva a cabo en una escuela estatal de Três Ríos (Brasil). Los sujetos de investigación fueron 30 estudiantes con edades comprendidas entre 14 y 19 años, matriculados regularmente y asistiendo a la escuela secundaria a la que asistió la Orientación Educativa, entre 2018-2019, que presentaron la imagen de las crisis emocionales. La recolección de datos se realizó mediante: observación y entrevistas. El análisis de los datos se realizó de acuerdo con Minayo (2003, p. 74) que defiende el contenido manifiesto. Los aspectos éticos de la investigación cumplieron con los supuestos de la resolución 196/96 del Consejo Nacional de Salud. Resultado: se concluye que el trabajo del EO en la escuela es fundamental para dar la bienvenida a los estudiantes en crisis emocionales, ya que puede identificarlos, prevenirlos y derivarlos al servicio de salud mental, manteniendo así una conexión con los centros de salud de la ciudad de prevención del estrés.

**Palabras clave:** Orientación educativa, crisis emocionales, bullying y educación en derechos humanos.

### **Introduction**

This article is the result of reflections on the work of the Educational Counselor in the face of the demands that adolescents bring to school concerning the emotional crises experienced in the 21st century. Being anxiety, panic, depression, stress among others, a constant presence in a large part of adolescents and young students of Moacyr Padilha State School.

The epistemological option to address this issue comes from a concern that involves the intellectual perception, as well as the synaesthetic experience in the work field, since everyday teenage students go to the school's Educational Guidance services to inform about their emotional states inside and outside the school, besides asking for help to overcome the difficulties they face.

Given the above, several questions are posed to the sieve of a reflection, such as why do so many teenagers present critical emotional pictures? What are the causes or stressors that lead a teenager to present such a picture? How can friends and family of this teenager not perceive the changes in behavior? What is the family's approach to the problem?

Several factors need to be investigated, but the focus of this article is on how the Educational Advisor can help other sectors and health professionals prevent emotional crises among adolescents?

The main literature sources accessed were Limo Gomes (2003) Fante (2003), Candau (2008), and Andrade (2009).

## **Method**

The objective of an investigation is the search for new knowledge, a process of knowledge construction whose main goals are to generate new knowledge and/or to confirm some pre-existing knowledge. It is basically a learning process both for the individual who carries it out and for the society in which it takes place. Therefore, the purpose of this research was to understand and clarify the disorders caused by a poorly applied evaluation.

On the other hand, it is a pedagogical research that is presented both in the psychopedagogical and emotional health fields and in the teaching and learning process and the management of the social interrelations of the students within the school

Thus, a qualitative approach was chosen, since this method comprises a set of different interpretative techniques, relativistic assumptions, and verbal representation of the data with the aim of translating and expressing the meaning of the phenomena of the social world, the researcher being an interpreter of reality (Bradley, 1993).

Thus, to develop this research we use the Case Study method, as Chizzotti tells us (2003, p.102):

The case study is a comprehensive characterization to designate a diversity of surveys that gather and record data from a particular case or several cases to organize an orderly and critical report of an experience, or to evaluate it analytically, with the aim of making decisions about it or proposing a transformative action.

### ***Field of study***

The research field was based on the Moacyr Padilha State School, a high school located in the city of Três Rios - RJ - (Brazil) with capacity for 2,300 students, which currently has about 1,261 students, located in the neighborhood of Vila Isabel, a community with the highest population rate in the municipality.

Like most Brazilian public education institutions, students in this field of research experience problems related to urban violence, inadequate transportation conditions, precarious housing, low wages for those responsible, alcoholism, and the use of illicit drugs, among others. Most of the students come from the neighborhood itself, but a considerable percentage reside in the city center and adjacent neighborhoods. The school receives many students from private schools each year.

On the other hand, the central problems of the school unit are considered: the series-age distortion, the growth of the number of students in partial progression, the dichotomy between personal and social ideals, the disintegration of the family, the conflicts typical of adolescence and coming from the locality, such as the selection of values, the conquest of status, the need of the young person to reclaim his space and to challenge the pre-established, the elaboration of identity and, above all, the need for insertion in his social and age group.

From this perspective, the search for self-knowledge, the understanding of society, and the discovery of their social place constitute the greatest challenges of the school unit, making it urgent to search for innovative pedagogical and educational proposals that make them aware of the importance of their academic, human, political and social formation.

### ***Sample***

For this research, a sample of 30 students between the ages of 14 and 19, regularly enrolled and attending the high school of the mentioned institution, attended by the Educational Guidance Service, between the years 2018 and 2019, who presented the picture of anxiety, panic, depression, self-mutilation, suicide ideation.

Inclusion and exclusion criteria: to be a student at the school, to be enrolled and attend school regularly, not to suffer from psychological problems that may alter the results of the study.

### ***Data collection***

The data collection phase is of great importance in the development of any scientific research. Every care has been taken to ensure the quality of the information to be obtained. Therefore, data collection was done through observations, interviews, and records at times of attendance. Questionnaires, interviews, and conversations were used to obtain the data.

### ***Data Analysis***

According to Minayo (2003, p. 74), content analysis tends to verify hypotheses and/or to find out what lies behind each manifest content. "(...) what is written, spoken, mapped, figuratively drawn and/or symbolically explained will always be the starting point for the identification of the manifest content (whether explicit and/or latent)". The analysis and interpretation of the contents obtained are adjusted to the conditions of the processes to be followed.

According to Bardin (1977, p. 42), the analysis of the content is conceptualized as:

(...) a set of communication analysis techniques that aim to obtain, through systematic and objective procedures of a description of the content of the messages (quantitative or not) that allow inferring the knowledge of the production/reception conditions (inferred variables) of those messages.

Therefore, the analysis of the data is the process of classification of the contents, and these will be analyzed and classified trying to base them in a coherent way demonstrating reliable results.

### ***Ethical Aspects of the Research***

The ethical aspects of the research followed what is determined by Resolution 196/96 of the SNC, Ministry of Health.

Anonymity, confidentiality of information, and images that could reveal the identity of the participants were ensured. In this way, pseudonyms have been adopted for their identification in this article.

The confidentiality of the testimonies was safeguarded since the analysis of the data was carried out preventing any type of identification or origin of the exposure.

## **Results**

This research is expected to contribute through the analysis and interpretation of the role of the Educational Advisor, as a professional who uses dialogue as one of the main tools to help and control the emotional crises experienced by adolescents in the post-modern era. In addition to the role that the school and its pedagogical team assume in the process of prevention of future behavioral and emotional disorders of their students in the

construction of their identity, considering the diversity of stressors in the educational environment such as bullying and others.

We also consider the relevance of the pedagogical practice of the Educational Advisors, together with the teachers in the continuous training courses offered by the pedagogical team to work with diversity and its effects in the school environment.

The daily life experienced by a Counselor in the context of this field of research involves multiple tasks that range from seeking to provide the basic needs of the students' families, such as paying water, electricity, gas, and food bills, to welcoming them during episodes of emotional crisis.

In the exercise of the function and seeking to know the students, their families, and the context in which the institution is inserted, it is possible to raise a large set of records of the experiences brought by students to the Orientation room.

Although in Brazil the month of September is the milestone of suicide awareness and prevention, at the Moacyr Padilha State School it was necessary to extend this process throughout the school year given the numerous cases of emotional crises presented by the students.

Thus, the pedagogical team and the students interested in the situation proposed to carry out a survey through questionnaires and together with the teachers to analyze the real situation of behavioral and emotional problems and their consequences. Below are the proposals for possible solutions to the table presented.

The following graphic images show the results obtained by these students. These results were displayed in the school's hallways in July 2019, according to figures 1 and 2.



*Figure 1.* Number of suicides in Brazil per year. Poster displayed at Moacyr Padilha State School on 08/07/2019.

*Note:* prepared by the author herself (2019).



Figure 2. Grand total of idealization and suicide attempts at Moacyr Padilha State College.

Note: Poster exhibited at Moacyr Padilha State College on 08/07/2019, prepared by the author herself (2019).

The educational unit is a public institution in the interior of the State of Rio de Janeiro/BR. Its clientele is composed mainly of social minorities: blacks, the poor, the LGBT population, and women who suffer from the myth that Brazilian society is living a racial and social democracy. Such a society uses the mask of democracy to hide its racist, xenophobic, LGBT-phobic, sexist, and unequal face.

A society that through imposed culture exerts extreme pressure on adolescents. In this context we can say that the behavior of adolescents can be influenced by those who are by their side, however, denying any kind of support and welcome can lead the individual to develop emotional diseases.

On the other hand, the school can play a fundamental role for these adolescents, since according to Andrade (2009, p. 42) school education has a fundamental role to play in the construction and appreciation of a truly plural world, in which each and every one of them fits in, and in which diverse cultures, ethnicities, and identities are respected. The school is an institution that is part of society and must be open to contributing to and giving visibility to cultural diversity.

According to Gomes (2003, p. 75) culture, whether in education or in the social sciences, is more than an academic concept. The word culture not only has a meaning but is constantly under construction and reflection. To speak of culture in education is to speak of a space where people of different realities have interpersonal relationships. Each person carries within him or herself the context of the place from which he or she came, whether in speech, values, or beliefs.

Brazilian society, however, was built on inequality. Power, goods, and rights were distributed unequally among people. This is still the case in today's society, as minorities

live on the margins, are denied, and have their rights not respected, without knowing what equality, much less equity, is.

However, our examples refer to the speeches of some students in moments of consultation with the pedagogical team: *“I told my mother that I am a lesbian. After that, only the misfortune of her life calls me. That I just dislike it.”* (Ag, 16 years old, 2018).

The role of the school is to prepare the entire school community to welcome these students, demonstrating that it is harmonious, safe, healthy, and conducive to learning, respecting, recognizing in its pedagogy the differences, whatever their origin, and valuing them.

Gomes (2003, p. 75) emphasizes that the emphasis in the debate on culture in the educational field should not be limited to a simple praise of differences, nor be reduced to studies in the field of curricula and school culture. In this way, there is a risk of not exploiting all the wealth that such variation can bring. The school cannot have a simplistic interpretation of the diverse cultures that surround it.

In Vianna's studies (2015, p.791-806), we observe that in Brazil the LGBT movement, whose gender identity is not continuously aligned with the sex that was designated at birth (transvestites, drag queens, transformers, among others), was born in the late 1970s and early 2000s, also integrating the bisexuals, who began to demand recognition from civil society.

The discourse that follows raises some questions about racial inequality in society and school:

*Today, I went to the house and stopped inside the condo where I live to watch a fight between two women. I went up to my apartment and minutes later I heard screams: where was that little black girl who was here? My cell phone is gone. It could only have been her.* (Lz, 18 years old, 2019)

Before such a story, it is necessary to reflect that culture, in a way, dictates the way of life of the individual. It is a historical social construction that is transmitted from generation to generation, with time and according to society, it changes, however, culture is dynamic. Brazil is a pluralistic country, composed of diverse cultures, so the school must be prepared to face the proposed challenges. As a result, the school becomes a reproducer of culture, discrimination, and prejudice. And when it fails to recognize this cultural diversity in pedagogical practice and curriculum, it can segregate students outside the cultural norms created by society.

Law No. 11.645, of March 10, 2008, Art. 1 O Art. 26-A of Law No. 9.394, of December 20, 1996, in force, states:

Art. 26-A. In primary and secondary schools, both public and private, the study of Afro-Brazilian and indigenous history and culture becomes mandatory.

§ 1 The programmatic content referred to in this article will include various aspects of history and culture that characterize the formation of the Brazilian population of these two ethnic groups, such as the study of African and African history, the struggle of blacks and indigenous people in Brazil, Brazilian black and indigenous culture, and blacks and indigenous people in the formation of a national society, highlighting their contributions in the social, economic, and political areas that are relevant to Brazil's history.

§ 2 The contents referring to the history and culture of Afro-Brazilian and Brazilian indigenous peoples will be taught throughout the school program, especially in the areas of arts education and Brazilian literature and history (NR).

In educational institutions in Brazil and around the world, black students end up being subjected to violence and segregation. This is one of the evils that the school needs to fight with all possible tools. The teaching profession must be permanently reflected, since articulating equality in differences is a challenge for today's education, it is necessary to deconstruct a whole culture that has been impregnated in society over time.

Thus, the report by Sb:

*My mother receives a very low salary. My father is a drug addict and has been gone for months. Now my brother has decided to sell drugs so he can buy the things he wants. Only I know this in my house and I can't take it anymore. (Sb, 17 years old, 2017)*

This is a common story in the Orientation Room that reflects the social inequality in the school environment. However, the school must constitute a socio-educational space of equality and hope for social mobilization. Educational professionals must be more attentive to the behavioral and emotional variations of students, seeking to create occasions to listen to differences, such as conversation wheels, GVGO, among others that value the educational process and respect for differences.

Catherine Walsh (2012, p.33) in the text "Interculturality and (de)coloniality: critical and political perspectives", discusses that in South America:

“interculturality is present in public policies and in educational and constitutional reforms, and is important both at the national-institutional level and in the area of inter/transnational cooperation”.

It is understood, however, that the interculturality present in Brazilian public policies does not constitute state benefits to the various social minorities, but rather palliative mechanisms to contain the masses of economically excluded people in the country who fight for their rights through organized groups.

It can be seen that social inequalities are surprising in the face of a capitalist-based organization. These inequalities prevent the satisfactory integration of individuals and groups into socially established rights and privileges.

The development of critical and transforming human potential through intercultural paths is fundamental to a proposal for emancipatory education that aims at training for autonomy by overcoming fragmented individualism. This individualism sees people as simple tools at the service of economic development.

The mission of the school is to lead students to realize that each social group has its own uniqueness and that there is no one culture better than another, thus leaving behind the paradigm of the superiority of one group over another. Brazilian schools have a long way to go to make respect and appreciation of cultural identities effective.

This is how it is presented to the reports of the students who are fictitiously named for data protection:

*"Teacher, it seems that everyone around me is upset with me. Nobody talks to me, I always deserve to be alone, I am always alone. What have I done wrong?"(Br, 15 years old)*

*Today I went to give a message to my class about tomorrow's test. The teacher asked me. They wouldn't let me speak. They told me to keep my mouth shut. Otherwise, they would be beating me up. It's always like that. When the year is over, I will miss the teachers, the staff, the school building. I will never miss the students. I'm not used to being beaten up all the time. (Lv, 17 years old)*  
*I really wanted to go on the school trip, but the announcements were passed on to the Whatsapp group. When there's an important message, they take me out of the group. Two days later they add me again so I don't see what was agreed upon and I'm left out. The students in my class seem to hate me. (Rn, 16 years old).*

### ***School strategies in bullying prevention***

Bullies always take repetitive and aggressive actions with one great characteristic: acts with an imbalance of power. Fante (2005, p. 80) says that the imbalance of power occurs in several ways, because the victim is shorter and physically stronger than the aggressor, because he is in the minority because he has no capacity for defense and little psychological flexibility towards the aggressor.

The phenomenon of bullying can manifest itself in all places where there are interpersonal relationships, such as in the virtual world. But in this case, it has another variant, cyberbullying. The impact it causes can be very serious and sometimes irreversible. There are cases of individuals who, after being bullied, had their emotional life completely or partially shaken. Such behavior at school can interfere with the teaching and learning process, often leading to school avoidance and trauma, including emotional and other disorders.

Silva (2010) and Neto (2005) emphasize that the phenomenon of bullying is a public health problem, causing emotional and psychological problems. Therefore, education and multi-professional professionals must work together in this fight to promote healthy and safe social interaction.

Neto (2005) also points out that the school is a reproductive instance of external violence, influenced by the aggressive interpersonal and social relationships present in society. But he points out solutions to this problem, which would be to create safe and healthy schools for the intellectual and social development of students, without violence causing them physical and psychological harm. By proposing these forms of combat, it aims to reduce aggressive behavior among students by clarifying its nature, as well as the possible consequences for those involved in the act.

Thus, the school must be committed to bringing to light debates, talks, conversations to provoke reflections together with the students about harassment, and some rules govern the institution against any act of violence, discrimination, or prejudice, developing the autonomy of the students to create their own actions of anti-bullying behavior.

There must be means to prevent bullying in the school space, which must be addressed pedagogically. Therefore, teaching practices must be (re)thought critically and reflexively, so that the school does not continue to be the current scenario of this type of violence or any other.

The educational institution has a social commitment, and it is necessary to develop projects and plans to overcome such situations. Actions must be created to prevent and combat violence, although it is very difficult to eradicate it completely, efforts must be constant. Besides stimulating dialogue, it is important to invest in an empathic and

affective relationship between students and the pedagogical team, and the participation of the family in this mission becomes indispensable.

Bullying devastates learning, school life, and socialization, and its consequences often leave a mark and can be felt throughout life. Some develop disorders, depression, insecurity, low self-esteem, anxiety, stress, and other ills.

Victims, aggressors, or bystanders need special attention depending on the role they play. Everyone should be treated in such a way that this problem is solved. Victims need attention and follow-up to overcome the trauma. Abusers need treatment to find out the origin and reasons for their assault in order to find a solution.

Bullying devastates learning, school life, and socialization, and the consequences often last even after the violence ends and can be felt throughout life. Some develop disorders, depression, insecurity, low self-esteem, anxiety, and, in the most serious cases, suicide can occur.

Victims, perpetrators, or bystanders need special attention depending on their role. All must be treated in such a way that this problem is solved. Victims need attention and follow-up to overcome the trauma, perpetrators need treatment to find out the origin and reasons for the assault in order to find a solution. Not least, bystanders also need a lot of attention because they may be guilty of not being able, for example, to react when they see a friend being harassed, and the hostile environment, even if not in the role of victim or aggressor, is totally bad for the teaching-learning process.

For those who have been victims, it is necessary to overcome, to see the world from a different angle, not to give up, and not to stop advancing. Some events are never forgotten and it takes strength to overcome every mark left by bullying. And yet, for those who were spectators who took the blame, they absolve themselves, it is not always possible to do what one feels, but there is overcoming for those who fight, going from spectators to performers.

It should be noted that all of the authors of the above-mentioned reports have been subjected to intimidation, attend sessions with psychologists and use medications prescribed by psychiatrists.

### ***From human rights to educational work***

One possibility for overcoming the most obvious violence at school would be human rights education. For Candau (2008, p. 67) it is not enough to denounce violations and protect the victims, it is also necessary to create actions and processes aimed at prevention, the affirmation of human rights in all spheres of society, the family, and public policies. This is the purpose of Human Rights Education, an intense and daily search for peace at school and also in society through the prevention of the problems they face.

The official website of the UN - United Nations Organization points out that historically the first human rights charter in the world took place when Cyrus the Great conquered the city of Babylon in 539 BC. He freed the slaves, declared the right to choose religion, and established racial equality. All acts were engraved on a clay cylinder that became known as the Cyrus Cylinder.

It is noted that the determinations of this cylinder correlate with the first four articles of the Universal Declaration of Human Rights. Such ideas reached India, Greece, and Rome, where the concept of "natural law" was constructed, as it was understood that people had the vocation to conduct themselves by means of unwritten laws. Roman law is based on rational ideas derived from the nature of things.

The documents that recognize individual rights can be identified as the Magna Carta (1215), the Petition of Law (1628), the United States Constitution (1787), the

French Declaration of Human and Citizen's Rights (1789), and the United States Bill of Rights (1791).

After World War II, delegates from fifty countries met in San Francisco in 1945 at the United Nations Conference at the International Organization to form an international body for the promotion of peace and the prevention of future wars with the following ideals in mind: "We, the peoples of the United Nations, are determined to save future generations from the scourge of war, which twice in our lifetime has brought untold suffering to mankind. This Charter of the new United Nations came into force on October 24, 1945, and is celebrated each year as United Nations Day.

On December 10, 1948, following meetings of the UN Commission on Human Rights, the Universal Declaration of Human Rights was officially published and adopted by the United Nations:

Art.1 - Lack of knowledge and disregard for human rights has led to acts of barbarism that stir the conscience of humanity, and the advent of a world in which human beings are free to speak and believe what they will, free from terror and misery, has been proclaimed as Man's highest inspiration.... All human beings are born free and equal in dignity and rights.

It is noted that all United Nations Member States have become signatories to the Declaration of Human Rights and have committed themselves to promoting its contents. These rights are at the basis of the constitutional laws of democratic nations, including the Constitution of the Federal Republic of Brazil. However, the crisis of humanity experienced in Brazil, marked by racism, intolerance, xenophobia, sexism, elitism and other evils, impedes intercultural and harmonious relations among Brazilians.

In this context, it is analyzed that global educational agendas value connectivity since the interconnected world needs to improve the understanding between individuals through intercultural dialogues, the market, and the globalization of knowledge. However, these global agendas affect both large urban centers and small villages and vice versa. Cultural barriers do not fit into the world connected by technological bridges, otherwise, there is an overvaluation of "optical fiber" to the detriment of "ethical fiber", which can constitute the principle of self-destruction of the human species. Thus, a large investment is needed in education and in movements against discrimination and those that promote the empowerment of social minorities.

The student, in this context, needs to be stimulated to cultivate the desire to learn, to elaborate future projects, to practice respect and acceptance of differences, rejecting labels and prejudices. This position of childhood and youth can only be driven by experiences - aesthetic, cultural, intellectual, and relational - towards the construction of a more egalitarian society that adopts the culture of peace. The student, however, does not establish a self-training creation of interpersonal values. He needs the intermediation of the dialogue with the teachers who constantly look for updates in the continuous formation. Teachers also connected with global and local agendas about the necessary permeability of cultural boundaries to the empowerment of the creativity of each human being.

Intercultural dialogue goes beyond being racist, homophobic, sexist, xenophobic, and elitist. It is inferred by assuming anti-homophobic, anti-sexist, anti-xenophobic and anti-elitist positions, that is, it is not enough to attend to the market of the "politically correct", it must be a conception of life.

This is where the fundamental figure of the pedagogical team comes in, in a work based on the formation and orientation in movement together with other educational actors towards the gradual construction of men gifted with knowledge, senses, emotions, and humanity. This professional can be capable of promoting true intercultural encounters instead of the conflicts that impregnate daily life and that involve all the "different" in the times of the globalization of industrial capitalism.

We can see that the culture of each people is not a simple statistical data, but an authentic historical construction that justifies the identity of each being.

Candau (2008, p. 47) points out that a systematic effort has been made to defend and protect fundamental rights, both by the government and by civil society organizations, at least in recent years. In the last 30 years, through different stages and in constant articulation with the different political and social contexts experienced by countries, Human Rights Education has been affirming and building its way both in the school space and outside the school walls.

In Brazil, in the public policy arena, initiatives have been expanded, especially after the enactment of the National Plan for Human Rights Education in 2003, such as seminars, conferences, courses, etc., which are produced by non-governmental organizations, universities, and public bodies. However, Candau (2008, p. 67) states that the concept of human rights education that guides these initiatives is not always clearly explicit, an issue she considers extremely important.

Brazil is experiencing a reality that differs from all that this educational model implies. Candau (2008, p. 68) points out that we live in a context of neoliberal policies, the weakening of civil society, persistent indicators of marked social inequality, and discrimination and exclusion of certain socio-cultural groups.

The above statement shows that Brazil has a long way to go to make human rights education effective in and out of schools. Brazilian society needs a radical change to make respect for diversity truly effective. Brazilian schools need to make students recognize themselves as beings of rights through their pedagogy, day by day, and also show them ways to know how to act correctly when these rights are violated.

### **Debate and conclusion**

One of the great challenges of Brazilian education concerning the counselor's work in confronting students' behavioral and emotional disorders, which interfere in the progress of the teaching-learning processes, in school administration and in the work of the teacher and the counseling team, is the role of confronting the emotional crises experienced by adolescents in post-modernity, which involve students as well as teachers and professionals working in education.

Currently, the episodes of anxiety, panic, depression, and other more serious situations are directly related to the social imaginary and the pressure it exerts on adolescents, which can lead to the discrimination bias of not accepting differences in general, and these manifestations are present in the school space.

Therefore, education faces the important challenge of positive changes in society, constantly reflecting on curriculum planning, building new active methodologies that are meaningful to students, as well as preparing all professionals in the school institution to deal with diversity, working together with parents and the school community. However, it is necessary to prepare projects that aim at this cultural diversity in their pedagogical political project, with the participation of all those who are directly or indirectly linked to the school.

In this way, it is necessary to develop a pedagogy based on democracy, to create a new society, where students can be supportive, empathetic, respectful, and able to live together in harmony.

It is important to emphasize that Brazilian public educational institutions are the result of public policies and, unfortunately, they are not state policies, but government policies and they are subject to the discontinuity of those who take power. Therefore, there is a risk, at this historical moment, of a gigantic regression that will sustain inequality, discrimination, and exclusion.

The popular achievements in Brazil must be reinforced every day, considering that in the alternation of governments everything can go backward.

Walsh (2013, p. 34) addresses diversity in public policy as follows:

... this presence is effective and the result of the profits of the socio-political-economic movements and their demands for recognition, rights, and social transformation, can also be seen, in turn, from another perspective: that which links it to the global designs of power, capital, and the market.

The power of capital and the market have an impact on public policies involving the issues of cultural diversity that social movements have historically established in Brazil. According to Touraine (1985, p. 749), "social movements are the conflictive action of agents of social categories fighting for control of the historical action system". It is understood, therefore, that social movements arise through daily situations of inequality and aim to establish a new order, new perspectives, and ways of life that are guided by equity. These social movements can appear in a passive way when they try to maintain social structures to preserve recognized rights actively when they break with institutionalized social patterns that project intense social transformations.

According to the author (1985, pp. 749-787), the definition of a social movement is based primarily on three basic principles: the principle of identity, the principle of opposition, and the principle of totality, whatever that may be:

1. Principle of identity: corresponds to the self-definition of the social actor and his awareness of belonging to a group or social class. A social movement can only be organized if this definition is conscious. However, the formation of the movement precedes this consciousness. It is the conflict that constitutes and organizes the actor.
2. Principle of opposition: A movement can only organize if it can name its opponent, but its action does not presuppose this identification. The conflict brings out the opponent, forms the consciousness of the actors;
3. Principle of totality: the actors in conflict, even when circumscribed or localized, question the general orientation of the system. A social movement is only intelligible in the struggle to "control historicity", that is, the models of behavior from which a society produces its practices.

In addressing the concept of urban social movements, Manuel Castells (1999, p. 94) analyzes that it is a "system of contradictory social practices, that is, it questions the order established based on the specific contradictions of the urban problem".

In this way, a civil society organizes itself by forming NGOs, forums, knowledge networks, protests, and political pressures in the movement for democracy and the guarantee of citizenship; demanding public policies oriented towards a project that minimizes social inequalities, mainly through large public demonstrations.

The poor, black, indigenous, and other social minorities in the country are the groups most affected by social exclusion, mainly through the education offered in public schools committed to the physical structure, teaching and learning models, and the devaluation of the teaching profession. Thus, even after the advances in legal instruments, schools continue to impose a cultural standardization with the knowledge that the State establishes as adequate to the population, without taking into account the social diversity of the actors that compose it.

Being an environment of interaction among students, the school institution needs changes for a quality education that values differences and promotes recognition and respect among all, supporting and educating for the exercise of citizenship within and outside the school as a universal right. In this way, respect for fundamental human rights can prevent situations such as bullying and its consequences.

On the other hand, human rights education aims at inclusion through the pedagogy of cultural diversity, the promotion of respect for differences, and the construction of free and autonomous human beings. Issues that must be addressed from early childhood education, a period in which students are beginning to understand the world and its values. Thus, from the earliest age, they identify the differences and build from them, the similarities. We are all biologically equal, preferences change.

Therefore, the key to educational guidance to help the student's growth, whether psycho-pedagogical, educational or health, and in the prevention of disorders among adolescents is education for conscious citizenship, thus overcoming the antagonism between equality and differences, factors that must be articulated to avoid the negative emotional manifestations of violence and bullying.

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**THE INTERDISCIPLINARITY IN THE PRIVATE SCHOOLS OF  
THE INTERNATIONAL BACCALAUREATE: DIFFICULTIES FOR  
ITS IMPLEMENTATION FROM THE VIEWPOINT OF THE  
ACADEMIC COORDINATORS**

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**Abstract.** In 2014 the International Baccalaureate publishes a revision of the curriculum of the Middle Years Programme (IBMYP), whose main novelty is the introduction and promotion of interdisciplinary teaching and learning in response to a growing need for transform education as a reaction to the challenges posed to students through an increasingly globalized world. The implementation of these interdisciplinary projects should allow students to find solutions to problems of various kinds through the integration of concepts, knowledge and methods from two or more subjects. Based on this, interdisciplinary learning is shown as an obvious methodological and pedagogical advantage but also as a logistical challenge for Academic Coordinators when trying to respond to the various needs and demands it poses. The use of instruments for the collection of information such as the survey and the semi structured interviews has allowed us to obtain data from Academic Coordinators of private schools around the world attached to the IBMYP regarding the difficulties encountered in the implementation of Interdisciplinary projects. The results focus on temporary barriers, the most felt difficulty being the lack of collaborative planning and evaluation. This work, in addition to analyzing these difficulties, raises possible solutions to face them and promote an improvement in the curricular integration process of this type of interdisciplinary projects.

**Keywords:** Interdisciplinarity, Middle Years Programme, Academic Coordinators, implementation of programme, international baccalaureate.

## **LA INTERDISCIPLINARIEDAD EN LOS CENTROS PRIVADOS DEL BACHILLERATO INTERNACIONAL: DIFICULTADES PARA SU IMPLEMENTACIÓN DESDE EL PUNTO DE VISTA DE LOS COORDINADORES ACADÉMICOS**

**Resumen.** El Bachillerato Internacional publica, en 2014, una revisión del currículo del Programa de los Años Intermedios (PAIBI), cuya principal novedad es la introducción y promoción de la enseñanza y el aprendizaje interdisciplinarios como respuesta a una creciente necesidad de transformar la educación ante los desafíos planteados por un mundo cada vez más globalizado. La implementación de estos proyectos interdisciplinarios debe permitir al alumnado buscar soluciones a problemas de diversa índole a través de la integración de conceptos, conocimientos y métodos provenientes de dos o más asignaturas. En este sentido, el aprendizaje interdisciplinario se muestra como una evidente ventaja metodológica y pedagógica pero también como un desafío logístico para los Coordinadores Académicos a la hora de tratar de dar respuesta a las diversas necesidades y exigencias que plantea. El uso de instrumentos de recogida de información como la encuesta y las entrevistas semiestructuradas nos ha permitido obtener datos de los Coordinadores Académicos, de escuelas privadas adscritas al PAIBI alrededor del mundo, relativos a las dificultades encontradas en la implementación de los proyectos interdisciplinarios. Los resultados ponen el foco en barreras de carácter temporal, siendo la dificultad más sentida la falta de planificación y evaluación colaborativas. Este trabajo, además de analizar dichas dificultades, plantea posibles soluciones para afrontarlas y promover una mejora en el proceso de integración curricular de este tipo de proyectos interdisciplinarios.

**Palabras clave:** Interdisciplinarietà, Programa de los Años Intermedios, Coordinadores Académicos, implementación de programa, bachillerato internacional

### **Introduction**

Since 2015, the International Baccalaureate Middle Years Program (MYP) has launched a project entitled “Next Chapter.” Among other innovations, it has been proposed that the centers attached to this program adjust their curriculum to a new vision of a more interdisciplinary nature. To this end, the Promotion of interdisciplinary teaching and learning in the MYP (2014a) was published, a guide in which the bases of the new demands requested by the MYP were established. In this document, interdisciplinarity is defined as the field of study that crosses the traditional boundaries between various academic disciplines, or between various schools of thought. Thus, interdisciplinarity in knowledge, as well as in the relationships between the different elements, is present in all phenomena of the universe and although historically the desire to improve knowledge has tried to isolate each of the realities by fitting them into disciplines, it has not been possible to avoid these natural relationships. In this sense, at an educational level, Beane (1995) highlights that:

educators should think of student curricular experiences through the metaphor of a puzzle, in the sense that students often move from one course to another to confront dissociated and disconnected events or activities that lack relevance or meaning for them. In traditional educational models, the significant interconnections between disciplines and between them are scarce, resulting in students lacking a sense of purpose or coherence in their school experience (p.8).

In the last decades, it has been tried to unify, in the educational field, the knowledge of different subjects through strategies related to interdisciplinarity. The initiatives range from the implementation of more flexible academic and curricular structures that lead to the integrated curriculum, as Torres (2000) well indicates to the epistemological interrelation between different areas of knowledge (Pedroza, 2006).

In the same way, the development of educational practices, at all levels, has been influenced by a world in constant transformation (Giddens, 2000). Changes that have had an impact on the profile of Secondary Education students in both public and private institutions. Students are increasingly heterodox, which, added to the uncertainty that teachers have when they are training them for professions of which there is still no evidence of their existence, hinders the teaching-learning process.

In order to understand the world around us, we tend to have a tendency to make connections between different areas of knowledge naturally. While the growing specialization of the professional world means that in secondary education learning is usefully compartmentalized into disciplines, our constantly changing world requires us to train students capable of combining disciplines in novel and creative ways. In summary "as knowledge and information multiply, critical thinkers must be able to integrate the perspectives of different disciplines to understand complex issues and ideas" (AA.VV., 2014a, p.2).

In this sense, the IB's commitment to interdisciplinary implementation was accompanied by concrete documentation that established the basic aspects that schools should take into consideration when putting these projects into practice. This documentation, in addition to having help material for teachers, is based on three publications published by the International Baccalaureate Organization:

- Promotion of interdisciplinary teaching and learning in the MYP. In which the minimum requirements are established, as well as the expectations for interdisciplinary work in each center (AA.VV., 2014a).
- Interdisciplinary unit planner. A help material in the form of a template to be used for the development of interdisciplinary planners. In which the curriculum planner model to be used is established (AA.VV., 2014b).
- The evaluation of the interdisciplinary unit plans. A planner evaluation model that allows teachers to self-evaluate and improve their planners by following some guidelines, as well as steps to follow clearly indicated in the document (AA.VV., 2014c).

Studies on interdisciplinarity and curricular integration are not very abundant in the current scientific panorama. Even so, we have identified that a large part of them are produced in public education, although private teaching jobs are also produced. These studies tend to focus on the interconnection needs of specific subjects and are developed at different levels and stages of education; they are abundant, those that focus on the secondary and college stages. (Annan-Diab, & Molinari, 2017; Beane, 2005; Blanco, Corchuelo, Corrales, and López, 2017; Fernández-Ríos, 2010; Lenoir and Hasni, 2010, 2016; Revel, 2013; Torres, 2000)

If we stop at the studies carried out on the International Baccalaureate, we can classify them into five groups:

- Studies focused on aspects related to the implementation of the Diploma Program such as Bunnell (2008) and Duarte (2013).

- Specific studies on the situation of the International Baccalaureate in specific countries, generally studies on the Diploma Program such as the works of Bagnall (1994, 1997, 2005), Belal (2017), Dabrowsky (2018).
- Studies that analyze the situation of learning competences such as critical or creative thinking, interculturality or international mentality, such as the texts by Demircioglu and Çakir (2016) and Poonoosamy (2018).
- Specific studies on the Primary Program (PYP) such as the work of Khairallah (2015).
- Of the few studies on the International Baccalaureate in which any reference to Interdisciplinarity appears, the work of Dickson, Perry and Ledger (2018) stands out, although this reference is rather implicit and is not the central theme of the research.

Moreover it is, in this sense, since there are few investigations that work on the subject of interdisciplinarity in the MYP, that it seems necessary and opportune to deepen its knowledge. The main objective of this work being to *present and analyze the difficulties encountered, by the Academic Coordination of the private centers of MYP, in the implementation of interdisciplinary projects*. Purpose, which we also seek to achieve, presenting improvement proposals that help to a more effective implementation in the curricula of these educational centers.

In this sense, the vision and opinion of the academic coordinators in the promotion and implementation of interdisciplinary experiences is vital for their correct development. In addition, understanding the difficulties they face, from the perspective of the pedagogical management of the centers, can help us to correct future errors or propose good interdisciplinary practices.

In any case, the intention of the International Baccalaureate Organization is to promote a curricular integration in its MYP program to promote an improvement in teaching-learning processes, and to prepare students to provide solutions to real problems through the development of the critical thinking and other useful and necessary skills to face the reality of an increasingly globalized and constantly changing world.

In this exploratory study, 29 academic coordinators from private centers, distributed by the five continents, have been surveyed.

## **Method**

Although the quantitative approach is the most widely used (Alvira, 2002), we consider that, as it is an exploratory and basic research, and because little research has been carried out on Interdisciplinarity in the context of MYP, using a research process with mixed techniques is the most opportune for the realization of our study, since it is interested in understanding the facts and opinions given in a specific environment such as the MYP. Thus, we collect data and seek to explain the how and why of an event, and how it is experienced by its protagonists (Moscoso, 2017). In this sense, we try to understand fully the opinions of the subjects, object of study, and the reality in which a series of events takes place.

For this job, we have focused on identifying the difficulties felt by the Academic Coordination when implementing interdisciplinary projects at MYP. Thus, the fact of using a mixed approach for the study means that it must be taken into account that the

research process is continually fed and generates constant confrontations between the subjectivity of the participants, the reality of the object to be analyzed and the objectivity of the answers given in the information collection instruments. In this way, the study tries to take into account both the subjective and the objective when analyzing a reality that must be contextualized.

The population of the extensive (quantitative) study is made up of 596 Academic Coordinators from private MYP centers. The type of sampling used has been non-probabilistic, for convenience, since the school management teams had to authorize the coordinators to participate in the study. Finally, the sample was made up of 29 academic coordinators, representing the three IB regions (Americas; Africa, Europe, and the Middle East; and Asia-Pacific).

The intensive (qualitative) study through case studies is carried out in a school (Haut-Lac International Bilingual School, Switzerland), intentionally selected (non-probabilistic sampling), from case-type, due to its special relevance in the implementation of interdisciplinary projects, and for understanding that it allows us to collect very special and high quality data. In addition, from the case study, 29 semi-structured interviews were conducted with the academic coordinators participating in the survey.

The research process has been structured in four stages: preparatory, fieldwork, analytical, and informative, and has as instruments for collecting information, among others, observation, document analysis, survey, and interview.

Specifically, for this work, we have extracted the information related to the difficulties encountered by the Academic Coordination from both the questionnaire and the interviews, and which were transferred to data analysis tools and software such as SPSS and Nvivo.

The questionnaire, implemented through the *Survey Monkey* platform, integrates questions from previous instruments (AA.VV., 2014a; Ackerman, 1990; Larose and Lenoir, 1998; Prager, Morris, Currie, & Macleod, 2015; Pozuelos, Rodríguez, and Travé, 2012) and had a validation process through expert judgment by ten professors from the universities of Seville, Huelva and Extremadura. The instrument gives us individual results for each coordinator and coordinator. In the specific question on difficulties, the participants were asked to indicate the most relevant obstacle they encountered when implementing interdisciplinary projects at their center; the response options are: *Lack of support from the Management, Lack of interest from the students, Lack of involvement of the teaching staff, Lack of investment in material by the center, Inability to create schedules that respond to the demands of interdisciplinary work, Lack of time to prepare the interdisciplinary work, I have not had difficulty*). These options are based on the work of Ackerman (1990).

Apart from this closed question, the survey presents an open question: *What are the necessary aspects for the implementation of interdisciplinary projects?* Which offers us complementary information and clarifications on the difficulties encountered.

In the case study and in the semi-structured interviews, questions have also been posed that revolve around the difficulties and it has been possible to relate the responses to the results obtained from the survey. Furthermore, the interviews have allowed us to identify more difficulties that are specific and have helped us to understand better certain contextual aspects of private IB centers.

## Results

The profile of the Academic Coordination is that of professionals who are experts in the implementation of the MYP and with extensive work experience, sometimes acquired in different centers with an international profile; as indicated by the Academic Coordinator of the International School of Lausanne, "having been able to work in countries such as China or Qatar before arriving in Switzerland has allowed me to better understand the socio-cultural realities not only of the centers, but also of the students." This allows us to offer results that describe and represent an overview of the opinions and difficulties that this figure of educational leadership presents in the face of the implementation of interdisciplinarity in their schools. In table 1, you can see some sociodemographic data of the Academic Coordination and, in table 2, the answers given to the question, *what difficulties have you encountered for the implementation of interdisciplinary projects in your center?* The data offered in table 2 are intended to be descriptive and do not allow or pretend to generalize the results.

Table 1

*Sociodemographic characteristics of the Academic Coordination at MYP*

	<b>n (%)</b>
Gender	Male = 11 (37.9)
	Female = 18 (62.1)
Age	23-30 years = -
	31-45 years = 19 (65.5)
	46-60 years = 8 (27.5)
	+ 60 years = 2 (6.9)
Years of Experience in Academic Coordination	- 5 years = -
	6-10 years = 2 (6.9)
	11-15 years = 7 (24.1)
	+ 16 years = 20 (69)
Years of Experience in International Teaching (IB)	- 5 years = -
	6-10 years = 1 (3.4)
	11-15 years = 5 (17.3)
	+ 16 years = 23 (79.3)
Academic degree	Degree = 7 (24.1)
	Master = 20 (69)
	Doctorate = 2 (6.9)

Table 2

*What difficulties have you encountered for the implementation of interdisciplinary projects in your center?*

	<b>n (%)</b>
Difficulties	Lack of Management support = 1 (3.4)
	Lack of student interest = 1 (3.4)
	Lack of teacher involvement = 7 (24.2)
	Lack of investment in material by the center = 4 (13.8)
	Inability to create schedules that respond to the demands of interdisciplinary work = 6 (20.7)
	Lack of time to prepare interdisciplinary work = 8 (27.6)
	I have not had difficulty = 2 (6.9)

It is observed in table 1 that a difficulty felt, by the Academic Coordination, is the lack of interest of the students (3.4%). In this sense, it should be noted that the students who work on these projects are between 11 and 16 years old, an age group marked by adolescence, in which these problems of discouragement and lack of interest are evident (Obiols and Di Segni, 2008). To help solve this, the Academic Coordination indicates, in the interviews, that many centers have faced this alleged lack of motivation of the students by proposing tasks and projects that generate interest among the student population (group work, topics related to the interests of the students, projects based on research competencies or final projects that allow students to share passions, such as creating explanatory videos, composing songs, etc.). This is indicated by statements such as “the student uses the Science and Physical Education classes to trace the changes that occur during an 8-week period. They record when they wake up, what they eat, how much exercise they do, what those exercises are, etc. For the science part, they measure how the body converts food into energy and how it applies to the exercises they chose” (Academic Coordinator of Amman International School, Jordan) or even “the students are involved in an incredibly successful interdisciplinary project in which they learn about migration, immigration and asylum seeking in Humanities and English. They then focus on the art of writing compelling narratives orally and in writing, as well as the art of successful interviewing. Then they take all this knowledge and skills and go to refugee camps to interview the refugees and use that information to write the migration narratives and present them in a TEDex style” (Academic Coordinator of Lahore Grammar School International, Pakistan).

The feeling of lack of support from the Management (3.4%) may be caused by the pressure that the Academic Coordinators have to develop these interdisciplinary projects in addition to the tasks of their position, in informal conversations with some Coordinators it was evident that, on occasions, the management of the centers gives initial support to the projects in order to meet the program requirements. However, this support is weakened when it comes to adjusting schedules and facilitating organizational aspects.

Lack of investment also appears as a difficulty (13.8%); this occurs, above all, in those interdisciplinary projects where the budget is forced due to projects based on outings to the environment, participation of external professionals in talks or information sessions, or the purchase of some specific expensive material for certain subjects, such as Sciences or Design.

In general, most of the responses that state that they encounter difficulties revolve around three issues:

- 1- Lack of or little involvement on the part of the teaching staff.
- 2- Inability to create schedules that respond to the demands of interdisciplinary work.
- 3- Shortage or lack of time to prepare interdisciplinary works, these last two answers are linked, one with the other.

Regarding the first difficulty encountered, it is interesting to observe the fact that teachers, in general, are usually reluctant to any change that involves a reconversion of their teaching strategies (and interdisciplinary work it is, without a doubt). Furthermore, this lack of motivation can also be given by the demands imposed by the center in terms of teaching hours, collaboration time, which in most cases are not accompanied by a salary increase or a restructuring of schedules. It is therefore understandable that involvement has a direct relationship with the motivation that teachers feel when implementing novelties.

In this way, the involvement and motivation of teachers depends on many factors that must be taken into consideration and, it is necessary to try to find the specific reasons why teachers seem to show lack of motivation, during the interviews carried out in the case study it was evidenced that "teachers have seen the arrival of interdisciplinarity as one more obligation to add to their already heavy teaching loads, which has caused an evident lack of motivation towards its implementation" (Academic Coordinator of Haut-Lac International Bilingual School, Switzerland). Thus, there is a "direct relationship between lack of time and the feeling of saturation" (Academic Coordinator of La Cote International School in Switzerland). The demands linked to the implementation of new proposals without being accompanied by specific teaching material that facilitate planning and provide ideas and examples that can be taken as an initial starting point, are seen as an added obligation.

Another aspect that can cause this lack of motivation of teachers is the lack of practice in the implementation of interdisciplinary experiences, the insecurity caused by the fact of facing a novelty and the concern of not knowing for sure if the work is being done in the right way. The fact that MYP is an international educational program means that there is a high movement of teachers who see in the profession an opportunity to enjoy international experiences in various countries, in this way, many young teachers show a high interest in joining to centers of this profile.

Likewise, it is important that teachers clearly understand the intention of these projects, as well as their advantages; without forgetting that they carry a series of obligations implicitly. "Teachers do not show great interest in participating in interdisciplinary projects because of the lack of understanding of them, it is difficult for us to maintain the loyalty of teachers so every year new teachers arrive who we have to train in some requirements and a program that needs time to really understand how it is structured, this is a cycle that does not seem to end" (Academic Coordinator of Aga Khan Academy, Nairobi).

Regarding the second difficulty, it is common for school hours to be created in such a way that any change in them generates great difficulties: compulsory teaching hours, extracurricular programs, faculty meetings, etc. And, in this sense, there are several answers obtained in the interviews that insist on the difficulty of adjusting schedules, “the biggest challenge we had when we designed the system was to find the time in the schedules, already overloaded, to have a structured and meaningful collaboration to identify opportunities to develop interdisciplinary projects” (Academic Coordinator of GEMS International School AL Khail, United Arab Emirates).

Interdisciplinarity requires schedules that facilitate synergies between teachers. Collaborative work seems to be crucial for the proper functioning of the projects according to the Academic Coordinators themselves. “The interdisciplinary program is effective when there is collaboration between the teaching staff and it becomes increasingly important. Teachers learn from each other and their skills are improved” (Academic Coordinator of Deledda International School, Italy). Planning, project monitoring, standardization of evaluations, all of these are stages that need enough time to be carried out. The inability to generate adapted schedules is, as evidenced by the responses obtained, a major difficulty. Presumably, private schools, as companies that they are, try to be efficient at the budgetary level, so they do not extend themselves in the hiring of teachers and, in this sense, teachers have few free hours, in their school hours, to dedicate them to coordination and collaboration. Thus, it is logical that the Academic Coordinators find it difficult to establish spaces for collaboration.

It is evident that the “time to explore other possibilities, as well as the will to change or modify the contents so that they can adjust to the demands of interdisciplinary projects. In addition, the fact that the very nature of MYP that allows students to choose their subjects in the last years of the program means that we have to offer a wide variety of them and, therefore, we have serious difficulties in balancing the schedules, which adds the addition of the aspects inherent to interdisciplinarity” (Academic Coordinator of Saint Dominic's Priory College, Australia).

The third difficulty confirms the need for the Academic Coordination to have the necessary time to plan and establish collaborative experiences; despite the fact that in the previous answers the Academic Coordinators affirm to allow time for collaboration, it is evident that this generates certain difficulties and more, when they are not trained for it. “Teachers are often too busy to sit down to develop the curriculum as a team and continue to teach individually and, on the other hand, I think we need more specific training in this regard” (Coordinator of Dar es Salaam International Academy, Tanzania).

This need for time, which may include other difficulties, is due to the very nature of interdisciplinary projects. Not only is it necessary to find enough time to plan projects, but also to monitor them, as well as for joint evaluation. The fact that for the correct development of interdisciplinarity we must have two or more teachers of different subjects makes it especially difficult to find free hours for various members of the teaching staff, especially when they belong to different departments.

It is evident that there are several aspects that are included in the feeling of lack of time. This is perfectly summarized in the following reflection by the Academic Coordinator of Haut-Lac International Bilingual School (Switzerland), when he indicates that: “we have great difficulties when it comes to finding time to collaborate. School schedules are already very heavy for teachers who, when discovering the demands of interdisciplinary projects, are immersed in the imperative need to find moments to discuss and plan said projects. At the same time, they must also proceed to evaluate the projects

in a collaborative way and there are not always agreements in the awarded grades, which means longer and tedious collaborations to be able to standardize evaluations and show the same understanding of the evaluation criteria” (Coordinator Academic of Haut-Lac International Bilingual School, Switzerland).

### **Discussion and conclusions**

Based on the results obtained, it seems clear that five years after being put into operation, private centers continue to show difficulties when working on interdisciplinary projects. Despite having made great progress, the academic coordinators see how the projects do not take off in a systematic way and produce conflicts and disagreements among members of the educational community because they consider the projects as one more task to be carried out without noticing positive aspects in an immediate way.

The vision of the academic coordinators allows us to understand the difficulties faced by educational centers at an administrative level and professional demands; be aware of what it means to put into practice a new pedagogical vision at an organizational level that, on the other hand, is not an easy task.

It must be taken into account that the academic coordinators are ultimately responsible for the implementation of the interdisciplinary aspects in the centers, as well as for their evaluation. All the centers attached to the MYP are subjected to an evaluation every five years, in which a team of evaluators, with extensive experience in the implementation of the MYP, visits the school and evaluates the implementation of the curriculum in all its aspects. One of the essential points that are observed and analyzed throughout the evaluation visits are the interdisciplinary aspects and the way in which the schools implement them (for example, it is mandatory that all MYP students from all authorized centers enjoy at least one interdisciplinary experience in each course).

Despite the fact that the repercussions of interdisciplinary work seem to be positive in terms of teaching-learning processes, the existence of certain difficulties related to all centers in terms of the implementation of interdisciplinary projects has been evidenced.

In addition to analyzing them, it is the objective of this work to provide proposals for improvement that allow coordinators to structure interdisciplinarity in a way that provides all its benefits in the teaching-learning processes of each center.

Based on the difficulties encountered, we can structure as follows:

1- Lack of or little involvement on the part of the teaching staff. The proposals to deal with this problem are the following:

- *Creation of specific materials* that facilitate the implementation of interdisciplinary projects in the centers at different levels. The coordinators of different centers, both the respondents and those with whom informal talks have been held, echoed the lack of published material and the consequent difficulty in proposing ideas and finding links between subjects. If it is true that certain publishers are beginning to publish specific material on interdisciplinary work. The existence of these materials could also limit the hours of collaboration required, especially at the beginning of the process, as there would be starting points that would allow teachers to limit their meeting needs for project planning. This aspect could undoubtedly alleviate the

feeling of lack of motivation among teachers by providing didactic support in the initial planning of projects, as indicated by some Academic Coordinators (Jumeira Baccalaureate School, United Arab Emirates) by stating that “some publishers have taken a step forward by proposing textbooks with certain references to multidisciplinary links in their units; however, it would be very useful if they developed textbooks with complete interdisciplinary proposals.”

- *Foster collaboration networks*: between teachers from the same center, but also and, above all, between teachers from different centers. In this way, experiences and concerns could be shared. It is clear that these networks allow solutions and proposals to be put on the table to overcome the barriers and difficulties encountered, while facilitating the implementation of interdisciplinary projects, especially considering that the centers share a curriculum and a program, facilitating this way the synergies between professionals and trying to eliminate or in any case reduce the lack of involvement of teachers. In this ideal of professional collaboration are Martínez-Martín and Viader (2008) and Lavega et al. (2013) when the latter indicate that the teacher must also work as a team. Teaching teams can contribute, first of all, to overcoming the fragmentation of knowledge offered through the different subjects (p. 135)
- *Distribute projects equitably*: to avoid the natural tendency to generate interdisciplinary projects around the more Humanistic subjects simply because they have a more open and malleable curricular content, it is necessary to generate other proposals that start from the sciences, especially focused on technical and experimental problems. In short, avoid feelings of injustice in the distribution of tasks and make the development of interdisciplinary projects the responsibility of the faculty as a group.
- *Foster collegiality and creation of open spaces for discussion*. Encourage synergies between teachers by creating open spaces for informal discussion in the center where teachers can share concerns and ideas so that relationships between subjects are improved. The possibility of generating work networks, sharing concerns, discovering that other professionals are faced with the same difficulties and demands. The search for joint solutions, as well as the creation of work synergies, does nothing more than promote the motivation of the teaching staff.
- *Creation of a position of Interdisciplinary Coordinator*. Some coordinators indicate that the creation of this position has facilitated the task of supervising these projects. A faculty member who can, not only supervise the development of projects, but also promote discussions, train and guide teachers in this new educational task. Propose jobs, supervise evaluations and encourage collaborative work. This proposal would facilitate the support given to the teaching staff and would allow them to have a professional to turn to in case of doubts or need. This is the case of some centers such as Haut-Lac International Bilingual School (Switzerland) where a teacher is in charge of coordinating the projects in each MYP course.
- Have a *specific budget* for internal and external teacher training. Well, as Ackerman (1989, p.31) already indicated, “time, budget and schedules are three main pillars to take into account when implementing interdisciplinary aspects.” Thus, attending these trainings offered by the International Baccalaureate would allow breaking a first barrier by offering the theoretical-practical bases of interdisciplinary implementation to teachers. This fact would make it possible to respond again to this low motivation of teachers, which can also occur when having to face new aspects that cause insecurity and fear. The possibility of receiving external training and participating in professional development workshops has always been shown

to be an essential element in motivating teachers as it allows them to expand their knowledge and discover new ways of working. These trainings can be internal, through professional development sessions given by the Academic Coordinators themselves, external official trainings organized by the International Baccalaureate Organization and given by people in charge of training workshops expressly trained for this or even professional development sessions at the given centers by external professionals, online training in which teachers from various centers participate. In any case, the possibility of planning projects in advance would allow management teams to plan their budgets with enough time to meet specific expenses.

- *Develop educational competences in students:* moving away from pure content and trying to develop the different capacities that students must use to adapt and modify the sociocultural reality that surrounds them. In these competences, the reflection process plays a crucial role as it allows students to plan and manage their own learning process (Gonçalves, 2011). For this, it is important to promote interaction in the classrooms by offering teachers the possibility of creating curricula focused on competencies instead of content to avoid the traditional compartmentalization that hinders collaborative work by limiting the links and relationships between subjects. The competences understood as tools put in the hands of the students to be able to solve problems effectively and naturally instead of focusing on specific contents of each subject would facilitate collaborative work at all levels. Offering the possibility of being original, of leaving the usual and traditional planning, allowing teachers to focus on more creative aspects in their daily routine.
- *Continue bringing the classrooms closer to the day-to-day reality:* through the implementation of interdisciplinary projects, so it is necessary to invite the centers to continue dealing with real problems that motivate students to seek interdisciplinary solutions. Offer teachers the possibility of leaving the established guidelines and creating a curriculum related to their interests and the interests of the students. It is evident that the possibility of teaching what they like generates greater motivation, which leads to more positive interactions between students and teachers. So much so that new theories related to intelligence and learning (Gardner, 2012; Goleman, 2010; Walters, and Gardner, 2010), indicate that learning is not done as before, the interests of students are more complex and evolve, as well as social needs. In this sense, it is therefore necessary to adapt schools in terms of the implementation of their curricula and their relationship with the real world.

2- Inability to create schedules that respond to the demands of interdisciplinary work. The following proposals are aimed at optimizing schedules in a way that facilitates the implementation of projects:

- *Planning and creation of hours of collaboration* dedicated specifically to interdisciplinarity. This planning must be done before the start of the school year so that it is already integrated into the non-teaching hours of each teacher. A minimum of three collaborative meetings should be planned for the success of interdisciplinarity. A meeting at the beginning of the course for project planning, one during the implementation of the projects to be able to monitor them and solve possible difficulties encountered and a last one, once the projects are finished to be able to evaluate collaboratively and ensure alignment of the evaluated objectives.
- *Improve teachers' schedules:* a general concern lies in the shortage of hours dedicated to interdisciplinarity in most of the responses obtained from the Academic Coordinators, as well as in informal conversations. It is a general concern among teachers the need to collaborate, standardize content, modify proposals and,

above all, assimilate educational innovations that allow them to better understand the demands of these new demands at the teaching level; in short, that allows them a true professional development. It is not about lightening the teaching load, but about optimizing it.

- *Consider the requirements of Interdisciplinarity* as if it were an independent subject in terms of planning, development and evaluation instead of treating it as a solitary project that is carried out at a specific moment of the course and to which it is tried to adapt a certain number of hours that, in general, seem to be insufficient.

3- Shortage or lack of time to prepare interdisciplinary works. The following proposals are intended to offer ways to optimize the time dedicated to interdisciplinarity instead of adding time to the workload:

- *Integrate students* in the creation of interdisciplinary projects. It is clear that students need to feel responsible for the work they do. The possibility of having the students when planning projects makes them take ownership of them, increasing their motivation towards learning processes. The participation of the students in a way that helps planning through the contribution of ideas means that the teachers can count on support in terms of the search for ideas, and there are several studies that support this aspect (Pérez, Tabernero, López, Ureña, Ruiz, Capllonch, González, and Castejón, 2008; Álvarez, García, Gros and Guerra, 2006; Cortez, Nussbaum, Woywood, & Avarena, 2009; Lavega, Sáez de Orcáriz, Lasierra, and Salas, 2013).
- *Search for natural links in the existing curriculum* with the intention of optimizing work time and collaboration between teachers, it is important to analyze the existing curriculum at the center. In many cases, there are already links of a natural character that can be used for the planning and implementation of interdisciplinary projects without the need to create new content. Moreover, these natural links would allow students to understand better already created content. This possibility would allow teachers to use ready-made material to adapt to interdisciplinary projects rather than having to create new material with the consequent dedication and need for time. An example of this is a document prepared by the Academic Coordinator of Fairgreen International School (United Arab Emirates) in which he has vertically planned the implementation of interdisciplinary projects, seeking natural links with existing curricula and thus facilitating project planning.
- *Open the curriculum* to the educational community so that there is a centralized place where the center's curriculum can be consulted openly. The difficulty of interdisciplinarity in the lack of knowledge that teachers have of what happens in other classrooms and in other subjects. Free and easy access to curricular planning would facilitate the understanding of it and the encounter between what is taught and what is learned.
- Finally, *make concrete decisions about the best way to work on projects in each of the centers*, taking into account the reality of these, as well as the nature of the students and their concerns. A precise time structure, with clear regulations and expectations for both students and families, can allow the successful development of interdisciplinary projects, while helping students to reflect on the learning process and teachers to do so on the teaching process, having as a joint objective the intention to improve year after year, making use of the creative freedom that allows the IB curriculum development.

These proposals coincide with those that Holley (2009) indicates in his study when he states that “the results indicated that the implementation of interdisciplinary initiatives

is achieved not only through changes in how institutional work is organized and the facilities in which work is carried out, but also through concurrent changes in the institutional culture related to interdisciplinary efforts” (p.331), the changes referred to by the author are no more than those previously proposed in reference to the efforts to be made by the centers to adapt to the needs of interdisciplinary implementation.

Thus, the responses obtained confirm the theories of Ackerman (1989) regarding the importance of time allocated to interdisciplinary projects for their successful implementation.

### Note

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