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EDITORIAL NOTE

EDITION 23

At a historic moment when education demands relevant, inclusive, and creative responses, the works gathered in this edition point to converging paths: pedagogy must be sensitive to culture, territory, and emotions; it must articulate knowledge to form critical citizens committed to their environment. Music and dance as didactic resources in higher education, as traditional expressions in Indigenous territories, emerge as powerful pedagogical strategies that enable cultural memory, motivation, and meaningful learning. Integrated with environmental approaches, these practices strengthen the link between community and curriculum and promote an education that not only transmits content but also transforms identities and habits of environmental stewardship. In rural contexts and vulnerable communities, fostering reading and developing interpretive skills are priority actions to guarantee equity in access to knowledge and to enhance critical thinking. Strategic reading in social sciences and reading practices in general help students understand multiple perspectives and participate actively in democratic life.

Curriculum renewal, as proposed by the STS (Science, Technology, Society, and Environment) approach and teacher communities of practice, encourages overcoming disciplinary fragmentation and building frameworks that integrate science, technology, society, and the environment. This type of transformation demands robust teacher training, where the acquisition of socio-emotional competencies for teachers is seen as an opportunity to change pedagogical practices, foster affective connections in the classroom, and improve teaching and learning processes.

Finally, the integration of civic competencies into the curriculum is imperative if we aspire to “build citizens of the future.” Environmental education, socio-emotional development, artistic practices, and critical reading should be considered as interdependent dimensions that, when they converge, generate more conscious, resilient citizens committed to social justice and sustainability. We invite teachers, educational managers, communities, and public policy officials to embrace these proposals in a coordinated manner: promoting cultural pedagogical experiences, strengthening teacher training in socio-emotional and disciplinary aspects, and reconfiguring curricula so that education fulfills its liberating and transformative function in all territories.

INTERESTING FACTS:

- Integrating artistic practices into the curriculum not only fosters cognitive learning but also strengthens empathy, identity, and civic engagement.
- In educational contexts that promote communities of teaching practice, greater pedagogical innovation and sustained improvement in teaching and learning processes have been observed.
- Reading for at least 15 minutes daily can expose a person to more than a million words per year, significantly strengthening reading comprehension and critical thinking.



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THE USE OF MUSIC AS A PEDAGOGICAL STRATEGY IN HUMAN DEVELOPMENT PROCESSES IN HIGHER EDUCATION.

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Date of receipt: 20 de febrero 2024

Acceptance date: 25 de septiembre 2025

DOI: <https://doi.org/10.22267/huellas.251122.43>

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Abstract.

Using music as a pedagogical strategy for humanistic or human formation in higher education represents a challenge that makes it possible to complement the technical knowledge specific to each scientific or academic discipline with sensitive skills, knowledge, and reflections. This approach contributes to the mission of forming plural subjects who recognize human diversity within a broader context of environmental emergency—one that must be confronted, reflected upon, mitigated, and reversed. The use of music both energizes learning processes and expands and subverts them through freedom of thought, respect for others, recognition of difference, and critical reflection.

Drawing on a qualitative, documentary, and critical methodology, the following text presents the foundations that support the use of music in university humanistic education. These foundations are applied in the design and development of the course En-Canto Andino: Exploration through Singing of Andean Imaginaries about Water in the Environments of the City of Pasto, offered within the Training Unit Humanistic Education at the University of Nariño since 2019.

The following text is derived from the master's research project in Education at the University of Nariño titled "The Use of Music as a Pedagogical Strategy in the Formative.

Processes of the Human in Higher Education. The project documents and evaluates the outcomes of the course "En-Canto Andino" (2019–2023), offered within the Unit of Humanistic and Integral Education at the same university. Academic advisor: Magister Javier Gómez Muñoz. The study was presented at the V International Symposium on Education and at the V International Symposium on Environmental Education, held in the city of Pasto from October 8 to 11, 2023, organized by the Master's Program in Environmental Education at the University of Nariño.

Palabras Clave: Music, Pedagogical Strategy, Humanistic Education, Sensitivities, Environmental EmergencyAmbiental.

Resumen.

Usar la música como estrategia pedagógica para la formación humana o humanística en la educación superior es un desafío que permite complementar los saberes técnicos propios de cada disciplina científica/

EL USO DE LA MÚSICA COMO ESTRATEGIA PEDAGÓGICA EN LOS PROCESOS FORMATIVOS DE LO HUMANO EN LA EDUCACIÓN SUPERIOR.

académica con habilidades, conocimientos y reflexiones sensibles en la misión de construir sujetos plurales que reconocen la diversidad humana en un contexto generalizado de emergencia ambiental, que es necesario enfrentar, reflexionar, mitigar y revertir. El uso de la música dinamiza los aprendizajes a la vez que los amplía y subvierte desde la libertad de pensamiento, el respeto por el otro, la diferencia y la crítica.

El siguiente texto, desde una metodología cualitativa, documental y crítica, presenta los fundamentos que permiten usar la música en la formación humanística universitaria, aplicados en la construcción y desarrollo de la cátedra En-Canto Andino: Exploración a través del canto de los imaginarios andinos sobre el agua en los entornos de la ciudad de Pasto, de la Unidad de Formación. Humanística de la Universidad de Nariño desde 2019.

Keywords: Música, Estrategia Pedagógica, Formación humana, Sensibilidades, Emergencia Ambiental.

I. INTRODUCTION.

Music is not univocal; its meaning is plural, diverse, and heterogeneous (Hormigos, 2012). At the same time, it is universal, as every human society has used music for a wide range of purposes—from aesthetic or contemplative experiences to sacred, pedagogical, and utilitarian functions. Music has emerged both from the imitation of nature and from human creativity shaped by different needs and contexts (Becerra, 1969; Cross, 2010; Darbón, 2011).

In this sense, music is a complex and multifaceted concept that encompasses diverse meanings; however, it can be broadly understood as an essentially social praxis (Small, 2005). One need only consider the vast array of rhythms, musical forms, and instruments that

exist—or could exist—across cultures, ranging from the human voice and natural elements such as stones, bones, and wood to sophisticated digital and computer-based systems (Amodeo, 2014).

The purpose of this paper is not to define music conceptually, but rather to examine how this sensitive, rational, and artistic form of human expression can function as a pedagogical strategy (Albornoz, 2009; Bolívar, Fernández, Palma, & Mendieta, 2019; Oriola & Gustems, 2021).

Within this framework, music is understood as a mediator between knowledge and multiple forms of learning (Campbell, 2013; Amodeo, 2014; Bolívar, Fernández, Palma, & Mendieta, 2019), particularly those associated with university-level humanistic education. Such education is conceived as complementary to disciplinary techno-scientific training and, therefore, transversal in nature, aimed at fostering ethical, reflective, and socially responsible professionals capable of contextualized practice (Serpa, 2006; Amaya, 2009; Infante & Miranda, 2015; Universidad de Nariño, 2021).

This essay, which forms part of the master's thesis in Education at the University of Nariño, entitled "The Use of Music as a Pedagogical Strategy in the Formative Processes of the Human Dimension in Higher Education," is developed through a qualitative, documentary, and critical methodology. It presents the conceptual foundations that enable the use of music as a pedagogical tool for humanistic education in higher education, supported by the development of the course "En-Canto Andino: Exploration Through Song of Andean Imaginaries about Water in the Environments of the City of Pasto" (2019–present) (hereafter, En-Canto Andino).

II. METHODOLOGICAL FRAMEWORK.

If we understand a method as a procedure, form, means, or way of achieving a specific objective, music emerges as a methodological tool that has been used throughout human history for such purposes (Cross, 2010; Darbón, 2011), ranging from the transmission of knowledge (myths, traditions, and bodies of knowledge) to the sacred or profane exaltation of life in different civilizations

(rites and celebrations) (Campbell, 2013; Amodeo, 2014; Bolívar, Fernández, Palma, & Mendieta, 2019).

The use of music, therefore, can and should be understood as a cross-cutting methodology in human history—a resource and a tool with diverse applications. For the purposes of this essay, the methodological use of music is derived from the implementation of the En-Canto Andino course within the Humanistic Education Unit at the University of Nariño since 2019, where it may be characterized as follows:

1. A nomadic pedagogical practice, assessable, adaptable, and responsive to the characteristics of humanistic education as complementary to techno-scientific disciplinary training. In this sense, it constitutes a decolonial or counter-hegemonic practice in relation to scientific disciplinary power structures, seeking and proposing alternative forms of knowledge associated with the realm of the sensible (Walsh, 2008; De Sousa Santos, 2011; Gómez, Saldarriaga, Zapata, & López, 2017; Míguez, Fernández, & Silva, 2021; Estrada, 2023).

2. A multidisciplinary and dialogical (interdisciplinary) pedagogical practice, composed of students from different university programs who, through the use of music, find a common (transdisciplinary) language for rational and affective reflection and expression around the contextual themes proposed to initiate dialogue.

3. An undisciplined pedagogical practice, in the sense that it "escapes" the strict domain of scientificity in its application, as it depends on non-scientific variables such as the sensitivities, knowledge, and biases inherent to the students who take the course (dialogical subjects); the power relations (traditionally vertical) characteristic of the professor–student relationship; and other factors that influence the proposed dialogue, such as each individual's social, familial, economic, and political contexts, which shape and condition academic practices (Haber, 2011; Haber, Rodríguez, & Gerrad, 2022).

The use of music as a pedagogical strategy is not new in educational processes, although its application has been more strongly associated with early and basic stages of education than with higher or university education. In these earlier stages, music has been used to support learning in areas such as language, mathematics,

geography, and history, among other fields or disciplines (Bolívar, Fernández, Palma, & Mendieta, 2019).

In higher or university education, however, the use of music remains limited, as the focus is primarily centered on the techno-scientific knowledge specific to each academic program. Consequently, aspects related to how such knowledge is applied within the real contexts in which professional practice takes place—namely, humanistic education—are often treated as secondary.

It is precisely within this domain that the use of music and other pedagogical strategies related to the arts and humanities plays a fundamental role. Their primary aim is to place humanistic education at the center through courses that are perceived as meaningful—not because they are mandated by regulation, but because their development is engaging, enriching, alternative, and genuinely human.

III. HUMANISTIC EDUCATION AS A SPACE FOR THE USE OF MUSIC IN HIGHER EDUCATION.

Higher education is not solely technical or technological training; rather, it entails an ethical imperative for professionals to contextualize their knowledge in order to contribute to the construction of better societies (Law 30 of 1992; University of Nariño, 2021). This task, in the words of Ernesto Sábato, involves promoting a form of education that transcends techno-scientific utilitarianism and instead prioritizes care for other living beings—both human and non-human—within a perspective that moves beyond the narrowness of anthropocentrism. As Sábato states, “we depend on water, air, trees, birds, and all living beings; any damage we inflict upon this magnificent universe will harm future life and may ultimately destroy it” (Sábato, 2001, p. 45).

This task —transversal and inherent to all university educational processes—nevertheless requires specific emphasis through educational approaches centered on human or humanistic dimensions, through which institutions must “fulfill the professional, research, and social service functions required by the country” (Law 30 of 1994, Article 6).

Under these premises, the Unit of Humanistic and Integral Formation at the University of Nariño operates, offering a wide range of courses—diverse, interdisciplinary, and transdisciplinary—aimed at fostering integral, plural, and critical individuals.

Humanistic education encompasses humanistic, artistic, cultural, contextual, and embodied forms of knowledge related to sensitive formation, which is complementary and therefore integral. This process begins in the early years of education and continues into higher education (Lastres, 2021). In this sense, humanistic formation is conceived as a form of resistance to traditional educational models dominated by individualism and competition (Serpa, 2006; Amaya, 2009; Infante & Miranda, 2015; Salas, Obret, & Favier, 2021).

Humanistic education is conceived as multidisciplinary (composed of students from different academic programs), interdisciplinary or dialogical in the exchange of heterogeneous knowledge, and transdisciplinary in its pursuit of reflections and expressions—both affective and rational—that transcend the epistemological boundaries established by different academic disciplines.

Within this framework, the language of music emerges as a relevant, coherent, engaging, and effective alternative for achieving the formative objectives of humanistic education.

IV. THE USE OF MUSIC AS A PEDAGOGICAL STRATEGY.

A pedagogical strategy should be understood as a set of methods (ways of doing), techniques (procedures and resources), and actions (tasks, assignments, and concrete activities) planned by a teacher within a project and oriented toward achieving a specific goal. In this process, the teacher–student relationship must be grounded in dialogue, understanding, and mutual solidarity and commitment. In the context of humanistic and integral education, a pedagogical strategy is not primarily focused on the mere transmission of knowledge, but rather on fostering the contextualization of knowledge within the perspectives previously described.

A musical pedagogical strategy revolves around music as the core of interdisciplinary dialogue, aimed at “other

ways of knowing through the body, such as perception, affect, creation, self-care, relationships with others [...] concern for self-care and the art of living” (Gallo, Vargas, & Ospina, 2019, p. 80; Bolívar, Fernández, Palma, & Mendieta, 2019). Within humanistic education, such a strategy allows students to express themselves freely and to communicate emotions, sensations, and thoughts, “maintaining constant contact with oneself, with nature, humanity, and the universe,” since the “sound world is a vibration that surrounds us, penetrates us, and directly touches our entire being with millions of nuances of softness, passion, courage, anger, and serenity” (Pitet, 2004, p. 126).

En-Canto Andino has adopted the use of music—and singing in particular—as its pedagogical strategy for rational and sensitive reflection and expression on contextual themes that stimulate dialogue. These themes relate to water and its meanings within the world surrounding the University of Nariño and the city of San Juan de Pasto (Muñoz, 2007; Mamián, 2009; Sánchez, 2018). Singing serves as the central axis of this pedagogical strategy, based on the universality of the voice as a musical instrument (barring physical limitations) (Torres, 2013), under the premise that making music is inherently a social, participatory, plural, and heterogeneous act. It is not limited to the performance of an instrument, but involves the entire creative and performative process necessary for music to exist (Small, 1999; Small, 2005).

As Christopher Small (2005) asserts, music is a social phenomenon and should not be understood merely in terms of the subjects, objects, or works involved, but rather as a set of human actions of varying kinds—encapsulated in the verb *musicking*—that involve the creation and performance of everything required for music to exist, including the logistical aspects of performance.

V. RESULTS.

The implementation of the course En-Canto Andino, which incorporates music into humanistic formative processes in higher education, has demonstrated its relevance in fostering students who are critical, contextually aware, and willing to engage in dialogue and collaborative work grounded in respect for others.

Concrete results are reflected in various musical compositions that address issues related to water and

the environmental crisis in the Andean region where the University of Nariño and the city of San Juan de Pasto are located.



@En-Cantoandino3417
En-Canto Andino Canal de YouTube

The systematic analysis of these results forms part of the master's thesis in Education at the University of Nariño titled “The Use of Music as a Pedagogical Strategy in the Formative Processes of the Human in Higher Education.”

VI. DISCUSSION.

The use of music as a pedagogical strategy in human formation processes in higher education has received limited theoretical development, as its practice is neither widespread nor mainstream, but rather remains tangential or secondary.

Therefore, the use of music should be promoted as a powerful tool for guiding the integral formation of students in higher education, contributing insights derived from theoretical reflection on specific practices such as En-Canto Andino.

Regarding the use of music as a pedagogical tool, its relevance is widely acknowledged. Music constitutes a universal language that engages both rational and affective capacities, while also offering a playful dimension in its practice. It fosters inclusivity, collaboration, and collective participation, enabling individuals to contribute according to their own abilities.

VII. CONCLUSIONS.

1. Higher or university education is not solely a process of techno-scientific training; it must complement this with humanistic education, understood as a contextualization of professional practice that fosters awareness of social and cultural contexts, respect for others, critical thinking, and profound ethical human action.
2. Humanistic education should be transversal across different academic disciplines, requiring multidisciplinary to enable dialogue (interdisciplinarity), as well as reflection and sensitive rational expression through collaborative and supportive work (transdisciplinarity).
3. Humanistic education necessitates the use of pedagogical strategies aligned with its objectives, making the use of music, as a universal language, not only relevant but essential.
4. The use of music as a pedagogical strategy has been demonstrated at various levels throughout history, ranging from sacred to secular contexts, and in both technical domains (e.g., mathematics, language) and affective domains (e.g., music therapy). However, in higher education, beyond its disciplinary field, its application remains limited, highlighting the need to explore its potential for cultivating holistic human development in students.
5. En-Canto Andino was conceived as a humanistic education course that evolved into a pedagogical space for undisciplined and decolonial investigative exploration of music as a pedagogical strategy for humanistic formation in higher education. This work has demonstrated both the relevance and necessity of using music in humanistic educational settings beyond its initial framework, inviting exploration of other potential thematic contexts.
6. A musical pedagogical strategy constitutes a project in which methods, techniques, and actions revolve around the use of music as a language for interdisciplinary dialogue, aiming for transdisciplinary outcomes, particularly those related to reflection and sensitive rational expression around the proposed topics that trigger contemplation.
7. A musical pedagogical strategy is oriented toward making music, conceived as a social, collaborative, and heterogeneous process involving multiple actions—from reflection, creation, and performance to providing the technical and contextual resources necessary for these activities—contributing through the capacities of all participants involved.
8. Water is one of the most pressing issues today amidst the environmental emergency we are experiencing. Water is not merely a chemical element; it is the foundation of all life on Earth, and its cycles sustain ecosystems, even in deserts, where its scarcity shapes modes of life. For humanity, water has been the vital element around which civilizations have developed, with the Andean biogeographic corridor being a particularly privileged region due to its location between the Pacific Ocean and the Amazon. In the Andean world, water is more than a source of life; it embodies a spirituality through which everything flows, giving it profound cultural, historical, and prospective significance in the midst of an anthropogenic climate crisis that must be mitigated and reversed. En-Canto Andino, through a dialogic approach, celebrates water by exploring its meanings for the Andean world in which the city of Pasto and the University of Nariño are situated.
9. The dichotomy between urban and rural spaces illustrates perhaps more clearly than anything else the climate emergency humanity faces, as prevailing urban models are marked by consumption, resource depletion, and uncontrolled expansion. In contrast, rural areas represent resistance to destruction. The city of Pasto, like many others worldwide, experiences this tension between the expanding urban space and the rural areas that strive to maintain ways of life that may be considered more environmentally sustainable. Within this context, water plays a fundamental role, as the struggles over access to this resource generates social and environmental challenges of varying magnitude. One of the most significant of these challenges is the conflict between rural communities and the city over the maintenance of community-based water management, understood as a self supply and stewardship of water without succumbing to its commodification.

ACKNOWLEDGMENTS.

We extend our sincere gratitude to each student at the University of Nariño who believes in the En-Canto Andino course, as well as to the rural inhabitants of the areas surrounding the city of Pasto, whose ways of life are increasingly threatened by the challenges arising from urban expansion and dominant models of urban development. We also wish to acknowledge the University of Nariño, particularly the Unit of Humanistic and Integral Formation, for enabling the integration of music as an academic practice in higher education.

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23



MOTIVATIONAL STRATEGIES OF THE TEACHER DURING THE EDUCATIONAL PROCESS ON THE NURSERING PROGRAM.

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Date of receipt: 13 de septiembre 2024

Acceptance date: 26 de mayo 2025

DOI: <https://doi.org/10.22267/huellas.251122.44>

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Abstract.

The purpose of this research article was to describe the motivational strategies used by nursing faculty at two universities in Ecuador. This project, developed using a qualitative approach and an ethnographic design, seeks to understand the motivational strategies employed by faculty in the nursing program. The study included faculty, clinical supervisors, and nursing program coordinators. The results show similar criteria between both universities. While theoretical faculty foster motivation through a trusting environment and innovative pedagogical tools, clinical supervisors reinforce student engagement through close support and personalized feedback. For their part, program coordinators implement institutional strategies such as continuing education, psycho-emotional support, and extracurricular activities to strengthen student retention and holistic development. The importance of addressing this issue lies in its direct impact on the quality of the educational process and student well-being. Understanding the factors that lead motivational disengagement for the development of effective strategies that, when implemented at different levels of the nursing program, strengthen student motivation, improve academic and professional performance, and ensure a comprehensive education capable of preparing future professionals to face the challenges of the healthcare field.

Keywords: teaching, higher education, motivational strategies, nursing.

Resumen.

El propósito de este artículo de investigación fue detallar las estrategias motivacionales utilizadas por los docentes de la formación de enfermería de dos universidades de Ecuador. Este proyecto, desarrollado bajo enfoque cualitativo y diseño etnográfico, busca comprender las estrategias motivacionales empleadas por los docentes de la carrera. La investigación incluyó docentes, tutores de práctica y coordinadores de carrera de enfermería. Los resultados mantienen criterios semejantes entre las dos universidades, Mientras que los docentes teóricos fomentan la motivación a través de un ambiente de confianza y herramientas pedagógicas innovadoras, los tutores clínicos refuerzan

ESTRATEGIAS DE MOTIVACIÓN DEL DOCENTE DURANTE EL PROCESO EDUCATIVO EN EL PROGRAMA DE ENFERMERÍA.

el compromiso estudiantil mediante acompañamiento cercano y retroalimentación personalizada; por su parte, la coordinación del programa implementa estrategias institucionales como capacitación continua, apoyo psicoemocional y actividades extracurriculares para fortalecer la retención y el desarrollo integral de los estudiantes. La relevancia de abordar esta problemática radica en su impacto directo sobre la calidad del proceso educativo y el bienestar de los estudiantes. Comprender los factores que la originan permite desarrollar estrategias eficaces que, al ser implementadas en distintos niveles del programa de Enfermería, fortalecen la motivación estudiantil, mejoran el rendimiento académico y profesional, y aseguran una formación integral capaz de preparar a futuros profesionales para enfrentar los desafíos del ámbito sanitario.

Palabras Clave: Docencia, educación superior, estrategias motivacionales, enfermería.

I. INTRODUCTION.

Motivation in the teaching-learning process is a determining factor in the training of nursing students, as it directly influences their academic performance, professional commitment, and emotional well-being. In this context, the role of the teacher, whether in the classroom or in clinical settings, acquires particular relevance as they act as guides, facilitators, and mentors in the learning process.

However, in higher education in the health sciences, a significant gap persists between the disciplinary expertise of teachers and their pedagogical training. According to Navarro et al. (2021), many health professionals who assume teaching roles lack adequate methodological and didactic preparation, which negatively impacts the quality of the educational process. This problem is exacerbated by the difficulty some teachers have in

adapting to social and technological changes, leading to the use of traditional or outdated methodologies that generate demotivation, insecurity, and discomfort among students.

Teaching in nursing requires more than technical knowledge; it involves implementing innovative pedagogical strategies that foster meaningful learning and cultivate a cognitive-affective connection with the student. According to Jiménez et al. (2021), it is essential that teachers incorporate active methodologies, humanistic approaches, and the use of digital tools, which requires continuous training in both pedagogical and professional areas.

In an increasingly complex and demanding healthcare landscape, promoting appropriate motivational strategies within the educational environment is essential for the development of well-rounded professionals capable of facing the challenges of healthcare with both technical and human competencies.

Therefore, this research invites reflection on the need to train passionate, critical, and reflective teachers, called upon to build a new academic model. This model must be capable of transmitting a positive and motivating emotional attitude during the construction and transmission of knowledge, grounded in pedagogical and research discernment—fundamental characteristics that must be strengthened in nursing educators.

II. MATERIALS AND METHODS.

This project was developed using a qualitative approach which, according to Herrera (2019), seeks to explore, observe, understand, analyze, and create knowledge based on the interpretation of reality according to the lived experiences of individuals. The goal of the analysis was to understand the motivational strategies used by teachers during the educational process in the Nursing program. In accordance with this approach, an ethnographic design was adopted, which, according to Cotán (2020), focuses on examining, explaining, and deciphering the behavior of cultures and the phenomena present within them, centering on the study of societies and their cultural dynamics.

The study included the participation of the Nursing programs of two universities in Ecuador, with the collaboration of program coordinators, lecturers from the theoretical cycle, and clinical tutors. The selection of participants was based on specific inclusion criteria: coordinators and lecturers had to have a full-time tenured contract and a minimum of three years of affiliation with the university; While clinical tutors were required to hold a postgraduate degree and more than three years of experience in practical mentoring.

The reliability of this study was ensured through a systematic and rigorous process of data collection and analysis, particularly through semi-structured interviews. These interviews combined open and closed questions, optimizing time without sacrificing the depth or quality of the responses obtained.

All interviews were recorded with the informed consent of the participants, ensuring the reliable collection of information. Subsequently, the material was transcribed verbatim, respecting the language, pauses, and expressions of each informant, thus preserving the authenticity of the discourse and facilitating the analysis process.

The analysis was conducted using thematic coding, following an inductive logic that emerged from the data. This procedure was documented in detail, ensuring the traceability and replicability of the analysis.

To demonstrate the study's rigor, experts in university teaching and qualitative research were consulted. They provided external validation of the methodological approach and the instruments used. The experts reviewed the research design, data collection instruments, and analysis techniques, offering valuable feedback to ensure that the methods employed were appropriate for both the research context and the stated objectives.

III. RESULTS.

The representative sample of nursing program faculty and coordinators facilitated data collection and analysis. The information was structured around the specific objectives, allowing for a clear and coherent presentation of the results, thus promoting their analysis and discussion. Data processing was based on the categorization of

concepts that emerged during data collection, enabling the identification of key findings.

The analysis of interviews conducted with faculty members from the theoretical training cycle, clinical practice tutors, and program coordinators in the Nursing program reveals a variety of motivational strategies implemented to foster student engagement and meaningful learning. The results are grouped into three main categories according to the participants' roles.

Theoretical faculty members stand out for promoting an environment of trust, communication, and recognition, with a focus on self-directed learning and professional growth. They use tools such as workshops, clinical cases, and presentations to motivate students. The faculty's role as a role model is also key, as they project enthusiasm, clarity, and professional values.

The practicum supervisors focus their motivation on close support, emotional reinforcement, and integration into the real-world environment. They value the development of self-esteem, a passion for the profession, and individualized respect. Motivation arises from direct contact with professional realities, reinforced through participatory activities and personalized feedback.

The program coordinators implement strategies such as ongoing faculty development, academic advising, integrative projects, and extracurricular activities (research, conferences). Furthermore, they prioritize psycho-emotional and financial support (scholarships), which improve student retention and engagement.

The results are shown below, organized according to the categories established in the study.

Table 1
Motivational strategies

Scope	Key Strategies	Main focus
Theory teacher	Trust Communication Recognition	y Leading Role of the teacher

Practice teacher	Trust, accompaniment induction, self-esteem Love for the profession	Teacher improvement Clinical and vocational guidance institutional support and permanence
Coordinator	training, tutoring and motivational and study, scholarships.	

IV. DISCUSSION.

Motivational Strategies Used by Instructors in the Theoretical Training Cycle.

The main motivational strategies implemented by instructors in the theoretical training cycle of the Nursing program are detailed below.

a) Trust and Communication.

The instructors' responses regarding the motivational strategies used during nursing training offer an interesting and nuanced perspective. First, the instructors stated: "I like to give them confidence; after all, we'll be spending a considerable amount of time together as instructor-student, so a sense of security is also important, and that alone is enough. A calm student learns on their own; knowledge alone is sufficient, and they become interested" (DT1-1). "I dedicate myself to or focus on what each of them needs" (DT1-2). According to Villamar et al. (2022), communication and trust during the training process increase student participation and creativity, promoting internal and behavioral changes. These activities promote the shared generation of knowledge and create positive and motivating learning environments.

b) Recognition of achievement.

The importance of recognizing and motivating students for their achievements, according to Calle et al. (2020), creates an internal and innovative force that drives them to continue improving daily, preparing themselves, and achieving personal and academic success. "Positive recognition of their achievements, positive recognition of a skill they have demonstrated appropriately" (DT1-

3). "I respect each student's judgment, give them the opportunity to improve their work, praise their achievements, and provide individual feedback" (DT2-2).

c) The teacher's leading role.

From this perspective, motivation in nursing education requires establishing the teacher as one of the main actors in the training and motivation process. According to Rojas et al. (2021), the teacher's responsibility in the training process is highlighted by both pedagogical culture and public policy, not only as a transmitter of knowledge but also as a facilitator of the sensitive dimension of science. Their work involves stimulating students through a framework of values. "Motivation begins from the moment we meet, the perception they will have of the teacher, (...) we can motivate them by choosing good topics, effective teaching tools, well-designed slides, and good presentations from classmates" (DT2-4).

d) Professional Growth and Self-Learning.

In the educational context, skill and effort become more important for students when their effort is recognized, which is important for their self-esteem: "Working on self-learning, they do it, they present it." (DT1-3). According to Solórzano and Giniebra (2023), the motivational strategies used by teachers in the academic process go beyond the conventional delivery of knowledge; they seek to inspire and stimulate students' interest, achieving the development of professional critical thinking: "I believe it is important to interact with the student since teaching is a two-part process: mutual giving and receiving." (DT1-4).

Motivational strategies used by student teachers.

Study supervisors are a crucial guide for students; their support and guidance can greatly influence motivation.

This group reports:

a) Environment of trust and communication.

For Rodríguez and Sandoval (2022), trust is based on three components: confidence, the teacher-student relationship, and school harmony. "The truth is that both students and we as tutors must be motivated" (DP1-2). "(...) I try to create an environment of trust, demonstrate and generate enthusiasm (...), dedicate time to each student to clarify doubts about the practice, (...) I like to congratulate them for things done well, recognize their effort; I think that helps improve their self-esteem and,

incidentally, the practice" (DP2-1). "I call them by name," according to Lozano (2023), is important to generate a climate of trust through assertive dialogue to spark interest in students and ensure active participation.

b) Self-esteem.

Motivation, according to Suárez et al. (2020) is of enormous importance, as it guides actions and represents a central factor that leads to student autonomy, strengthens their knowledge, and increases meaningful learning. "I encourage them, understand them, but don't condone them, be impartial, I listen to them, analyze, and make a decision" (DP2-2). "I study the self, I can, I exist" (DP2-4). "I motivate them in this way, giving them all my patience and knowledge" (DP1-3).

c) Dynamics, active participation, and questions.

According to García (2020), teaching strategies should be based on a structured, continuous, intentional, and flexible approach, with the purpose of shared learning: "I use introductory activities, focusing on what each student needs. I usually ask questions to help them to assimilate the content and see how they are progressing or if they understood it. And I try to vary it; today it's slides, tomorrow it's assignments" (DT1-2).

d) Love for the profession and service.

According to Hernández et al. (2022), emotional development is paramount for professional training, considering that nursing, through its functions, roles, and interactions, establishes a human approach that helps individuals cope with their ailments. "From the very first clinical rotation, I encourage them to see how human it is to work in healthcare. I praise them; not everyone is part of this wonderful career. I ask them to develop a love for the profession and service" (DP1-2).

e) Induction.

For the instructor, it is a priority to offer new members an adequate induction process. "When students first arrive, they are given an induction so they can learn about the service and the hospital in general. They are given some theory, taught the procedures that are carried out, and finally, they are allowed to do practical work" (DP1-3). "I give them a sort of induction and I observe their shortcomings, what they need, and I provide reinforcement" (DP1-3). According to Díaz et al. (2020), the importance of the induction program lies in the fact that, through a tour of the facilities and strategic locations, the organizational culture of the units is transmitted, in addition to allowing the new member to adapt to an

environment similar to their professional life in a positive way.

f) Teacher Development.

The teacher's crucial role in the educational process, as stated by the interviewees themselves, confers identity and professionalism, a role that is only achieved through preparation. "I would say it's about updating ourselves and others, pushing ourselves to a certain extent to take courses or diplomas so that teachers are up-to-date in education" (DP2-4). "We need trained teachers, teachers who are experts in the subjects they teach" (DP1-1). According to Domich (2021), teacher training is key in the educational environment, as it directly impacts the teaching process. "They are motivated by the teacher; we are the face of both the universities and the hospitals" (DP1-1). "A good teacher motivates the student" (DP1-1).

Motivational strategies used by the nursing program during the training process.

To analyze the motivational strategies of the academic programs, the program coordinators of each institution were interviewed, who provided valuable information through their responses.

a) Teacher training.

García (2020) argues that committed teachers who are constantly seeking to improve their teaching methods enrich the learning process, creating an effective and motivating educational environment. "We have a very high caliber of teachers, and courses are continually being held so that teachers stay updated on study techniques and motivational techniques to apply them in the classroom. In other words, we are constantly training ourselves in this sense, and we apply it with the students" (CG2-1). For Hernández et al. (2022), teacher professional development is an ongoing process that must respond to scientific advances and promote the development of research skills.

b) Motivational and Study Techniques.

According to Rodríguez and Sandoval (2022), motivational strategies in practice are key to inspiring and maintaining participant engagement, as these strategies aim to connect practical tasks with personal and professional goals, creating a sense of purpose. "In class, all the teachers use motivational techniques. We also have academic tutoring sessions; each section has a classroom tutor, and these tutoring sessions are held once a week" (CG2-1). "They are supported with study

techniques. Sometimes they want to study, but they don't know how, and the correct way to study isn't the one they're using, and that's also why we support them" (CG2-1).

c) Research Days.

The implementation of research days and the assignment of classroom tutors with tutorial sessions reinforce the idea of personalized interaction and active student participation, principles supported by Araque et al. (2020) in their analysis of good educational practices: "The student and research days motivate them a lot from the beginning to investigate; there are also the congresses, all of that also motivates them to keep going" (CG2 -1). "Together with student welfare and the student monitoring committee, meetings have been held with forums, discussions, recreational and extracurricular activities (CG1 -1) "the student days have a certification for teachers and students, that also motivates them" (CG2 -1).

d) Development of integrative projects.

In their analysis, Benites et al. (2023) consider the implementation of effective strategies to motivate students and faculty to be of utmost importance in the university context, as it significantly contributes to academic success. "Develop a practice plan in which students can access the greatest number of services and understand the nursing discipline" (CG1-1). "Develop classroom projects that link the frequent use of laboratories" (CG1-1). "Integrative projects, which also motivate them to continue improving" (CG2-1).

e) Institutional support and retention.

The academic and professional success of nursing students depends largely on institutional support. Coordination with student welfare and psychology departments is essential to offer comprehensive support that promotes their retention and development. From the perspective of Díaz et al. (2020) The support or counseling service is key for students, since university life can generate psychological difficulties that affect their academic adjustment, "It mainly undertakes follow-up actions in students with low averages or who have been determined to need psychological support" (CG1-1) "we have the university welfare department student welfare which has the psychology department and they also receive help and support in any sense" (CG2-1) }. "Not only is the academic aspect monitored, but also the psychological and motivational aspects; if they have any

academic deficit, reinforcement alternatives are sought" (CG1-1) "refer to Student Welfare those students who manifest socioeconomic problems", "follow-up actions in students with low averages or who have been determined to need psychological support" (CG1-1).

f) Socioeconomic and academic excellence scholarships. Ramos et al. (2021) consider that the scholarship strategy seeks to strengthen students' educational paths, supporting their income and promoting their retention and integration within the institution. "Scholarships, both for academic excellence and socioeconomic status, and the tuition portion, which is divided into three installments so that you can pay in installments, and have reduced the dropout rate related to economic factor" (CG2 -1).

V. CONCLUSIONS.

Teachers use various motivational strategies to foster a trusting environment and recognize students' efforts. They employ motivational phrases, participatory activities, and emphasize the importance of enthusiasm, impartiality, and passion for the profession. They also stress self-confidence, study, and dialogue, underscoring the relevance of the emotional connection between teachers and students.

The implementation of motivational strategies not only improves the learning environment but also contributes to greater student engagement and participation in the educational process. When teachers do not demonstrate initiative in this area, students may perceive classes as monotonous or unstimulating. Therefore, motivation is essential for academic and professional success, and a lack of teacher initiative in this regard can represent a significant obstacle to students' holistic development.

The teachers' responses focused on creating an environment of trust and recognizing students' efforts, fostering impartiality, and promoting a passion for the profession. The use of participatory activities and the exploration of enjoyable aspects of the profession are noteworthy. In this regard, the instructors focused on sharing their personal experience and knowledge, emphasizing respect, trust, kindness, consideration, and concern for the learner, thus establishing a close relationship between professors and students.

On the other hand, the clinical instructor suggests thorough orientation, engaging activities, and participation in educational talks, which adds value to communication, fosters confidence, and reinforces procedures through feedback, aiming to reduce fear and increase confidence during clinical practice.

Motivational strategies are essential in the educational system. Teachers are the first to be considered in this motivational process. The imagination, creativity, and interest they must bring to their area of expertise are of vital importance. However, the academics participating in the research show a limited understanding of motivational strategies, confusing them with teaching strategies and focusing primarily on purely academic strategies.

Despite the differences between both universities due to their particular characteristics or status, the results provide a solid foundation for designing educational policies and programs that promote and reinforce student motivation in the nursing program. Understanding how this motivation is built allows educational institutions to implement specific measures that contribute to the development of highly motivated and committed professionals, thus improving the quality of nursing education.

Analyzing teaching and learning processes from a motivational perspective, while also considering the pedagogical, didactic, and innovative dimensions offered by a postgraduate program such as a Master's in University Teaching, allows for the integration of the pedagogical skills necessary to provide appropriate solutions for a highly demanding and human-centered humanitarian sector within the health field, such as nursing, through motivational strategies originating from the instructor and transmitted to students.

The difficulties encountered in this study include the limited sample of instructors and coordinators, which could restrict the ability to generalize the results to other institutions or contexts. A larger sample size would offer a more representative view of motivational strategies across various universities. Finally, the study did not delve deeply into the specific characteristics of the clinical environment or how working conditions or the emotional burden on tutors might affect instructor motivation during practical training.

ACKNOWLEDGMENTS.

I am deeply grateful to God for giving me life and strength along this path, to my advisor for his guidance and patience, to my teachers for sharing their knowledge and wisdom, to my children for their love, understanding and constant support, and to you, who have been a key part in the realization of this dream, giving me your unconditional support.

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23



TRADITIONAL MUSIC AND DANCE OF THE MALES RESERVE AS A PEDAGOGICAL STRATEGY FOR STRENGTHENING ENVIRONMENTAL EDUCATION.

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Date of receipt: 13 de septiembre 2024

Acceptance date: 29 de julio 2025

DOI: <https://doi.org/10.22267/huellas.251122.45>

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Abstract.

This research has been conducted at the Indigenous Agricultural Technical Educational Institution of the Males Resguardo, to evaluate the traditional music and dance of the Resguardo as a Pedagogical Strategy for strengthening Environmental Education in grades 10 and 11 of the Technical Agricultural Institution of Males, Indigenous Territory of Córdoba-Nariño, through which it is intended to strengthen it.

In this project, it is essential to describe the current situation of young students regarding environmental education, taking into account cultural factors that influence each student's perspective; likewise, to analyze their actions in relation to the pedagogical strategy that promotes traditional music and dance. For the development of this research, a qualitative paradigm was adopted, including a documentary review of the available information on the study topic. Additionally, direct observation of the cultural and social context of the Indigenous Agricultural Technical Institution of the Males Resguardo was carried out.

By promoting actions that strengthen environmental relationships based on the indigenous worldview, the creation of a research group called "KUNTURI" was proposed as a pedagogical strategy. This term comes from the Quechua language and means "sent by the ancestral spirits." This group is focused on preserving ancestral artistic expressions as pedagogical means to reinforce environmental awareness among students. Traditional music and dance not only represent forms of identity expression but also channels through which ecological knowledge, the history of the territory, and respect for Mother Earth are transmitted. Thus, the project seeks to promote a contextualized education to strengthen cultural roots, indigenous identity, and commitment to the protection of the natural environment.

Keywords: Environmental Education, Territory, Males, Culture, Traditional Dance and Music.

Resumen.

Esta investigación se ha llevado a cabo en la Institución Educativa Técnica Agropecuaria del Resguardo de Males, para evaluar la música y danza tradicionales del Resguardo como estrategia pedagógica para el fortalecimiento de la educación ambiental en los grados

LA MÚSICA Y LA DANZA TRADICIONALES DE LA RESERVA DE HOMBRES COMO ESTRATEGIA PEDAGÓGICA PARA FORTALECER LA EDUCACIÓN AMBIENTAL.

10° y 11° de la Institución Técnica Agropecuaria de Males, Territorio Indígena de Córdoba-Nariño, mediante la cual se pretende fortalecer la educación ambiental a través de la música y danza tradicionales propias del territorio indígena.

En este proyecto es de vital importancia describir la situación actual de los jóvenes estudiantes respecto a la educación ambiental, teniendo en cuenta factores culturales que influyen en la perspectiva propia de cada estudiante; así mismo, analizar su actuar frente a la estrategia pedagógica que fomenta la música y la danza tradicional. Para el desarrollo de esta investigación, se tuvo en cuenta el paradigma cualitativo, posteriormente, se realizó una revisión documental de la información disponible sobre el tema de estudio. Así mismo, se lleva a cabo la observación directa del contexto cultural y social de la Institución Técnica Agropecuaria Indígena del Resguardo de Males.

Al establecer acciones que fortalezcan las relaciones ambientales en función de la cosmovisión indígena, se planteó como estrategia pedagógica la creación de un grupo de investigación denominado "KUNTURI", término que proviene de la lengua quechua y significa "enviados por los espíritus ancestrales". Este grupo está enfocado en el rescate de expresiones artísticas ancestrales como medios pedagógicos para reforzar la conciencia ambiental en los estudiantes. La música y la danza tradicionales no solo representan formas de expresión identitaria, sino también canales por los cuales se transmite el conocimiento ecológico, la historia del territorio y el respeto por la Madre Tierra. Así, se busca una educación contextualizada que fortalezca el arraigo cultural, la identidad indígena y el compromiso con la protección del entorno natural.

Palabras Clave: Educación Ambiental, Territorio, Males, Cultura, Danza y Música tradicionales.

I. INTRODUCTION.

In Indigenous territories, the relationship with nature is not limited to a utilitarian perspective, but is based on a deep ancestral worldview where the earth, water, wind, and all living beings are considered sacred. In this context, environmental education must go beyond traditional approaches, incorporating the knowledge and cultural practices of each community as living pedagogical tools.

This research project stems from the need to identify strategies to inspire young people to rediscover their traditions and customs, starting with the symbolic value of music and dance in relation to the community's environmental vision. Unfortunately, artistic expressions such as the indigenous music and dance of the Males Indigenous Reserve have been neglected by young people, who have lost sight of the significance these practices hold within their territory. This leads to the central research question: How does traditional music and dance contribute to strengthening environmental education within the indigenous culture of the Males Indigenous Reserve (Córdoba), specifically in the 10th and 11th grades of the Males Indigenous Agricultural Technical Institute? In accordance with this vision, the overall objective of the project is to strengthen environmental education through the traditional music and dance of the Males Indigenous Reserve, specifically among 10th and 11th grade students of the Males Indigenous Agricultural Technical Institute. To achieve this goal, three specific objectives are proposed:

- Identify the environmental education present in the indigenous culture of the Males Indigenous Reserve, based on the perceptions and knowledge of 10th and 11th grade students.
- Describe the characteristics of the indigenous culture of the Males Indigenous Reserve that are expressed through traditional music and dance, as fundamental elements of cultural identity.
- Design and implement a pedagogical strategy based on these cultural expressions, which will strengthen environmental education from a context-specific perspective and consistent with its values, practices, and knowledge.

This approach seeks to integrate the spiritual, cultural, and ecological dimensions of education in Indigenous contexts, thus promoting a holistic education that reaffirms the connection with Mother Earth and contributes to the defense of the territory through a living and meaningful pedagogy.

The importance of environmental education can be integrated with the culture of the Males Indigenous Reserve through the appropriation of native music and dance through pedagogical processes. This approach recognizes the role of music and dance in the educational process at all levels, with the aim of fostering attitudes, values, and commitments toward the environment, promoting harmonious relationships with the surroundings, and restoring the interactions between society, nature, and culture within the territory.

It is here that the pedagogical strategy for addressing this issue and harmonizing community culture with environmental education originates. In this work, the KUNTURI research group was formed in order to promote the interrelation of the artistic-traditional groups of the Males Reserve with the educational community of the Males Agricultural Technical Institution, especially with the young students of grades 10th and 11th.

II. BACKGROUND.

It is relevant for this research to define the conceptual framework related to the study objectives with respect to the objectives stipulated in this work. Since this project focuses on environmental education and the use of pedagogical strategies to strengthen culture, it is important to clarify the relationship between them.

Pedagogy is directly linked to educational knowledge, and the task of education belongs to professionals in this field, who must perform it with professional competence. From a pedagogical perspective, it is argued that educational quality is largely determined by the quality of these professionals. Although education is a collective responsibility, it is also established that the technical competence of educators is largely based on the educational knowledge they have acquired, developed, and applied. Touriñán, J. M. (2019).

Environmental education is a social practice that connects the educational component with environmental activities

in order to promote harmonious relationships between humans and their environment. Similarly, it promotes positive attitudes toward the environment, encouraging awareness of technological changes without harming nature of technological changes and advances without affecting nature.

Environmental education refers to a continuous and interdisciplinary process focused on training, characterized by the recognition of values, the development of concepts, skills, and attitudes necessary to achieve harmonious coexistence among people, their culture, and the biophysical environment that surrounds them. (Valera & Silva, 2012, p. 196).

Similarly, the research addresses concepts such as indigenous culture, traditional dance, and music. In general, culture is a social fabric that encompasses the diverse forms and expressions of a given society; it is also defined as the set of information and skills possessed by an individual.

Approaching the concept of culture, Geertz (1989) states: "The concept of culture presented here is, in essence, a semiotic concept. Following Max Weber, who affirms that human beings are immersed in networks of meaning that they themselves have created, I maintain that culture is that network." Therefore, cultural analysis should not be an experimental science in search of laws, but an interpretive science in search of meanings. Its aim is to provide explanations based on the interpretation of social expressions that are enigmatic on the surface. (Geertz, C, 1989, p.20).

In this research, traditional music represents a pedagogical strategy for addressing cultural gaps in young people because it embodies history, emotions, and experiences shared through lyrics and musical notes, highlighting Indigenous identity and strengthening cultural identity.

The term "traditional music" is a controversial topic that has generated numerous discussions within the context of public policy and identity movements, where musical practice has acquired significant relevance as a symbol of cohesion and cultural identity (Sevilla, 2008; Lewis, 2005; Wade, 2000, 1998).

Traditional dance plays an important role within Indigenous culture because it is an artistic expression that symbolizes community unity and sharing. Furthermore, the origin of the choreographies and each of their steps

is linked to beliefs and, therefore, to the relationship with nature.

Regarding the importance of dance, Muela & Señor (1997) state: "Folk or traditional dances are an excellent way to introduce students to movement, since, in addition to their rich symbolism and tradition, they are accessible and do not require specific physical preparation. These dances playfully foster psychomotor development related to the use of space and time, the knowledge and unprejudiced expression of their own individuality, as well as a connection with their cultural identity".

III. METHODOLOGY.

The paradigm underlying this study is qualitative. This paradigm allows for a more accurate characterization of the social factors related to the environmental and cultural aspects of the Males Indigenous Reserve.

This research approach is based on the historical-hermeneutical method, which is understood as a process through which the researcher seeks to understand and interpret a phenomenon or reality within a specific context. This approach encompasses realities that reflect historical, psychological, ideological, and linguistic foundations.

For this project, it is vital to describe the current situation of young students regarding environmental education, taking into account cultural factors that influence each student's perspective; Furthermore, to analyze their behavior in relation to the pedagogical strategy that promotes traditional music and dance.

The project carries out ethnographic research, using the qualitative paradigm, with the purpose of providing environmental education and strengthening ties to cultural identity. The unit of analysis consists of 184 students from different grade levels at the Indigenous Agricultural Technical Educational Institution of the Males Reservation, narrowing the focus to a working group of 25 students from grades 10th and 11th.

For the development of this research, a review of available information on the topic was conducted. Additionally, direct observation of the cultural and social context of the Indigenous Agricultural Technical Educational Institution

of the Males Reservation was carried out (Institución Técnica Agropecuaria Indígena del Resguardo de Males). Similarly, surveys and interviews are used as useful tools for this research. Above all, to meet the proposed objectives, semi-structured interviews and surveys are used. Research techniques such as qualitative data collection and focus groups are also employed.

IV. RESULTS.

The study began by addressing with the concept of environmental education as it is addressed in the classroom. To this end, semi-structured interviews were conducted with the science teachers and the school principal, since it is vital to recognize the teachers' dynamic role in shaping how the concept of environmental education is perceived within their cultural context. The interview questions addressed topics related to environmental education, its concept, and how this topic is approached in class.

When questioned about the concept of environmental education, both teachers agreed that it is an educational tool for promoting environmental protection. Furthermore, teacher D1 understood that environmental education extends beyond the educational sector, encompassing the general population that depends on the use of natural resources; while teacher D2 referred to the development of environmental values, focusing more on the responsibility of the educational institution.

Similarly, as Valera and Silva (2012, p. 196) state, environmental education is an ongoing process aimed at development, focusing on the recognition of values, concepts, and skills that help individuals establish a harmonious relationship between their activities and the environment. Thus, it is established that D1 and D2 share a similar concept, focusing on holistic development that integrates human development with the appropriate use of natural resources. Therefore, when addressing environmental education in the classroom, each teacher works autonomously and collaboratively to achieve the objective, which, based on the responses, is environmental protection.

Continuing the research to explore students' knowledge, a semi-structured survey was conducted. This survey contained questions designed to assess the students'

level of understanding of their indigenous territory and culture, with an emphasis on the traditional music and dance of Males, their history and traditions, as well as their relationship with nature.

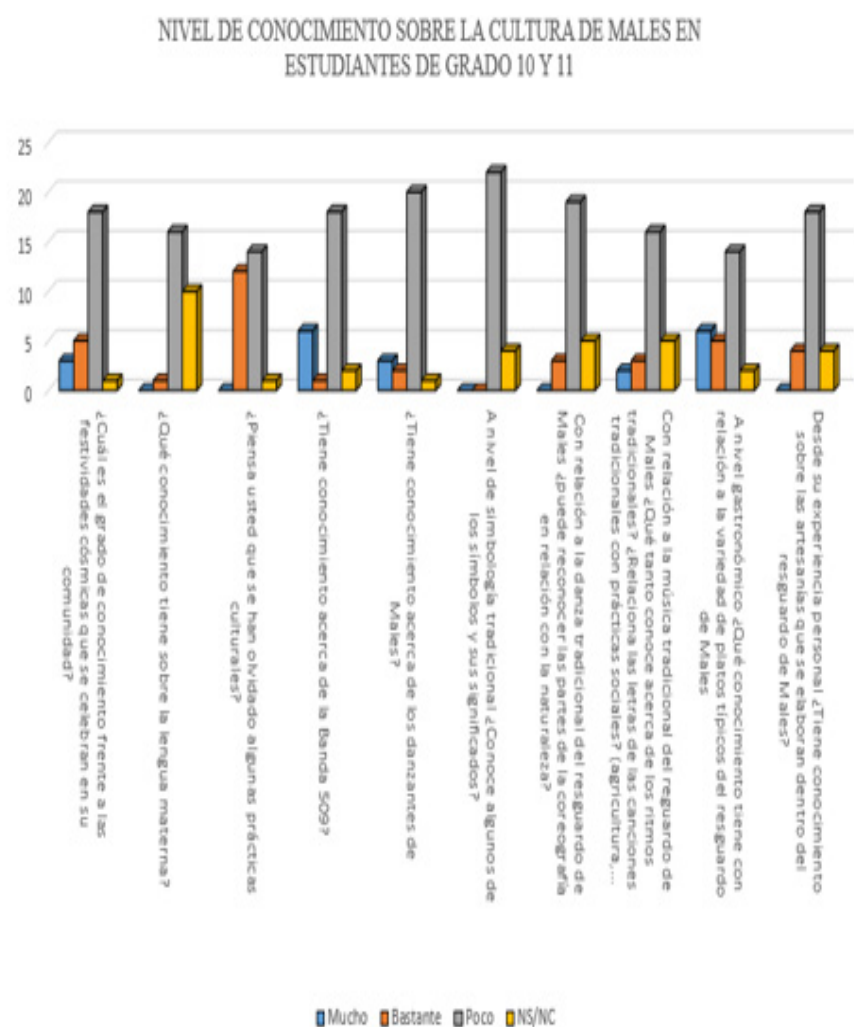


Chart: Survey results of 10th and 11th grade students at the school. (IE. Intutución Educativa) Source: this research.

It is highlighted that the majority of respondents stated they knew little about the various questions posed regarding the indigenous culture of the Males reservation, with the greatest areas of limited knowledge concerning traditional symbolism and the Males dancers. Similarly, the results presented in the graph demonstrate that the loss of knowledge specific to the indigenous community is a problem present among the community's youth.

Based on the cultural diagnosis conducted through data collection, which determined a high level of ignorance among students of the educational institution regarding the cultural aspects surrounding their own context, the creation of a research group called "KUNTURI" was proposed as a pedagogical strategy to strengthen environmental relationships based on the indigenous worldview. This term comes from the Quechua language and means "sent by the ancestral spirits."

The KUNTURI research group aims to rediscover the customs of dance and music, starting from the origins of these traditions. Likewise, it seeks to connect, from an environmental perspective, the relationship between cultural expressions, specifically traditional music and dance, and the perception of their own environment.

Through this approach, students broaden their learning horizons, with their own traditions serving as the starting point for a new way of engaging with knowledge. This is achieved through the integration of environmental education, fostering a social awareness that goes hand in hand with the cultural environment and the preservation of traditions.

The following phases were planned for the implementation of this strategy:

Fase	Actividad
1. Socialización	Presentación de la estrategia pedagógica a los estudiantes de 10° y 11° de la IE.
2. Conceptualización de la educación ambiental	Encuentro tipo conversatorio abordando el concepto de educación ambiental en su contexto indígena.
3. Organización del grupo de trabajo	Formación de los equipos de trabajo para la investigación de una temática o problemática dentro de la cultura de Males relacionada con la educación ambiental.
4. Conversatorios	Conversatorios con los principales representantes culturales de la comunidad, en los que entran Danzantes, San Juanes, integrantes de la Banda 509 y Médicos tradicionales.
5. Minga de pensamiento estudiantil	Socialización de lo aprendido sobre los temas asignados, en torno a la educación ambiental y la proyección cultural.

Table: Implementation phases of the pedagogical strategy. Source: this research.

Each phase was developed in conjunction with the research group, who showed genuine interest in receiving knowledge from the invited speakers. They also took notes on the information they received, which facilitated the sharing of this knowledge through a collaborative process, which we called the “student thinking group.” In this space, the students acted as the main participants in sharing their knowledge of traditional dance and music

with their peers, as well as how this knowledge is linked to the significance and environmental perception of each of these artistic expressions.

The results obtained through direct observation, discussions, and the thinking group demonstrate that the traditional music and dance of the Males Indigenous Reserve are not only artistic expressions but also effective channels for transmitting ancestral knowledge and environmental values. The musical and dance practices of the community reflect a close relationship with nature, where elements of the environment are invoked, represented, and honored as a fundamental part of the spiritual and daily life of the indigenous people.

Students in grades 10th and 11th demonstrated greater interest in and engagement with environmental content when it was approached through their own cultural practices. Through music and dance, the students not only revived rituals and celebrations from their community but also gained a deeper understanding of the principles of caring for, respecting, and protecting the land. This emotional and symbolic connection with Mother Earth strengthened their cultural identity and their commitment to defending the natural environment.

Furthermore, the implementation of a pedagogical strategy based on these expressions, through the research group, revitalized the learning process, making it more participatory, reflective, and contextualized. The interaction between the artistic, the educational, and the spiritual fostered an environment conducive to the collective construction of environmental knowledge, moving beyond a purely technical or scientific perspective and recognizing the value of their own knowledge.



Student Minga at the Agricultural Technical Institution of the Males Reservation.



Work, table of the Males Dancers graphic created with information collected by the students. Source: this research.

V. CONCLUSIONS.

Environmental education in the indigenous culture of the Males Indigenous Reserve is deeply rooted in its history, symbolism, and ancestral practices. Through traditional music and dance, the memory of their sacred relationship with nature is kept alive, evidenced in the ancestral use of instruments made from elements of the environment and in costumes that evoke historical struggles and connections with the natural world. The movements of the dancers, inspired by animals and elements such as the snake or water, express values of fertility, renewal, and harmony with life. All of this demonstrates that environmental education in this

context is not an external component, but an essential part of their worldview, transmitted from generation to generation through art and tradition.

Traditional music and dance play a fundamental role in strengthening environmental education within the indigenous culture of the Males Reserve (Córdoba), especially in the 10th and 11th grades of the Indigenous Agricultural Technical Institute. These artistic expressions not only preserve and transmit ancestral knowledge, but also promote a harmonious relationship with nature by integrating values of respect, care, and reciprocity with the environment. By linking environmental education with local cultural practices, a sense of belonging, identity, and collective responsibility is strengthened, allowing students to understand the importance of protecting their territory from a culturally situated and meaningful perspective.

This demonstrates that it is possible to diversify the teaching of Environmental Education, not only by starting with well-known topics such as recycling or the promotion of sustainable development, but also by implementing knowledge of the natural environment based on traditions and all the stories surrounding them. Similarly, by focusing on each aspect that can be discovered from each of the Indigenous experiences, it becomes possible to propose new teaching strategies that establish a different kind of awareness than the usual one.

Likewise, the environmental conceptions that the participants initially held were strengthened thanks to the direct interactions established with the historical context behind the cultural expressions that are the subject of this research. The "student collective thinking" became a significant space for strengthening cultural identity and environmental awareness among students. By taking on the role of protagonists, the young people not only shared knowledge about traditional dance and music, but also reflected on their deep connection to nature and the land. This experience allowed them to recognize how these artistic expressions convey environmental perceptions imbued with symbolism, memory, and respect for the environment, reaffirming that environmental education, when built upon local knowledge, has a deeper and more transformative impact.

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23



STRATEGIES TO PROMOTE READING IN RURAL CONTEXTS.

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Date of receipt: 07 de octubre 2024
Acceptance date: 15 de mayo 2025

DOI: <https://doi.org/10.22267/huellas.251122.46>

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Abstract.

The promotion of a reading culture in the rural context has a fundamental impact on the motivation and acquisition of skills, knowledge and values, mainly in students because it provides them with tools that allow them to develop skills for work, entrepreneurship and life in society.

This article seeks to identify effective strategies for promoting reading in rural settings, drawing on studies that identify challenges such as a shortage of resources and teaching materials, poor classroom physical conditions, and the need for teacher training and refresher courses—factors that limit educational effectiveness.

They also make it possible to support the need to design innovative strategies based on play, gamification and versatile tools that can be adapted according to needs and ages; that encourage the reading habit from childhood by optimizing its application through the adaptation of educational environments to the cognitive and emotional needs of students, making adequate use of the intrinsic resources of the rural environment and promoting collaboration between the school, families and the community.

It is recommended to train teachers in gamification, create mobile libraries, and connect families and communities in the reading process.

Keywords: reading culture, rural context, innovative strategies, versatile tools, educational environments.

Resumen.

El fomento de una cultura lectora en el contexto rural tiene un impacto fundamental en la motivación y adquisición de capacidades, conocimientos y valores, principalmente en los estudiantes, porque les provee de herramientas que les permiten desarrollar habilidades para el trabajo, el emprendimiento y la vida en sociedad. Este artículo busca identificar estrategias efectivas para fomentar la lectura en contextos rurales, a partir de estudios que permiten identificar desafíos al respecto, como la escasez de recursos y materiales didácticos, dificultades en las condiciones físicas del aula y la necesidad de formación y actualización de los docentes, factores que limitan la efectividad educativa.

ESTRATEGIAS PARA FOMENTAR LA LECTURA EN CONTEXTOS RURALES.

También posibilitan sustentar la necesidad de diseñar estrategias innovadoras basadas en la lúdica, la gamificación y herramientas versátiles que puedan adaptarse según las necesidades y edades; que incentiven el hábito lector desde la niñez a partir de la optimización de su aplicación a través de la adaptación de los entornos educativos a las necesidades cognitivas y emocionales de los estudiantes, del aprovechamiento adecuado de los recursos intrínsecos del entorno rural y fortaleciendo los vínculos entre la escuela y su entorno social.

Se recomienda capacitar docentes en gamificación, crear bibliotecas móviles y vincular la familia y la comunidad en el proceso lector.

Palabras Clave: Cultura lectora, contexto rural, estrategias innovadoras, herramientas versátiles, entornos educativos.

I. INTRODUCTION.

Reading is a strategy for empowerment and life transformation. In rural environments, it can open new windows to the world and enrich the lives of those who live in the countryside.

This text reflects on the results of studies published in academic databases, which help establish guidelines for designing reading promotion strategies in rural contexts. These strategies are rooted in the principles of meaningful and active learning, adapting initiatives to the customs, traditions, and realities that characterize each community while involving various stakeholders—primarily families. Practical tools and insights are offered for those interested in fostering reading in rural areas. Similarly, the text highlights the challenges involved in implementing strategies aimed at promoting reading in rural settings, with the goal of fostering critical and creative thinking in students.

Reading in rural contexts has a significant impact on community development, acting as an essential driver

of social cohesion. This is reflected in improved access to information, the encouragement of dialogue, and the preservation of cultural identity.

II. METHODOLOGY.

The methodology used was based on documentary analysis through a systematic review of various publications and research indexed in academic databases such as Scopus, Google Scholar, Redalyc, and Dialnet. Priority was given to studies conducted within the last five years, with a few exceptions for older pedagogical intervention studies on fostering reading in rural areas whose contributions were considered highly relevant. The exploration, analysis, and interpretation—conducted from a qualitative approach—were guided by key terms and expressions such as reading competencies, fostering reading, reading promotion, didactic reading strategies, reading programs and workshops, rural educational challenges, reading in rural environments, reading mediation in rural contexts, and the development of reading habits in rural areas.

Additional inclusion criteria were applied, selecting publications that reflected the educational reality of rural settings and addressed pedagogical strategies for fostering reading, with clear evidence of improvements and the implementation of new practices conducive to well-being and learning. Studies that did not meet the timeframe or were unrelated to the rural context were excluded, as was the case with three studies focused on urban settings, specifically at the university level.

For the analysis, a content matrix was created to organize the findings at local, national, and international levels, including information on author, year, methodology, and results. Categories were established to analyze the studies emerging from the literature review, such as the relevance of reading in rural contexts, learning difficulties in rural areas, strategies to encourage reading in rural settings, resources to promote reading, and challenges in rural education.

III. RESULTS.

The findings highlight the relevance of reading in rural environments as a key tool for improving academic

performance, as well as for strengthening social cohesion and the personal development of students from early childhood—an aspect that contributes to their holistic development.

The studies mention the teaching of writing at the beginning of school life, noting a tendency to prioritize decontextualized exercises involving the fragmentation of language into isolated units (words and syllables) and dictations with little meaning. These practices limit the development of authentic communication skills by neglecting semantic coherence and the role of reading as a fundamental stage in writing development (Bernal, 2017).

Similarly, they report difficulties among rural students in reading comprehension due to challenges in decoding, identifying main ideas, and constructing arguments, as well as weaknesses in understanding and meaning-making, which affect the development of cognitive and creative potential (Alarcón et al., 2022).

It is considered essential to align reading promotion strategies with the principles of meaningful and active learning, where students do not merely receive knowledge but construct it based on their environment and experiences. Selecting topics and activities that are relevant to students and their communities increases motivation for reading and writing, as well as commitment to these practices, by fostering identification with the content (Gamboa, 2020). This finding confirms the importance of family and community involvement in the process of fostering reading.

In this regard, studies affirm that collaboration between schools, families, and communities not only fosters reading habits but also reinforces the continuity and sustainability of reading programs (Guerrero & Quintero, 2023). They also highlight the need to adapt pedagogical strategies to the sociocultural characteristics of rural communities (Palmera, 2018).

As evidenced by recent studies, the implementation of play-based (Cala Rey et al., 2023), dynamic, and gamified strategies (Aguirre Gaviria et al., 2022) has established itself as an effective practice for fostering student interest and motivation (Barragán et al., 2022). The results indicate that these strategies—such as the creation of reading clubs and reader's theater, introduced at an early age and with active family participation—have a significant impact on the development of reading habits in students (Vera, 2024).

Furthermore, focusing on diverse literary genres contributes to the development of reading comprehension skills and critical thinking, aspects that aid in improving academic performance and fosters the appreciation of literature (Mas Salvador, 2020). On the other hand, reading should be valued as a key tool the goal is for reading to be valued as a key tool for both personal and collective development by connecting people and allowing them to grow together; hence the importance of collaborative work strategies. Reading not only enriches individual knowledge but also strengthens essential social and emotional competencies. Studies have shown that fostering reading in rural educational settings through cooperative work strategies contributes to the development of empathy, effective communication, and teamwork—fundamental skills for the collective growth of a society, as they enable people to better understand one another, respect diverse perspectives, and collaborate on problem-solving (Roldán, 2022). However, despite the clear advantages, implementing these strategies in a rural context faces significant challenges, such as difficulties in using technological resources, insufficient didactic materials or a lack of supplies, and inadequate educational infrastructure. These factors limit the expansion capacity of reading programs in these areas, causing discouragement and disengagement from school, which translates into low academic performance and limited access to future job opportunities (Ribadeneira, 2020). Similarly, the lack of continuous training, professional development, and working conditions for teachers, along with the need to adapt pedagogical resources to local needs, are identified as constraints on the scope and sustainability of long-term reading promotion programs (Silva, 2020). Despite the efforts of many teachers, traditional pedagogical approaches persist, often creating monotonous environments that do not promote creativity or student interest, and are characterized by low family and community participation. Several studies show that many students under the Escuela Nueva pedagogical model present “copying” from.

documents or guidebooks in their written work as a learned behavior. This situation calls for a new approach toward the diverse dimensions of communication in social, educational, and cultural life within the information age. Considering that writing must go beyond a repetitive and mechanical task, children require opportunities to express their creativity and connect their ideas with the world around them, so they can give meaning to their writing and communicate effectively (Bernal, 2017). Structural barriers to accessing teacher training have

been widely noted in the literature, and addressing them is a priority to develop the skills needed to teach using innovative strategies that motivate students to become active and critical readers. In this sense, it is necessary to promote educational policies that provide not only material resources but also continuous training support for rural educators. This support should encourage the exchange of experiences and collaborative work among teachers, enriching their practices through the creation of support networks in often isolated environments. The importance of adapting reading promotion strategies to diverse learning styles and students’ cultural contexts is emphasized, recognizing the fundamental role of the family and community during the process.

IV. DISCUSSION.

Based on the findings, it is pertinent to question the role of the teacher in rural contexts in guiding processes that foster reading. Since Escuela Nueva is an active and participatory educational model—a transformative education (Palmera, 2018) mediated by interests of coverage, quality, access, retention, and equity—it requires grounding curricular proposals and articulating the educational quality benchmarks set by the Ministry of National Education (MEN) with the cultural richness of rural areas (Rodríguez, 2023), linking theoretical knowledge with the direct experience of nature and agricultural work. Consequently, as suggested by several studies including Gutiérrez (2020), it is necessary to consider strategies to strengthen “learning to entrepreneur.” Integrating educational innovation to transform and adapt learning strategies to the specific needs of each community and educational level generates a positive social impact. Relevant curricular proposals are required that adapt to the needs and characteristics of rural communities, integrating the educational quality standards stipulated by the MEN and valuing cultural identity. Reading should be considered within the programming across three moments: planning, execution, and feedback (Rodríguez, 2023). Likewise, it is necessary to create educational contexts that foster the physical, emotional, and social growth of students (Cruz Alpízar et al., 2024). Therefore, social intelligence should be integrated into strategy designs, considering the specific characteristics and needs of rural areas (Loterio Franco et al., 2020). Thus, a contextualized approach is fundamental to ensuring that pedagogical interventions are effective and sustainable in the long term (Silva, 2020). The educational and

assessment practices of teachers working in multi-grade settings must be consistent with a non-fragmented and non-static curriculum, without restrictions on formative assessment during the learning process (Gutiérrez, 2020). These practices, especially in rural settings, must promote reading as a foundation of the teaching process from the earliest grades (Bernal, 2017), using active pedagogical proposals, parent or guardian involvement, and community interaction, along with the design of learning materials organized into didactic sequences. Finally, as noted by Guataquirá Bernal & Castellanos Ortiz (2020), the Escuela Nueva pedagogical model is not the cause of the difficulties presented; the problem lies in teaching practices that require precise and significant adjustments to rethink the teaching of writing and reading. Ultimately, issues such as those raised by Beltrán (2023) support the need for this study, providing strategies aimed at fostering reading in rural environments where lack of access to digital resources and socioeconomic inequality negatively impact the development of children in these settings.

IV. CONCLUSIONS.

The analysis of various sources allowed for the identification of determining factors to consider for fostering reading in rural contexts, such as:

The capacity of teachers to adapt strategies to available resources, student characteristics, and the sociocultural particularities of each rural community, as well as to implement innovative approaches for fostering reading habits based on the principles of Escuela Nueva and other alternative educational models (Palmera, 2018). For this reason, it is necessary to prioritize continuous training and professional development for teachers to design flexible and contextualized pedagogical strategies. This not only ensures better reception of initiatives but also enables all students, regardless of where they live, to access quality education and have the opportunity to develop their potential through reading.

- The development of long-term reading habits can be enhanced through active, play-based, and gamified strategies accompanied by narrative media such as comics—where storytelling is not solely based on written text. These approaches have proven in increasing interest and improving reading skills among rural students. The study by Calderón et al. (2022) analyzes the benefits of such strategies for reading comprehension.

Close collaboration between the family and the social environment is essential when applying various strategies, especially in rural settings where schools often lack sufficient resources. In this regard it is important to consider training parents, rural teachers, and other community members as reading mediators through the knowledge, design, and execution of innovative strategies to foster reading habits. The study by Garzón et al. (2022) supports the impact of these stakeholders' participation in strengthening reading comprehension. This analysis also revealed several challenges that may limit the successful implementation of reading strategies in rural contexts and contribute to educational inequality compared to urban settings. These include challenges related to resource scarcity, inadequate school infrastructure, the geographical dispersion of students, and the need to link content with students' experiences and environment. Finally, reading—beyond being considered an academic activity—should be valued as a transformative medium that contributes to the integral formation of students capable of positively impacting their social context.

V. ACKNOWLEDGMENTS.

Gratitude is extended to the Universidad Pontificia Bolivariana for the training received in the Master's Program in Education Management. This program inspired the design of a research proposal, for which the documentary analysis presented in this article serves as a fundamental foundation. This work contributes to the formulation of strategies aimed at strengthening communicative competencies, enabling rural students to more effectively face future academic and professional challenges.

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TRANSFORMATIONS OF THE NATURAL SCIENCES CURRICULUM FROM A STSE APPROACH, BASED ON THE WORK OF A COMMUNITY.

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Date of receipt: 07 de octubre 2024

Acceptance date: 24 de julio 2025

DOI: <https://doi.org/10.22267/huellas.251122.47>

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Abstract.

The research addresses the transformation of the curriculum of the natural sciences area at the Instituto Salesiano Pedro Justo Berrio, through the implementation of the Science, Technology, Society and Environment approach. This approach seeks to integrate scientific knowledge with technological, social and environmental factors, which allows students to understand science in a contextualized and critical way, connecting learning with their daily reality. The main purpose is to analyze how the reflections and practices of a community of Natural Science teachers contribute to this curricular transformation, promoting a curriculum that is more adaptable and coherent with contemporary demands. Through the dynamics of the community of practice, teachers have the opportunity to reflect on the relevance and effectiveness of the content they teach, adapting it to address local and global issues, such as climate change, biodiversity and the use of technology in everyday life. This process fosters more meaningful and relevant learning for students, who are motivated to participate actively and critically in their own learning process.

Keywords: CTSA approach, Curriculum, Natural Sciences, Community of Practice of Teachers.

Resumen.

La investigación aborda la transformación de la malla curricular del área de ciencias naturales del Instituto Salesiano Pedro Justo Berrio, mediante la implementación del enfoque Ciencia, Tecnología, Sociedad y Ambiente. Este enfoque busca integrar el conocimiento científico con factores tecnológicos, sociales y ambientales, lo cual permite a los estudiantes comprender la ciencia de manera contextualizada y crítica, conectando el aprendizaje con su realidad cotidiana. El propósito principal es analizar cómo las reflexiones y prácticas de una comunidad de profesores de ciencias naturales contribuyen a esta transformación curricular, promoviendo un currículo más adaptable y coherente con las demandas contemporáneas. A través de las dinámicas de la comunidad de práctica, los profesores tienen la oportunidad de reflexionar sobre la pertinencia y eficacia de los contenidos que enseñan, adaptándose para abordar problemáticas locales y globales, como el

TRANSFORMACIONES DE LA MALLA CURRICULAR DE CIENCIAS NATURALES DESDE EL ENFOQUE CTSA, A PARTIR DEL TRABAJO DE UNA COMUNIDAD DE PRÁCTICA DE PROFESORES.

cambio climático, la biodiversidad y el uso de la tecnología en la vida cotidiana. Este proceso fomenta un aprendizaje más significativo y relevante para los estudiantes, quienes se ven motivados a participar de manera activa y crítica en su propio proceso de formación.

Palabras Clave: Enfoque CTSA, Currículo, Ciencias Naturales, Comunidad de Práctica de Profesores.

I. INTRODUCTION.

The current educational context demands a profound transformation in pedagogical approaches, especially in the natural sciences, where social and environmental challenges emerge as key factors in learning. Within this framework, the Science, Technology, Society, and Environment (STSE) approach is presented as a key approach for integrating scientific content with technological, social, and environmental aspects that are part of students' everyday lives. This approach not only promotes the development of disciplinary competencies but also fosters critical and reflective awareness of the interactions between science and reality.

A national study by Baquero (2014) analyzed the Basic Standards of Competencies (BSC) across educational cycles, concluding that many proposals do not adequately integrate Science, Technology, and Society (STS) connections, resulting in superficial treatment of topics. Since these standards are based on their 2006 edition, their revision is crucial for implementing the STSE approach in teaching, supporting the preparation of teachers capable of addressing socioscientific issues through innovative pedagogical strategies.

In this process, communities of practice among teachers stand out as a key mechanism for curricular transformation. According to Martínez and Pargas (2013), these communities allow teachers to reflect collaboratively, adapt the curriculum to local and global needs, and improve students' civic education by integrating scientific and social aspects. Through the STSE approach, teachers acquire tools to foster active and meaningful learning, encouraging critical argumentation and student engagement.

In this sense, the curriculum framework emerges as the space where these adaptations are materialized, adjusting to the specific realities of each educational institution. This work analyzes how, based on the reflections of a community of practice of natural science teachers at the Instituto Salesiano Pedro Justo Berrío (ISPJB), it is possible to transform the curriculum by integrating the STSE approach. These reflections not only reconfigure science teaching but also highlight the importance of educating critical citizens capable of understanding and acting upon the scientific, technological, social, and environmental challenges of the contemporary world.

II. REFLECTIVE ELEMENTS

The reflective elements of the that supports this research are are outlined below. These serve as the foundation for analyzing the transformations in the natural sciences curriculum at ISPJB. This study is based on the convergence of three fundamental theoretical pillars: the STSE approach, the community of practice of teachers, and the curriculum framework. These foundations not only guide the research from a conceptual perspective but also provide practical tools to address contemporary educational challenges, particularly in the context of teaching that seeks to be more critical, contextualized, and socially and environmentally engaged.

A. STSE Approach.

The STSE (Science, Technology, Society, and Environment) approach is presented as an integrative educational model that promotes a critical, reflective, and contextualized understanding of scientific knowledge. This approach recognizes that science and technology do not operate in isolation but are deeply intertwined with society and environment in which they operate. Consequently, it

proposes a science education that goes beyond the mere transmission of content, enabling students to understand science as a human construction influenced by cultural, political, economic, and ecological contexts (Romero et al., 2022).

The emergence of the STS approach emerged in the 1960s and 1970s, when the relationships between science and society began to be questioned. It later evolved into the STSE approach by explicitly incorporating the environmental dimension, driven by growing concerns about issues such as climate change, biodiversity loss, and pollution. This approach, adopted in Colombia since 2006 within the Basic Standards of Competencies (MEN), seeks to promote science education that enables individuals to face contemporary challenges critically and responsibly.

However, it is important to note that this approach presents different developments depending on academic contexts (Table 1). According to Quintero (2010), two major traditions can be distinguished:

Tabla 1
Comparativa de enfoque CTS europeo y americano.

Tradición Europea	Tradición Americana
- Institucionalización académica en Europa (En sus orígenes)	- Institucionalización administrativa y académica en Estados Unidos (en sus orígenes)
- Énfasis en los factores sociales antecedentes	- Énfasis en las consecuencias sociales
- Atención a la ciencia y secundariamente a la tecnología	- Atención a la tecnología y secundariamente a la ciencia
- Carácter técnico y descriptivo	- Carácter práctico y valorativo
- Marco explicativo: ciencias sociales (sociología, psicología, antropología, etc.)	- Marco evaluativo: ética, teoría de la educación, etc.

Nota. Fuente (Quintero, 2010)

The North American perspective has a more applied and practical focus, centered on the development of life skills and informed civic decision-making, whereas the European perspective has a more analytical, sociological, and reflective orientation regarding the factors that shape science and technology.

Although these two traditions differ, they are complementary. Together, they allow for a comprehensive approach to the relationships among science, technology, society, and the environment, which is essential for educating critical, aware, and engaged citizens capable of addressing the challenges of today's world.

In this way, the STSE approach in education invites teachers to rethink the role of science in students' everyday lives, recognizing its potential to address urgent social and environmental issues. It is not merely about incorporating these topics superficially, but about integrating them through the analysis of Socio-scientific Issues (SSI), which involves considering the ethical, social, and environmental implications of scientific and technological development.

Hodson and Arango (2021) argue that science teaching under this approach must move beyond the traditional view of science as a neutral body of knowledge and instead present it as a dynamic, contextual, and socially conditioned process. Therefore, they propose a four-stage model to develop the STSE approach in the classroom:

Appreciate the social and environmental impact of scientific and technological changes, recognizing that these are culturally conditioned.

Recognize the interests and inequalities behind scientific and technological development, understanding that their benefits are not distributed equitably and are linked to the distribution of power and wealth.

Address controversies and ethical dilemmas, helping students formulate and defend their own positions based on critical analysis and informed argumentation.

Prepare for and act on socioscientific and environmental issues, which include three sub-processes:

Learning from action: acquiring sociopolitical skills through case analysis, films, role-playing, and simulations.

Learning through action: becoming directly involved in community projects that generate tangible impacts.

Learning about action: critically reflecting on lived experiences and their outcomes.

This action-oriented approach seeks to enable young people to critically examine the society around them, question its values, and propose changes that contribute to building a more just, democratic, and environmentally sustainable model of development.

Therefore, integrating the STSE approach into education involves equipping students not only with knowledge but also with the skills to address socio-environmental

challenges critically and proactively. This translates into the need to transform traditional curricula into more flexible, contextualized proposals aligned with the problems and needs of their environment.

A key strategy for achieving this transformation is the creation of teacher communities of practice, which enable joint reflection, knowledge exchange, and the co-construction of curricular proposals that effectively incorporate the STSE approach.

B. Communities of Practice among Teachers.

The establishment of a Communities of Practice among Teachers represents an essential pillar for the effective implementation of the STSE approach in educational settings. This type of professional collective is configured as a collaborative working strategy aimed at generating knowledge from practice through constant interaction, knowledge creation, shared reflection, and critical analysis of pedagogical work. These communities allow teachers to position themselves as active agents in the transformation of their practices and the curriculum, going beyond the mere reproduction of content and promoting contextualized, critical, and socially relevant teaching (Frateschi, 1999).

In this sense, the community of practice acts as a dynamic space for ongoing dialogue and exchange, where teachers can share meaningful experiences, confront ideas, analyze common challenges, and collaboratively construct solutions. Through systematic meetings, a culture of professional collaboration is fostered, strengthening not only disciplinary knowledge but also the pedagogical competencies needed to address contemporary challenges in natural science teaching. In addition, a support network is created in which teachers support one another, promote peer learning, and explore new teaching possibilities that respond to the real needs of their students and the local context.

From a curricular perspective, these communities also make it possible to collectively identify those aspects of the curriculum that need to be transformed in order to align with the principles of the STSE approach. This shared view of the curriculum enables the design of innovative proposals that integrate scientific, technological, social, and environmental dimensions, overcoming fragmented views of knowledge and embracing an interdisciplinary approach. In this way, the curriculum ceases to be a rigid document and becomes a flexible, participatory,

and context-based construction, in constant review and improvement.

Participation in a community of practice also strengthens the sense of institutional belonging, ethical commitment to education, and responsibility among members of the teaching team. Within this environment, a critical attitude toward educational reality is encouraged, collective problem-solving is promoted, and conditions for genuine pedagogical innovation are created. In this way, the teacher ceases to be an isolated executor of educational policies and becomes a transformative agent who, together with others, constructs meaningful, contextualized learning experiences with a strong humanistic and environmental component.

In addition to their role in curricular transformation, communities of practice represent a strategic component for strengthening the school as a formative space. As they consolidate as centers of pedagogical innovation, these communities go beyond the didactic dimension to influence the organizational culture of educational institutions, generating a collective identity based on dialogue, cooperation, and continuous improvement. This dynamic contributes to the construction of shared professional capital, enabling institutions to respond more effectively to challenges arising from social, technological, and environmental changes.

Within this framework, ongoing teacher education finds fertile ground, as the community of practice becomes a space for situated professional development, where theoretical knowledge is intertwined with experience and teachers' voices are revalued. Likewise, these communities can establish connections with universities, training centers, or inter-institutional networks that broaden their scope of action and provide access to new perspectives, resources, and pedagogical strategies. To ensure their continuity over time, they require institutional recognition, dedicated time for their development, and participatory management that values collectively constructed knowledge. In this way, they are consolidated not only as spaces for curricular transformation from the STSE approach but also as a sustainable commitment to teacher professionalization, educational equity, and the construction of more democratic schools engaged with their context.

C. Curriculum Framework.

The curriculum framework, understood as the concrete expression of the pedagogical decisions that guide the

teaching and learning process, plays a strategic role in this research. This pedagogical instrument is not limited to organizing content by subject areas or grade levels; rather, it represents the active interpretation that teachers make of the official curriculum. Through it, aims to construct meaningful learning experiences that respond to students' real needs, taking into account their social, cultural, and environmental contexts. This adaptation is crucial to ensure that the curriculum does not become a static document but evolves in response to contemporary social and environmental challenges (Rodríguez, 2017). Therefore, the curriculum framework becomes a bridge between institutional prescriptions and the dynamics of the classroom.

By conceiving the curriculum framework as a flexible and dynamic entity, its capacity for ongoing transformation in response to changes in the environment is recognized. It is no longer a fixed document but a dynamic tool, open to review, adaptation, and improvement based on processes of collective pedagogical reflection. This critical and situated perspective of the curriculum allows teachers to take on a leading role in curricular decision-making, moving beyond content implementation toward a more autonomous, creative, and contextualized practice.

From a meso-curricular perspective, the curriculum framework is positioned as an intermediate level between the macro-curriculum (national educational policies) and the micro-curriculum (classroom practices). Its design is based on official references such as the Basic Standards of Competencies (BSC), the Basic Learning Rights (BLR), and the Curriculum Guidelines (CG), which guide teaching processes according to shared quality criteria. However, its true strength lies in teachers' ability to articulate these guidelines with the particularities of the school context, adapting content, methodologies, and assessments to local realities and challenges.

One of the most effective ways to revitalize the curriculum framework is through the inclusion of interdisciplinary projects that address contextual issues. This approach promotes more meaningful learning, in which students engage with real-life situations that require critical thinking, collaboration, and civic commitment. Topics such as climate change, sustainability, public health, and community issues become cross-cutting axes of school knowledge,

fostering the integration of knowledge and the development of conscious and active individuals in transforming their reality.

In this way, the curriculum framework ceases to be merely a planning instrument and becomes a tool for educational and social transformation. Its participatory redesign, based on approaches such as STSE, allows school content to be re-signified in light of contemporary challenges. Thus, it fosters a school that is more open to dialogue with its territory, capable of educating critical, reflective citizens committed to building a more just and sustainable society.

In this sense, transforming the curriculum framework from the STSE approach not only involves a thematic reorganization but also a profound reconfiguration of educational purposes. By incorporating the reflections of a community of practice of teachers, the participatory and collaborative nature of curriculum design is strengthened, where decisions arise not only from institutional guidelines but also from the shared analysis of the issues affecting students and their environment. This collective construction promotes the recognition of science as a situated practice, shaped by ethical, political, and cultural dimensions, which gains meaning insofar as it connects with everyday life. Thus, the curriculum framework not only articulates scientific knowledge but also local knowledge, school experiences, and future perspectives, generating a more humanizing and contextualized pedagogical proposal. Ultimately, this process fosters a school culture in which the curriculum ceases to be an end in itself and becomes a powerful means to drive meaningful transformations in natural science teaching, oriented toward social justice, environmental sustainability, and democratic participation.

Likewise, in the process of curricular transformation from the STSE approach, it is essential to rethink assessment strategies, orienting them toward a formative perspective that values the development of critical thinking, argumentation, and responsible decision-making in relation to real-world issues. Similarly, it is recognized that this curricular redesign implies a reconfiguration of the student's role, who assumes an active position as a subject of knowledge and an agent of change within their environment. However, this process is not without tensions: structural limitations, resistance to change, and gaps in teacher training are challenges that emerge, but

they also open the possibility of consolidating stronger processes of educational innovation.

In this regard, ensuring the sustainability of curricular transformations requires strengthening ongoing spaces such as the community of practice, as well as institutional commitment to recognizing the value of a living, critical, and situated curriculum framework. Finally, by incorporating the STSE approach, the curriculum assumes an unavoidable ethical dimension, inviting the formation of citizens capable of understanding that scientific and technological decisions are not neutral, and that their impact on society and the environment demands a comprehensive, committed, and deeply humanistic education.

D. Relationship of Theoretical Foundations.

The articulation between the STSE approach, communities of practice, and the curriculum framework forms an integrated model of educational transformation. Each of these pillars fulfills a specific function, but only their interconnection enables a deep and sustainable redefinition of pedagogical practices of pedagogical practices, as illustrated in Figure 1.

First, institutional documents ensure that modifications are aligned with national educational policies, guaranteeing coherence and compliance with academic standards.

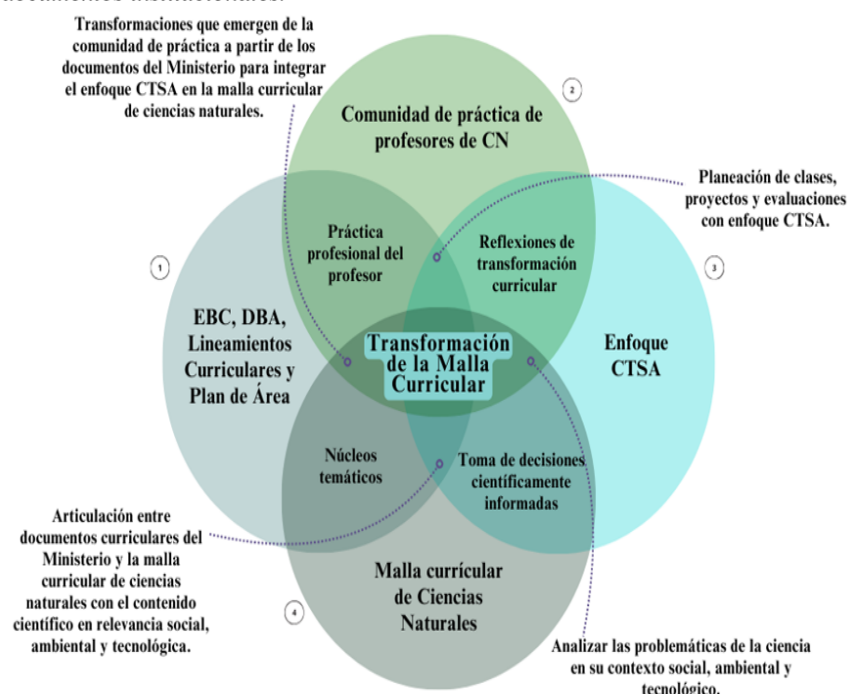
Second, communities of practice serve as the organizational driving force, acting as a catalyst for teacher reflection and collaboration in curricular change. Within this space, teachers not only analyze their own practices but also identify opportunities for improvement and curricular adaptations to integrate the new approach, resulting in more relevant and contextualized teaching. Third, the STSE approach, as one of the central theoretical foundations, provides the framework that connects scientific knowledge with contemporary social and environmental challenges, promoting an education that goes beyond the mere transmission of information toward a complex and interdisciplinary vision of scientific knowledge.

Finally, the curriculum framework, integrated with this approach, becomes the pedagogical mechanism that channels and materializes these transformations into coherent and meaningful classroom experiences, enabling students to address relevant issues through

active and meaningful methodologies for scientifically informed decision-making.

Figura 1

Transformación de la malla curricular; su relación entre fundamentos teóricos y documentos institucionales.



These reflective elements represent a conceptual foundation to guide curriculum transformation. By integrating these practices, a dynamic and adaptable educational environment is fostered, where the curriculum not only responds to current demands but also anticipates and adapts to future changes. Teachers, by collaborating and sharing their knowledge and experiences, enrich the educational process, promoting a culture of continuous improvement.

Students will not only be equipped with the knowledge necessary to understand and analyze their reality but will also be able to actively participate in building a more sustainable and equitable future. Ultimately, this curriculum transformation should be seen as an opportunity to empower both educators and students, promoting an education that goes beyond the classroom and has a positive impact on society.

In the context of ISPJB, this articulation has opened spaces for dialogue among natural science teachers across all educational levels, strengthening their critical capacities and designing curricular proposals centered on real-world problems. The interaction among these three components has demonstrated the possibility of constructing a curriculum that is more human-centered, inclusive, and relevant, aligned with the challenges of the 21st century and the educational needs of students.

This integrated model is not only valid within the specific context of this research but can also serve as a reference for other curriculum transformation processes at different levels and areas of knowledge. Promoting critical, participatory, and contextualized science education, it aligns with a transformative pedagogy that seeks to develop individuals capable of acting ethically and politically in response to global and local challenges.

III. FINAL CONSIDERATIONS.

The experience of curriculum transformation through the STSE approach, driven by the ISPJB teachers' community of practice, highlighted that educational reforms require more than the incorporation of new content or approaches; they demand a transformation of teaching practices, collaborative practices, and the role that scientific knowledge plays in students' daily lives.

A key finding has been the value of collective work. Curriculum decisions built through peer dialogue not only gain greater validity but also respond more effectively to the true needs of the school environment. However, this process also revealed several challenges, such as managing resistance to change, balancing institutional requirements with teacher autonomy, and maintaining motivation and commitment over time.

The transformation of the curriculum framework presented an opportunity to critically reconsider science teaching from a more contextualized perspective. This exercise led us to question the rigidity of official curricula and envision more flexible and integrative approaches attentive to local issues. The inclusion of socioscientific issues, rather than being an added burden, became a means to foster critical thinking, informed decision-making, and commitment to students' social and environmental reality.

Moving forward, the challenge is not only to sustain these changes but also to expand them to other levels and areas of knowledge. How can networks be built among communities of practice across different institutions? How can students actively participate in co-creating the curriculum? What role do families, community leaders, and other social actors play in this process?

These reflections open the door to new research and experiences that deepen curriculum transformation from

a critical and situated perspective. Rather than providing definitive answers, this work aims to continue provoking questions, conversations, and new ways of thinking about the school as a living space, where knowledge is collectively constructed and meaningful.

ACKNOWLEDGMENTS.

We would like to express our sincere gratitude to the Instituto Salesiano Pedro Justo Berrío for providing the opportunity to carry out this project. To the teachers who participated in the community of practice, we thank them for their willingness, enthusiasm, and commitment to improving education; your collaboration was essential to the completion of this study.

We extend special thanks to our thesis advisors, for their valuable guidance, support, and suggestions throughout the research process throughout the entire research process. Their contributions not only enriched the development of this work but also inspired us to continually pursue excellence.

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INTERPRETIVE COMPETENCE AND ANALYSIS OF PERSPECTIVES THROUGH READING PRACTICES IN THE SOCIAL SCIENCE CLASS.

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Date of receipt: 27 de febrero 2025

Acceptance date: 29 de julio 2025

DOI: <https://doi.org/10.22267/huellas.251122.49>

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Abstract.

The present research stems from the inquiry into reading practices and aims to analyze them in relation to interpretive competence and perspective analysis in the Social Sciences class, starting from the teaching of World War II in the 9-D grade of the Presbítero Antonio Jose Bernal Educational Institution. The work allowed for the characterization of reading practices among 9-D students, evaluation of the implementation of a didactic sequence in the same grade, and recognition of Social Sciences teachers' conceptions regarding reading practices. Furthermore, the results shed light on the purposes attributed to interpretive competence and perspective analysis through the use of reading practices, enhancing thinking skills and fostering knowledge of the world across various discourses and disciplines. It is concluded that reading practices are essential for developing skills such as description, argumentation, and interpretation, as well as for expanding knowledge of the world. School Social Sciences are deeply influenced by these practices, prompting research to contribute to the field of teaching by offering insights into the strengths, challenges, and applications of reading in this subject, while also outlining contributions linked to the experiences of some Social Sciences teachers.

Keywords: Reading practices, interpretive competence and perspective analysis, social sciences teaching.

Resumen.

Esta investigación surge de la pregunta por las prácticas de lectura y se propuso analizarlas en relación con la competencia interpretativa y análisis de perspectiva en la clase de Ciencias Sociales. El trabajo permitió caracterizar las prácticas de lectura de los estudiantes de 9-D de la I.E Presbítero Antonio José Bernal de Medellín, evaluar la implementación de una secuencia didáctica en el mismo grado y, reconocer las concepciones que tenían los profesores de Ciencias Sociales acerca de las prácticas de lectura. Además, en los resultados, se da cuenta de las finalidades que le han sido otorgadas a la competencia interpretativa a la luz de su emergencia mediante el uso de la lectura, potenciando las habilidades de pensamiento y fomentando el conocimiento del mundo a través de diferentes discursos y disciplinas. Se concluye que las prácticas de lectura son esenciales para desarrollar habilidades como la descripción, la

COMPETENCIA INTERPRETATIVA Y ANÁLISIS DE PERSPECTIVAS A TRAVÉS DE PRÁCTICAS DE LECTURA EN LA CLASE DE CIENCIAS SOCIALES.

argumentación y la interpretación, así como para ampliar el pensamiento social. Las Ciencias Sociales se ven profundamente influenciadas por estas prácticas, lo que hace que la investigación busque contribuir al campo de la enseñanza, al ofrecer información sobre las fortalezas y aplicaciones de la lectura en esta área, así como enunciar los aportes vinculados a la experiencia de profesores.

Palabras Clave: Prácticas de lectura, competencia interpretativa y análisis de perspectiva, enseñanza de las ciencias sociales.

I. INTRODUCCIÓN.

*The experience of reading begins with reading the world before moving on to reading the written word
Freire 1967.*

Reading practices have traditionally been viewed as an integral part of school life and formal academic education, primarily within the Spanish language curriculum; meanwhile, society expects schools to foster reading habits that enable children and young people to develop socially and culturally (Cerrillo, 2005). However, it is important to recognize that reading extends beyond a specific subject and even beyond the school itself. People engage in reading constantly, in their daily lives, but this does not necessarily mean that these activities constitute reading practices; for this to be the case, reading must be mediated by several aspects that Aisenberg (2010 and 2012) outlines as an initial guide, namely: a) that reading be shared, not individual; b) that the teacher be present as a reading

companion and facilitator of complex concepts; c) reading activities should be discussed in class as a tool for acquiring new knowledge.

On the other hand, with the aim of emphasizing reading practices as content to be taught and promoted in social studies classes, interpretive skills and the analysis of perspectives emerge as a path way for developing the knowledge and skills required of formal education as outlined in institutional documents, however, defining competence becomes complex; therefore, it has been decided to separate it to avoid any ambiguity regarding its treatment in this article (Colombian Institute for the Evaluation of Education [ICFES], 2019).

In this sense, the concept of "competence" is a polysemous and sometimes ambiguous term that may have different meanings depending on its user or the pedagogical approach in which it is framed. In this study, it is understood as "(...) a set of knowledge, skills, attitudes, understandings, and cognitive, socio-affective, and psychomotor dispositions that are appropriately interrelated to facilitate flexible, effective, and meaningful performance in relatively new and challenging contexts" (Ministry of National Education [MEN], 2006, p. 49).

Along these lines, interpretive literacy is understood as the ability to support students in constructing the meanings, causes, and intentions inherent in a particular text (García et al., 2017) that they encounter during a reading exercise. Specifically, this competency is developed during secondary education; for this reason, the research involved ninth-grade students from a public school in the city of Medellín, as well as secondary school social studies teachers, all within the framework of an intrinsic case study. Given the above, reading practices are distinguished from a narrow conception of "literary" reading typical of Spanish language instruction and from a conception of individual reading that limits the discussion of meanings and interpretations. Instead, reading is approached as content to be taught and, above all, into a facilitator of collective interpretation processes.

Therefore, the overall objective of this study is to analyze the influence of reading practices in social studies classes on the development of interpretive skills and the ability to analyze different perspectives among students in 9th grade, Class D, at the Presbítero Antonio José Bernal School. To address this objective, three specific objectives have been established, which are: 1) To characterize the reading practices of the students in 9-D in the Social

Studies class at the Presbítero Antonio José Bernal Educational Institution; 2) To evaluate the implementation of a teaching sequence based on reading practices and on interpretive competence and perspective analysis in 9th grade class 9-D; 3) To identify the conceptions that Social Studies teachers hold regarding reading practices in order to provide insights for teaching.

II. METHODOLOGY.

This research is grounded in a qualitative approach due to the interest it generates in the individual and social relationships that the research participants (students and teachers) establish with instructional content, which in this case consists of reading practices, interpretive skills, and perspective analysis. In this regard, Galeano (2004) states, "Qualitative social research aims to understand reality from the multiple perspectives, logics, and visions of the social actors who construct and interpret it (p. 21). Similarly, it does not seek to quantitatively measure levels of reading proficiency but rather to highlight and reflect on the forms of reading that emerge in the classroom and in the teaching practice of the Social Sciences.

The aim of this research is to gain an understanding of the role that reading practices play in interpretive activities carried out in social studies by a specific group of students and teachers. Rather than seeking broad generalizations, the study adopts an intrinsic case study approach (Stake, 1999) to examine a particular research context in detail and provide insights into the understanding of the topic within a limited and relatively controlled setting. As Álvarez and San Fabián (2012) note when discussing the extrapolation of case study findings, "(...) it does not seem appropriate to speak of 'generalization' but rather of 'transfer'" (p. 5).

This notion of transfer constitutes the ultimate goal of this research, serving as a foundation for future studies on reading practices and social studies. Similarly, Galeano (2004) defines a case study as "(...) the collection, analysis, and detailed, structured presentation of information about an individual, a group, or an institution" (p. 68). Accordingly, the present study focuses primarily on the experiences of ninth-grade Class 9-D and the participating teachers, with the intention of achieving this "transfer."

It is important to note that the analysis of the study's results employs techniques and tools consistent with the

Esta investigación se fundamenta en el enfoque cualitativo debido al interés que suscita los relacionamientos individuales y sociales que construyen los sujetos de la investigación (estudiantes y maestros) con contenidos de enseñanza, que en este caso son las prácticas de lectura y la competencia interpretativa y análisis de perspectiva. En ese sentido, dice Galeano (2004) "La investigación social cualitativa se propone la comprensión de la realidad desde las múltiples perspectivas, lógicas y visiones de los actores sociales que construyen e interpretan la realidad" (p. 21). De igual manera, no busca medir cuantitativamente la apropiación de cualquier tipo de lectura sino tensionar y reflexionar las formas de lectura que se materializan en el aula y en el ejercicio docente propio de las Ciencias Sociales.

III. RESULTS.

An Analysis of Reading Practices Among Students in Class 9-D.

The group consisted of 40 students. In terms of age distribution, more than 90% of them were 14 years old, while the remaining 10% were between the ages of 15 and 18. The questions in the initial diagnostic workshop sought to determine the students' definition of "reading" as well as its purpose. This activity was conducted over two class sessions, each lasting approximately 45 minutes.

The following statements were found: "Reading is understanding, analyzing, and mentally visualizing what you are reading"; "Reading is a method for comprehending or understanding something we do not know"; "Reading is understanding what we are reading, because if we do not understand it, we would merely be going through the motions." All of the responses fall, in one way or another, within the scope of those stated so far. From this, it can be inferred that the students in 9-D understand what reading is, insofar as they describe and articulate the actions involved in it. That said, with this in mind, we were interested in exploring the purpose they ascribed to the act of reading.

A clear pattern emerged from their responses: reading serves to learn, understand, and recognize. These verbs are fundamental to the field of social studies, which, according to the Ministry of Education (MEN, 2006), "(...) seeks to provide knowledge about society that guides the pursuit of human well-being and peaceful coexistence among its diverse members" (p. 100).

Therefore, it is argued that reading, as a constant and directed exercise—that is, as a practice—is necessary for the teaching and learning of Social Sciences both in and outside of school.

In summary, when answering the initial questions about reading, the previously described associations emerged as part of the students' discourse. This was related to the aspect of recognizing difference, that is, a stance toward what is read and the degree of differentiation between readings on the same topic. This would be the beginning of the development of interpretive competence and the analysis of perspectives (Cerrillo, 2005). Likewise, they included issues of obligation and voluntariness as fundamental aspects of the reading process; key aspects that will be revisited later. From the above, it can be inferred that, although the students mention these verbs, it does not mean that they understand and use them to their full potential, but this can be understood as a first step toward achieving one of the purposes of the Social Sciences, which is to describe and compare social phenomena.

Resources used in the reading process by the students in 9-D.

The use of electronic entertainment resources, such as social media, video games, and other activities, contributes to changes in reading levels. This assertion is based on comments made by some students who reported greater attention, retention, and comprehension when reading texts electronically, which they consider a source of entertainment. Due to time constraints, this aspect could not be explored in greater depth, but the topic of texts in video games and social media proved to be particularly interesting. In this sense, a large part of the students recognized that social media involves reading and that they used them constantly, thus, they are exposed to the need to read in different contexts and through different media, which highlights the importance of reading skills for all kinds of activities.

Along these lines, the students also commented that the way the text is presented is important to them: "We read memes," "I like memes because the font is big." According to Córdón (2018), the font type, size, shape, and tone of a text can predict whether it will be read by its target audience or go unnoticed. This reasoning suggests that adolescents consistently prefer using digital media for reading, rather than traditional paper-based reading.

The reason stems from the possibility of modifying the

textual features mentioned earlier (font type, size, etc.), which gives them a certain degree of control over their own reading. One of them expresses, in response to the question “Is social media reading?”: “Yes, since social media contains content such as news, articles, memes, stories, tweets, threads, blogs, and even digital books, as they are very common nowadays” (Initial Diagnostic Workshop, 2023). Thus, reading practices are permeated and impacted by digital media, because, as Dussel (2018) states

The introduction of digital media does not, in and of itself, represent a rupture with the “traditional” school-based approach to knowledge; however, certain changes are evident, including the fragmentation of reading materials, the demand for greater speed and productivity, the mechanization or automation of media, and the reduction of information to data (pp. 21–22).

The author highlights the importance of adapting to new social conditions and examines how digital media impact teaching and learning. In doing so, the author explores the challenges and transformations in pedagogical practices, emphasizing the need for a critical and reflective integration of digital media into education. This integration should take into account the specificities and challenges of each context, rather than assuming a position of technological determinism.

Furthermore, teachers possess pedagogical and didactic knowledge—or, in other words, “teacher know-how”—which guides the identification of the most appropriate teaching strategies and methods. In this context, it was proposed that presenting historical, economic, political, and other texts typical of the social sciences through ICT and social media—while ensuring language appropriate to students’ cognitive development and prior knowledge—facilitates the exploration, dissemination, analysis, and strengthening of students’ engagement with reading processes (Pedagogical Journal 1-2-3, 2023).

In this regard, the use of social media offers significant potential for improving reading practices, given the wide variety of texts available and the opportunity it provides for frequent engagement with other spaces that students encounter in their daily lives. In other words, ICT and social media are resources that can and should be leveraged in the classroom as a teaching and reading strategy.

In conclusion, the analysis of the reading practices of the students in 9-D revealed evidence of recurring and well-documented issues, such as the adolescents’ low reading levels; a preference for short readings presented in electronic formats, difficulties associated with reading

complex texts independently, as well as the potential benefits of peer-to-peer and teacher-guided reading in the classroom—that is, reading should be a classroom activity rather than a mandatory homework assignment. Finally, a concerning situation was observed regarding the vocabulary mastered by students, which presents itself as the greatest obstacle they face when learning social studies.

Implementation of a lesson plan.

Through the Instructional Sequence (hereinafter IS), various reading strategies were implemented to develop interpretive skills and the ability to analyze perspectives. This competency is outlined by the Colombian Institute for the Evaluation of Education (ICFES, 2014) in the document National System for Standardized Educational Assessment: Alignment of the SABER 11 Exam. General Guidelines 2014–2, and is presented as one of the most important skills to be developed in the social sciences, as it enables students to form their own criteria and express informed opinions based on the evaluation of multiple alternatives for interpreting and solving problems.

The IS focused on racism as a persistent issue in the context of World War II and its impact on the present, particularly through the concept of “race,” and consisted of eight class sessions. During these sessions, strategies such as an introductory activity on reading practices in the social sciences, a museum guide, letter writing, and a student self-assessment were implemented.

Regarding the results, reading levels were structured with the aim of developing students’ reading comprehension skills, as well as their ability to recognize text types and concepts specific to the social sciences. To achieve this, different types of questions were designed to address various aspects of the texts. First, questions focused on explicit elements—such as the characteristics of events and descriptions of characters and situations—were used to assess the literal level of comprehension. Second, questions requiring the interpretation of events involved inferring implicit information, thereby addressing the inferential level. Finally, analytical questions were included to promote critical thinking among students, corresponding to the critical level of reading comprehension.

In this context, it was observed that a significant proportion of students remained at the literal level, as they primarily responded to explicitly stated information in the texts. Nevertheless, they reported that the activity was engaging: “I can say that ‘Text Types’ was a very

educational activity, since I didn't know anything about that kind of thing." These students experienced difficulties in grasping the overall meaning of the texts and in identifying the causes and consequences of historical events such as World War II. Furthermore, when faced with texts containing subject-specific vocabulary, they struggled to establish connections between concepts; consequently, their ability to draw conclusions and make inferences during the reading process was limited.

Social Studies Teachers' Perceptions of Reading Practices.

In exploring how reading is used in social studies classes, the aim was to understand an aspect of teaching practice that teachers have developed over the course of their careers, in order to identify similarities or differences that reveal aspects of the dynamics of the social studies classroom in relation to their conceptions of reading.

In this regard, we highlight patterns that were recurring or problematic in achieving this goal. In response to this, Professor Antonio (2023) states that, "(...) reading can be engaging when dealing with primary sources or when I read and explain it, but if I simply assign the reading and leave them to it, there will surely be no connection" (L. 94–96). In this case, Professor Antonio (2023) expresses a distancing from the idea of reading as a mechanical exercise of "reading and responding," highlighting the idea of "abandonment" as a hallmark of those readings that are assigned and left to the student's freedom to read, understand, interpret, and critique, without guidance from the teacher. Similarly, this professor mentions the importance of pre-sending short texts to achieve a more effective reading experience.

For his part, Professor Sebastián (2023) described a practical approach to reading—that is, one that aims not only for students to read texts on a social science issue, but also to go beyond that, discuss what they have read, and develop a school project based on it, (...) I usually ask them to create a radio drama for the final assignment, but first I have them choose a topic of interest to them from eastern Antioquia. To do this, they have two weeks to research certain topics, for example: the massacres, the role of certain actors in the conflict, such as children; recruitment or anti-personnel mines; various forms of violence associated with the armed conflict. They choose one that interests them and begin to investigate it. I always bring them a little book called "Nunca más" ("Never Again"), which is produced in Granada based on some accounts; it's a way for them to learn the story of

how those events unfolded. (Personal Communication) However, another concept mentioned by the teachers stemmed from the remarks made by Professor Franco (2023), who emphasizes the physical nature of reading—that is, proper reading should involve a physical copy of the text to be read, one that students can see, smell, and touch. Consequently, he states that, (...) When it comes to strategies, it's important to understand that sometimes they work and sometimes they don't—every group is different. What I do first is get them motivated and then bring them the book, showing it to them and talking about the author and the context. There is one key aspect, and that is the subject matter. For example, we're in tenth grade and we're going to look at—I don't know—geopolitics or bipolarity, and multipolarity; you have to present various texts, ranging from simple ones to others that are a bit more complex, and interestingly, the students tend to like the complex text. But as I said, it's very important to keep in mind the group's prior knowledge—which you, as a teacher, should already be aware of. I don't assign the reading right away; I wait a few weeks, get to know the group, and then choose the readings accordingly, and these can vary from one group to another (Personal communication).

Consequently, reading will require a strategy that will not always be the same for every group—or even for every reading session—which reflects a holistic approach to reading. Everything will depend on the teacher's expertise in establishing a connection between the learning objective, the students' interests, and the content to be covered.

That said, one strategy that consistently emerged in the teachers' comments was that of reading support, including approaches similar to those mentioned by Siede (2023) and described in the theoretical framework. Thus, Professor Ismael (2023) extends the concept of reading support to include a matter of "social justice," insofar as, (...) We need to promote reading, we need to spark an interest in reading, and we need to provide some evidence that gives us the peace of mind that, at the very least, as teachers, we did our part—that is, we tried to promote reading, teach it, and encourage students to read. (Personal communication)

This professor presents a view of reading in which teachers are responsible for creating opportunities and spaces for its development in the classroom, thereby providing the necessary support to encourage the practice of reading. For his part, Professor Juan (2023)

believes that reading should be “sold” to the student, not imposed; that is, the teacher has the obligation to foster a habit of reading and establish a knowledge base so that the student understands what is being covered in the session—in other words, the teacher should be an active participant in the student’s reading process.

Along the same lines, Professor Sara (2023) emphasized the importance of an appropriate and varied selection of reading materials, as well as constant teacher support throughout the reading process, as she explains below: “There should be an appropriate and varied selection of reading materials, and there should also be constant support for students’ reading processes” (Professor Sara, 2023, Personal communication).

The questions about the “why” and “what for” of reading instruction sought to understand the reasons and objectives behind it, in order to grasp the conceptual and practical framework that guides the work; as the teachers put it: the social sciences are mastered, understood, and constructed through reading,

Yes, it’s non-negotiable. It should be non-negotiable, in fact; they ask me, “So why do we have to read?” (...) “No, to learn social studies, you have to read (and I make that the top priority), speak, write, and create.” In other words, let’s say I’ve simplified it—obviously, theorists of social studies pedagogy would say there’s more to it, but I narrow it down like this to explain to them that there are also certain practices that are non-negotiable in Social Studies, and one of those is reading—and they already know that in my case. Read, read, and read. (Professor María, 2023, Personal Communication).

In this regard, according to Professor María (2023), reading is mastered through reading itself; this highlights the need to introduce reading practices from the very beginning of formal education, so that each student becomes accustomed to regular and sustained reading over time—only in this way can they achieve true mastery.

On the other hand, Professor José (2023), addressing the question of why we should teach reading in CS, states, (...) because it is one of the means we have to help young people understand reality—not just their immediate reality, but also distant social or cultural contexts, or geographical contexts. So, when there is no direct experience of that context, reading is the other way to gain access to that knowledge” (Personal communication)

Professor José (2023) notes that reading is important because it is seen as a way to gain knowledge about the world; when students lack direct experience with a particular context, reading provides them with an alternative way to acquire that knowledge.

Since the question of “why” we teach through reading aimed to understand the reasons behind this approach—recognizing that it is essential for understanding contexts outside the reader’s own experience—the question of “what for” in the teaching of social sciences similarly aims to understand the purposes, goals, and scope of this approach. Regarding the latter, some teachers provided us with insights.

The first thing that comes to mind is making connections with and within the world. I really like—as I mentioned yesterday—the text by Jan Masschelein and Maarten Simons in defense of school. I don’t know if you’re familiar with it, but one of the functions of school is to open up the world to students. (Professor Juan, 2023, Personal Communication)

Professor Juan (2023) and Professor José (2023) both believe that reading opens up the world to students, since reading in the social sciences is essential for broadening their perspectives and making deeper connections with reality, allowing them to see beyond their own interests. Furthermore, they emphasize the need to stimulate students’ imagination, not only to promote critical thinking but also to foster creativity and creation.

Likewise, Professor Sebastián (2023) states that, (...) to develop critical thinking skills, Why, then, develop critical thinking skills? Well, I can’t imagine—reading significantly improves one’s reading proficiency, not only in terms of semantics, but because it provides the tools to construct an argument, and when engaging in a conversation with someone else, one becomes more fluent and confident. So, I believe that thinking skills are fundamental insofar as they strengthen one’s ability to navigate situations involving narrative, arguments, justifications, and explanations—that is, to view the world through language, recognizing that it is problematic, multifaceted, complex, and dynamic. Thus, having that full range of tools and skills allows one to better address these challenges. (Personal Communication)

That said, one of the goals of developing reading skills in social studies class is to cultivate critical thinking skills. In this regard, these skills aim to improve reading comprehension by enabling students to construct

arguments, engage in fluid conversation, and navigate situations that require verbal expression. Ultimately, understanding this range of tools empowers students to address social issues assertively.

As for the question of why we teach reading, Professor María (2023) notes,(...) That's a very profound question. I'd say that one reads in the social sciences to understand, of course, the multiple perspectives on an event, but also to confirm, or to contradict, or to disagree with the existing views of the world; I believe that's why we read in the social sciences. Often, one seeks out readings to confirm, and one intentionally selects what to read (...) I have tried to introduce a variety of readings, including those with which I don't entirely agree, but that is precisely the point—so that students can learn about, confirm, contradict, or disagree with the things happening in the world (...) Why do we read in Social Sciences? I wouldn't say it's to awaken critical thinking, because it's not just about reading; it's what you do with the reading. I would say it's to lay the groundwork that will later strengthen that critical thinking, I believe. (Personal Communication)

Therefore, reading in the social sciences must be approached from an interpretive perspective, since our field of knowledge is eminently interpretive and critical; consequently, this leads us to believe that, for teachers in this field, reading is a preferred “vehicle” for teaching basic social science skills.

Finally, it is recognized that reading has multiple causes and purposes, highlighting the diversity of perspectives among different teachers. It is acknowledged that reading is essential for understanding and questioning multiple viewpoints on social events, allowing students to confirm, contradict, or even disagree with different worldviews. Furthermore, it is emphasized that reading in the social sciences is not only about acquiring knowledge but also about strengthening thinking skills, such as argumentation and interpretation. Thus, reading practices are not an end in themselves but a means to deepen understanding of the social world, foster creativity, and strengthen the skills necessary to address social problems in new ways.

Teachers state that reading is essential for teaching social studies and, when asked to rate its importance on a scale of 0 to 10 (where 10 means very important), they responded as follows (see Figure 1):

Figura 1: Respuestas a la pregunta sobre la valoración de la lectura en Ciencias Sociales.



Source: Compiled by the autor.

As shown in the figure above, on average, teachers place a high priority on reading because it enables students to develop habits that can later facilitate the presentation of content in class, helps them build essential skills for the social sciences—such as description, interpretation, and argumentation—and contributes to the development of students' critical thinking.

In this regard, the comments made by some of the professors interviewed are presented in greater detail below (...) I see it [class reading] more as the seminar-workshop we experienced in college with Ezequiel Ander—that is, where students read the material beforehand and are expected to discuss it in class. So it works with tenth and eleventh graders, but I don't think it will work with everyone. However, for those with whom it does work, it's because they've already developed the habit and know that I'm unlikely to change my perspective. (Professor Juan, 2023, Personal Communication)

Here, the teacher refers to the challenge of introducing reading into the classroom without first having begun a gradual process with the group in question; one cannot expect students to read extensively and/or effectively if they are not accustomed to this approach to studying the social sciences. For him, there is an opportunity to assign reading before class, and then to pool the knowledge gained and guide students toward achieving the learning objectives established by the chosen methodology.

On the other hand, Professor Gregorio (2023) states that,

I sometimes read to the sixth graders—actually, I often read to them myself because my voice is a little louder, and because the process with them is slower; that is, in sixth grade, you find kids who don't read. So if I have them... I ask them to follow along with me at first: "Come on, I'll read it and you follow along. Let's do it," and sometimes I end with "you continue," and sometimes we take turns. (Personal Communication)

In this case, Professor Gregorio (2023) believes that reading should take place in the classroom with clear guidance from the teacher; for this reason, he begins reading and asks the students to follow along. It is important to reflect on what the professor himself later states

But sometimes in sixth grade, you come across students who are repeating the grade and have much more advanced reading skills. So what we do is, once we identify the student, they read aloud, and I prefer that they take turns reading to each other. Then, when the student has a good tone of voice and reads a bit more fluently, we ask them to read. In seventh grade, it's very different, because in seventh grade, when you say "take turns," well, I don't really care about taking turns, but 15 or 20 of them raise their hands, line up in front of me, and say, "Teacher, teacher, I want to," and then they start: "The first one reads, and tell me where they've read up to," "Okay, teacher, up to here," and the next one follows, so it's a continuous reading process, and that's how we've read—pew—long stories, books, half of books (...) (Teacher Gregorio, 2023, Personal Communication)

Two important ideas emerge from this: first, when there are students with greater reading proficiency, they can be assigned the role of reading guides for the other students; and second, it has been shown that consistently using reading in the teaching of social studies fosters a habit that can later facilitate the presentation of content in class. If, in the context of Professor Gregorio (2023), a sixth-grade student is not yet capable of reading independently, by seventh grade they will have a more established reading process that will even allow them to serve as a reading guide in class.

However, Professor Antonio (2023) expresses doubts about the finding that students' reading skills improve as they progress through the grades, including those with whom he has had ongoing contact.. And when you ask me if reading skills are higher in eighth grade, it doesn't really feel that way. And I think that question about the

national budget—that's material for tenth and eleventh grade. So, the kids' reading and comprehension skills are very poor. Maybe that's also why I've even tried to diversify the media we use or, at the very least, rely on texts that are very strategic. I also use a lot of secondary sources, and they are short texts (...) (Professor Antonio, 2023, Personal Communication).

These dynamics give rise to a set of challenges that cannot be ignored when bringing reading into the classroom, nor when it comes to conceiving of it as a practice—that is, as something constructed in collaboration with others. Thus, we return to the observations of Professor Sofía (2023), who identifies two challenges in addressing reading in the Social Studies classroom: the first is that students are given readings to complete on their own, but they avoid them because they prefer to use Google, which provides immediate answers. The second challenge is a lack of comprehension when reading a text; from this, it can be inferred that the speed of technology has affected students' ability to understand the readings they and others do, since they are accustomed to obtaining instant answers without delving deeply into the analysis of the data.

Similarly, the challenge of teaching and using reading in school arises. In this regard, Professor Lucía (2023) notes that, I believe the challenge lies primarily in understanding that reading, like many basic mathematical operations, should be taught across all subject areas and is not the sole responsibility of Spanish language teachers. It is often assumed that students have already learned to read, but there is a lack of awareness that this skill must be reinforced from multiple perspectives. (Personal communication)

This teacher highlights the importance of not taking the process of teaching reading for granted, emphasizing that it should not be assumed that once students reach higher grade levels, this process no longer requires reinforcement. Furthermore, she emphasizes that this reinforcement should not be limited exclusively to the Spanish language arts curriculum.

In summary, there is no general consensus on the role of reading in social studies education, given the diversity of educational needs, content requirements, student populations, and teaching approaches. Regarding the challenges, similarities can be identified among the teachers consulted. It is widely acknowledged that one of the main challenges lies in promoting reading

habits among students, particularly in contexts where conditions are not always conducive to this activity. However, this does not make it an impossible task.

The potential of reading for intellectual development and for understanding the world around us is widely recognized, as are the opportunities that arise from approaching reading as a practical activity, especially in the field of the social sciences. Consequently, reading should not be confined to a specific subject area; rather, it should be fostered from an early age and sustained throughout the entire educational process—not in a forced manner, but in ways that create meaningful opportunities for student participation. This can be achieved by recognizing that every teacher plays a key role as a guide in this process.

In short, this is why reading is presented as a journey to be undertaken together, since working individually on such exercises—at least in the classroom—can lead to demotivation and difficulties in achieving conceptual understanding and excellence in assessable skills. Teachers should strive to provide active guidance during reading activities, while ensuring that they have a thorough understanding of the text they present to students, as this is essential for supporting the process of critically engaging with the material.

Finally, it is worth noting that most of the teachers interviewed agree on a conception of reading practices that is shaped by broader considerations; in other words, reading is not merely an ordinary task, and using it as a tool in the classroom is of vital importance for achieving meaningful learning outcomes.

The question regarding interpretation was posed with the aim of exploring the ways in which social phenomena are approached from different perspectives in social studies classes, always through the lens of reading practices. In addition, the study sought to understand teachers' experiences in order to capitalize on the opportunities that this skill offers for classroom development and to generate potential insights for teaching.

IV. CONCLUSIONS.

With regard to the first objective, the study concludes that students view reading processes as a means of acquiring knowledge, understanding and

interpreting perspectives, and/or developing skills such as description, comparison, and interpretation. Furthermore, the study highlights that students prioritize reading materials that align with their interests, and that basic resources for teaching and learning social studies—such as essays or history books—are not among their preferences.

Second, the reading assessment conducted as part of the Initial Diagnostic Workshop revealed significant difficulties across all three levels of reading comprehension (literal, inferential, and critical), as well as gaps in basic social studies concepts. For this reason, it is essential to implement guided reading strategies that supported by digital tools, given students' interest in social media and the need for closer teacher support. As for the second objective—to evaluate the SD—it was deemed appropriate to integrate key elements, namely reading practices, interpretive skills, and the analysis of perspective. This connection is relevant insofar as, to understand multiple perspectives on the same social phenomenon, it is necessary to engage in reading exercises; these exercises capture the “objectified” and “subjectified” experiences of groups of people who have lived in a shared space-time.

To foster interpretation, teaching strategies such as museum guides, letter-writing, and reading from various sources were used. These activities helped highlight the value of shared and guided reading as a way to complement individual reading, which is often the dominant approach in social studies classes. They also underscore the need to teach reading in all grade levels, since it is a vital skill; therefore, the notion that reading skills are developed only in Spanish language arts classes should be challenged.

Finally, the third objective provided insight into the views held by some teachers in the immediate vicinity and within the 9-D context regarding reading practices. It was concluded that teachers view reading as a tool, a pathway to learning about phenomena—particularly political, historical, and geographical ones. Reading is an integral part of all instructional content, with each teacher serving as an active guide in the students' reading process; for this reason, it promotes the learning of concepts specific to the social sciences, and to that end, it is important to start with shorter, simpler readings and gradually move on to more complex ones.

V. RECOMMENDATIONS.

Teachers and researchers interested in implementing reading activities in the classroom are encouraged to use a variety of formats (both physical and electronic) and, in particular, to adapt readings to students' needs—that is, the font, length, and relevance of the text—bearing in mind that reading is always an ongoing process open to improvement. In this regard, it is important to remember the responsibility to foster knowledge that aligns with the learning objectives and goals of the social sciences.

In this context, it is recommended that, when implementing these reading practices, consideration be given to developing activities outside the Spanish language arts curriculum. This is because these practices are intended to provide a deeper understanding of what is being read.

On the other hand, reading practices in the social sciences—particularly those related to interpretive skills and the analysis of perspective—aim to foster the development of critical stances, distinguish between facts and opinions, discern criteria for truth, question and interpret texts to understand social issues, and identify society's role in shaping the individual. However, it is important to recognize that narrative literature can also be a useful tool for understanding this field. In other words, its content should not be dismissed, but rather approached through an analytical lens that takes into account the disciplines of the social sciences.

In this regard, it is essential to emphasize that reading practices cannot be separated from writing practices. First, writing provides students with a means to express what they have understood while reading, organize their ideas, and ask questions. Second, it allows the teacher to observe and evaluate the student's reading process. Furthermore, these practices—whether reading aloud, guided reading, commented reading, or shared reading; individual or group—must be grounded in respect for individual interpretations of the text, establishing themselves as an exercise designed to foster critical thinking skills, without overlooking the central role of reasoning in supporting opinions and identifying points of agreement and disagreement.

Likewise, a recommendation is made to undergraduate teacher-training programs in the social sciences: they should recognize the educational value of reading practices in the teaching of this field of knowledge, as reflected in general courses and teaching practices, since this aspect is currently addressed explicitly only in history courses.

In this vein, it is recommended that research projects focusing on reading practices begin with a sufficient time frame to ensure the research is conducted properly, taking into account potential institutional and researcher-related contingencies. Therefore, when planning this type of research project, it is necessary to allocate an adequate number of months to cover all areas of study thoroughly.

Finally, we leave the discussion open, but not before raising the following questions that invite further exploration in this field of study, which is still in its early stages in the country. How can social studies teachers move beyond simply teaching reading so that it is viewed as a living experience that impacts students' daily lives? What are the specific characteristics of reading in social studies, given its differences from reading in other academic disciplines?

What is the pedagogical potential of shared and read-aloud reading in non-school contexts? And finally, how can reading practices in social studies be taught to students with special educational needs?

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ENVIRONMENTAL EDUCATION PROCESSES IN VULNERABLE COMMUNITIES IN THE EASTERN NEIVA.

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Date of receipt: 28 de febrero 2025

Acceptance date: 29 de mayo 2025

DOI: <https://doi.org/10.22267/huellas.251122.50>



Abstract.

This project aimed to foster love, respect, and responsibility for the environment among a group of children and young people living near the lower basin of the Las Ceibas River, east of the urban area of Neiva, Huila. Through an environmental education process with a holistic and interdisciplinary approach, didactic strategies based on popular education were designed to raise community awareness about their natural environment and strengthen values such as care and the common good. Activities such as sensory perception, crafts, dialogues and reflections, and the integration of knowledge from various disciplines facilitated the understanding of environmental problems affecting the community. The results demonstrated greater environmental awareness and a more positive relationship among the participants with their territory.

Keywords: Environmental education, Interdisciplinary, Popular education, Territory.

Resumen.

En esta experiencia se buscó fomentar el amor, el respeto y la responsabilidad hacia el ambiente en un grupo de niños, niñas y jóvenes que residen cerca de la cuenca baja del río Las Ceibas, al oriente urbano del municipio de Neiva-Huila. A través de un proceso de educación ambiental con un enfoque holístico e interdisciplinar, se diseñaron estrategias didácticas basadas en la educación popular para sensibilizar a la comunidad acerca de su entorno natural y fortalecer valores como el cuidado y el bien común. Mediante actividades como percepción sensorial, manualidades, diálogos y reflexiones e integración de saberes de diversas disciplinas, facilitó la comprensión de problemáticas ambientales que afectan a la comunidad. Los resultados evidenciaron una mayor conciencia ambiental y una relación más positiva de los participantes con su territorio.

Palabras Clave: Educación ambiental, Interdisciplinar, Educación popular, Territorio.

I. INTRODUCCIÓN.

Currently, Environmental Education (EE) is an effective means to raise human awareness about the need to preserve the environment, thereby achieving a better

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quality of life for present and future generations (Zabala & García, 2008). The Treaty on Environmental Education for Sustainable Societies and Global Responsibility emphasizes that this education requires individual and collective accountability at local, national, and international levels (Global Forum-Treaty on Environmental Education, 1992).

Consequently, Environmental Education (EE) does not only involve studying the factors that determine environmental degradation and its impact on human beings; rather, it encompasses a broader, determined, and conceptualized focus (Zabala & García, 2008), which must include social, political, economic, ethical, and cultural dimensions (García & Rodríguez, 2005).

In this sense, EE requires a set of knowledge, values, and skills from various fields of knowledges (Sauvé, 2003), it is a dynamic discipline that constantly evolves to respond to the challenges of a world where rapid technological, economic, and social advances demand continuous adaptation. Therefore, it is essential to address the environmental problems caused by these changes, disseminate their causes and consequences, and thus foster a transformation in society through changes in people's values, attitudes, and behaviors (Ibáñez & Amador, 2017).

Furthermore, EE and legislation must be integrated to create a more informed, responsible, and committed society dedicated to environmental protection (Zabala & García, 2008), as is the case with the Colombian Constitution, which guarantees the right to a healthy environment and establishes the obligation of authorities to protect it (Constitutional Court of Colombia, 1991). Similarly, Resolution 1508 of 2010 promotes the rational and efficient use of water at all educational levels, as well as in society in general, and prioritizes the protection of zones and/or areas of influence of aquifer springs by environmental entities, which conduct studies for recovery, protection, and conservation (Hernández et al., 2025).

Meanwhile, the National Environmental Education Policy establishes EE as a dynamic and participatory process aimed at forming critical and reflective individuals, capable of understanding the environmental problems of their contexts (Conza et al., 2025) and proposing solutions (which could be technical, political, pedagogical, or otherwise) aimed at the socio-environmental transformation of their reality, towards the purpose of building environmentally sustainable and socially just societies (Ramos & Escobar, 2025; Salazar, 2024).

However, Las Ceibas River presents high levels of pollution due to domestic and industrial wastewater discharges, which has resulted in the deterioration of the water quality of this vital tributary for the inhabitants of Neiva, as it is the source supplying the aqueduct of the city (Marinez-Nieva, 2021).

Due to the above, Gutiérrez (2013) affirms that EE, as a continuous learning process, is fundamental for students to receive an education that enables them to address the environmental challenges of their region, such as their geographical proximity to the Las Ceibas River, in addition to fostering an understanding of the territory's cultural context. This involves considering the diverse human and non-human actors, such as other species, as well as the different ecological and cultural environments where EE takes place (Cruz-Herrera et al., 2022; Noguera, 2004).

Additionally, working on EE from an early age promotes the development of positive behaviors and/or attitudes towards the environment, creating a habit that participants transfer to their homes, raising awareness among their families, and contributing to mitigating the problem (Souto-Seijo et al., 2017). Furthermore, it is important to break away from dogmatic approaches in education, often characterized by rigid structures and a focus on memorization. Instead of simply imparting knowledge, attention should be centered on fostering a liberated thought process, allowing students to interact with their environment in an exploratory and open-minded way, linking dynamic learning with lifelong learning (Ibáñez et al., 2012).

From this perspective, traditional teaching methods can stifle creativity and hinder the development of critical thinking skills, whereas EE, on the contrary, is a transformative experience with the potential to liberate the mind and motivate individuals to question, explore, and connect with the world around them in a more meaningful and responsible way. Likewise, teachers, as

facilitators of this liberating process, re-examine their practices and encourage students to think beyond prescribed rules.

Similarly, Acedo et al. (2021) assert that active learning as a teaching method engages students to perform from a collaborative approach, promote skills, and develop critical thinking, since an educational context centered on children's interests favors the design of real experiences, giving them their own meaning in which they propose solutions to conflicts. Moreover, a valuable experience must be proposed, one that awakens children's interest, resulting in natural and unforced work, linking past experiences with current and future ones (Ruíz, 2013).

Sauvé (2010) proposes reconstructing bonds with nature through affective, sensory, experiential, cognitive, and creative approaches, allowing the subject to know, explore, and understand the biodiversity of the environment and the phenomena involved, so that they come to know their own living environment and develop a sense of belonging towards it.

In accordance with the above, the experience was developed with children and young people from a vulnerable community in the eastern area of the city of Neiva-Huila, with the purpose of contributing to improve their relationship with the territory, implementing popular education.

In this sense, it is necessary to clarify that the territory is what the community creates according to the space they inhabit or their ancestors inhabited, framed within a consciousness of belonging, which allows for unity, that is, the appropriation and relationship that humans and society establish within a terrestrial space. Therefore, it is not only the space, but the relationships inscribed within a field of power (Acero & Cabeza-Morales, 2008; Hadad & Gómez, 2007). Hence, it aids in the interpretation and understanding of social relationships linked to the spatial dimension, as it contains the social practices and symbolic meanings that human beings develop in society in their intimate relationship with nature (Llanos-Hernández, 2010).

Therefore, popular education considers that there is no educational and pedagogical action without context, because territories mean that the educational exercise is always contextualized. By including the different political, social, cultural, and economic elements, it recognizes education as a political-pedagogical exercise (Mejía,

2013), for as Freire (1993) states: "Speaking of popular education implies the necessity, the taste, of raising the fight for effective education, and moreover, for a type of education that pays attention to a specific social class" (p. 40).

Thus, EE has an ethical-political character, which will allow building forms of solidarity and responsibility, opening the doors to build problematizing learning from the senses, through the question: education for what purpose? (Mejía, 2013).

II. METHODOLOGY.

The participants were children between 5 and 14 years old. The sessions were held on Saturdays in a park located in commune 10, in the eastern area of Neiva. Most families are in socioeconomic stratum 1, so the work activities of both parents are informal and non-professional. A minority belongs to families that are victims of the armed conflict (displaced persons) and ethnic or indigenous groups. Children, for the most part, are in primary education and tend to work in groups to share and listen to others' opinions.

Given this social and economic context experienced by each child and young person in their home, pedagogical and didactic strategies based on popular education were designed, taking into account factors such as: geographical context, ages, available resources, and commemorative days. The work sessions, held on Saturdays, were as follows:

- Session 1: Local Explorers: Discovering the Secrets of Our Surroundings.
- Session 2: Celebrating Women: A Day to Honor Our Achievements.
- Session 3: Whispers of the River: A Journey along the Banks of Las Ceibas.
- Session 4: Water for All: We Sing, We Plant, and We Learn!
- Session 5: Planting Dreams in a Cardboard Cup.
- Session 6: Dialogue, Respect, and Cooperation.
- Session 7: Tour of the SENDICAM Trail.

III. RESULTS AND DISCUSSION.

Local Explorers: Discovering the Secrets of Our Surroundings.

A perception activity (visualization and listening) of the environment was conducted (see figure 1), considering the Mayer and Salovey model, which establishes that perception and emotions facilitate thought and emotional and intellectual growth (Marcos & Diéz, 2019). According to the writer Victor Hugo, it is profoundly sad to think that nature speaks while humankind does not listen to it; the need to listen to the environment then arises, becoming an important goal for the teacher to raise awareness, develop, and support children in adopting and developing urgent habits and actions, generating knowledge and innovation to preserve it (Velezvia, 2020).

Figure 1.
Environment perception activity.



Note: personal photograph

They were invited to reflect on their environment, and it was evident that children perceived a natural environment with flora and fauna, reflected in drawings and comments from the participants. They are aware that their territory harbors

a great number of species (favored by geographical, water, and climatic conditions), despite this, very few illustrated the river; a minority have not had the experience of going to the river (they do not know it) and a majority have relegated it to the background, as if it were something unimportant.

- P9: "I don't know the river, my parents don't take me or my brother."
- P17: "Yes, we sometimes go to the river, I just forgot to draw that."

On the other hand, it was expected that urban components would also be illustrated, demonstrating the notable urban expansion arising from invasions and settlements, which, according to Pulido-Osorio et al. (2023), this community sector borders areas restricted for housing settlement due to micro-watersheds and forests, which must be duly protected, but due to exponential growth have been invaded (see figure 2). From this situation, as teachers in training, we do not propose to expose and limit the areas where they already coexist as a community, so the stated purpose will emphasize improving that relationship with their environment (territory).

Finally, the participants perceived motor vehicles, denoting noise pollution; the dependence on automobile use has generated significant effects on the city-environment relationship, and clearly its most significant consequence is air pollution from greenhouse gas emissions (Alfie & Salinas, 2017). Noise is one of the main elements of pollution in cities, where vehicles, with their engines and the friction of tires on the road, are the main contributors to total noise. It is noteworthy that even at a young age, children are aware of this (Alfie & Salinas, 2017).

Figure 2.

Perception of their environment.



Note. *Personal photograph. A) Meeting place, note the tree and the tires in the surrounding area.*

Celebrating Women: A Day to Honor Our Achievements.

It was explained that throughout history, women have been conditioned and limited in social, labor, political, and economic roles, where, through constant struggle and social movements, access to dignified rights was achieved for them. In this space, empowered and outstanding women in science and their contributions were mentioned to consolidate in the girls the awareness that they are fundamental to society; in Colombia, it is evident that education does not properly teach gender equity, so improvisation, beliefs, and sexist and macho prejudices by educators hinder progress in female empowerment (Espinosa, 2024).

The hands-on activity involved the prior collection of cardboard cups, plastic bottles, and organic elements (branches, stones, and sand) to construct a flower as a gift for an important woman in their lives. Why a flower? Children commonly associate beauty with flowers (granted by their color pattern, delicacy, and symmetry); in the words of one child, the flower is:

- P5: "I think the flower is the most precious thing of a plant."

Likewise, giving them is a cultural act that traditionally occurs, allowing the expression of wishes and emotions. According to some authors, flowers are very sensitive, which makes it possible for them to have a soul (Casteleiro, 2020; Mancuso & Viola, 2015), however, why pick them (kill them)? What appropriation does the community acquire in their gardens if they are invited to do so or allowed to continue doing so? This is referred to as botanical imperception, originally defined by Wandersee and Schussler (2001) as "plant blindness": the inability to recognize and perceive the importance of plants, their aesthetic and biological aspects, and the idea that plants are beings subordinate to animals, thus not deserving significant attention.

This is mainly due to the lack of content diversity, absence of practices, and decontextualized teaching (Salatino & Buckeridge, 2016). On the contrary, botanical imperception, according to Figueiredo et al. (2012), not only fosters critical ecological education but also EE, which drives feelings and emotions, leading them to acquire a new perception. On the other hand, it becomes essential to avoid consumerism, because according to the ideals of Casteleiro (2020) "floristry has become a capitalist product" (p. 7). Therefore, making a flower with recycled materials is a pertinent option.

A dialogue was held about solid waste, which is considered useless, undesirable, or disposable by those who discard it (Curcio et al., 2015), so giving them a second use and making flowers allowed participants to understand that these

materials have a second life and that through art, colorful details are obtained (see figure 3).

Figure 3.

Children making flowers for the commemoration of International Women's Day.



General note. *Toma fotográfica propia.*

Whispers of the River: A Journey along the Banks of Las Ceibas.

A part of the book “¿De dónde va a salir el agua?” (“Where Will the Water Come From?”) was read. It mentions the adventure of some children with social, political, and economic conditions similar to those of the community. The characters, who are children of the river, its fertility, its fauna and flora, were born from freedom and the extreme violence of their land. In this way, they share with various wild animals that, unfortunately, are disappearing due to pollution, deforestation, and hunting, in the rush for destruction to obtain wealth from our territory (Ramírez-Ocampo, 2022).

The story was an important and strategic resource that brought participants closer to natural knowledge, since analyzing the plot of a story encourages participants to create a connection between their own experiences and those of the characters (Acuña et al., 2020). By identifying with the story, participants recognize that they are not the only ones experiencing these feelings, situations, and problems, so they should be guided to learn strategies and skills that enable them to be capable and independent when resolving their conflicts (Acuña et al., 2020).

A walk to Las Ceibas River was conducted. There, an environment perception exercise was conducted, in which participants walked barefoot into the river, listened to the birds singing, felt the river current and the wind, and observed species of arthropods, amphibians, and fish. With this activity,

the children observed that there is life in these natural spaces and identified that the place is a fragile ecosystem. At the same time, illegal activities by some individuals not involved in the activity were witnessed, such as extracting sand with heavy vehicles and washing vehicles, which generated astonishment in the participants. They were therefore invited not to engage in this type of action and to prevent them from occurring in the future, by dialoguing and reporting from their homes.

After the visit, the students made drawings based on what they observed and wrote reflections inviting others not to pollute, as shown in figure 4.

Figure 4.

Children's drawings after their visit to the Las Ceibas River.



Note. *personal photograph.*

Among the reflections of the participants after the experience of visiting the Las Ceibas River were:

- P5: “Not throwing garbage, also not washing motorcycles in the river, as it pollutes the river. I would start a campaign on RCN Radio.”
- P13: “We are the ones responsible for polluting.”
- P24: “Cutting down so many trees is bad because it takes away our shade, air, and the birds’ homes.”

Analyzing the reflections, it was found that the participants’ critical process emerges, and they devise short-term strategies in their own way, such as reporting and taking on the role of journalists from a well-known media outlet. On the other hand, from their perspective, participants think that without trees the air would be polluted, a valid point considering their basic educational level and that in their attempt to explain a

problem, they understand that deforestation would lead to the absence of oxygen and, therefore, a greater amount of greenhouse gases.

Water for All: We Sing, We Plant, and We Learn!

It was shared how, despite Colombia having a great availability of water resources, climate change and waste in daily activities threaten its quality and abundance, making it crucial to remember that water is the vital resource for the survival of absolutely all living beings (Barrera, 2022). Furthermore, the importance of the paramos (high Andean wetlands) was discussed, along with their problems due to the forest fires that occurred in early 2024 in the Berlín-Santander paramo, which affected 40 hectares of frailejones (Espelitia plants) aged between 100-300 years (Múnera Zambrano, 2024). Some of the participants knew about the topic because they had seen it on the news, but most of them did not know what a frailejón was or its importance, so their impressions and feelings were of sadness.

They were then shown an animated video “Me llamo Tierra” (“My Name is Earth”), in which planet Earth and its feelings are presented, exposing environmental situations such as deforestation, drought, melting glaciers, and ecosystems expressing their distress. In this way, participants learned about and were impacted by what is happening on the planet. A dialogue took place about what happened in the El Curíbano wetland, where a piece of glass started the flames that devastated hectares of forest (Diario del Huila, 2023), to which the participants stated.

- P14: “We could bring a helicopter with water.”
- P27: “Teacher, let’s bring water from the river to put out the fire there so the animals don’t die.”

The above demonstrates the reflective process that emerges from learning about global, national, and local problems. This resulted in participants being motivated to color a popularly known character, “Frailejón Ernesto Pérez”, because of his famous song (which was listened to and sung), evidencing that through colors they transmitted feelings of joy and vitality, showing that these plants are important to them, while others used opaque colors, reflecting their sadness about what happened.

Later, the plants in the surrounding gardens were watered, taking the opportunity to have direct contact with the plants, inviting them to talk to them, give them a name, and tell them what they wished for them, hearing

the following expressions:

- P22 to her plant Juan: “I hope it bears fruit to eat. I would be willing to water it, fertilize it, and take good care of it. I love it.”
- P36 to her plant Guanábana (Soursop): “I would be willing to take care of it, water it, and talk to it because it is a living being.”

Figure 5.

Song about water, taken and adapted from (Balloon and Ben, 2016).



General note. *personal photograph.*

For the children, the activity was strange, as most refer to plants as “matas” (a colloquial term for plants, sometimes implying weed or shrub), a generalized meaning adopted because they are immobile organisms, attached to the ground, without considering that “plantas” (plants) refers to all photosynthetic living beings, again revealing the botanical imperception the children have due to not having received training that sensitizes them to this kingdom so fundamental to life (Ortiz-Zea et al., 2023; Salatino & Buckeridge, 2016). Due to the above, the concept of plants was re-signified by having direct contact with their structures, contemplating them, and communicating with them.

Finally, with a guitar, the song “Canción para cuidar el agua” (“Song to Take Care of Water”) was performed. According to Tojeiro (2019), “music constitutes a communicative, artistic, intercultural, affective, and equitable element that allows transmitting educational values to children by connecting with their sensitivity at an individual and community level.” Thus, EE, from a social perspective, demands an interdisciplinary and transversal approach which is meaningful. The integration between

natural and cultural assets is analyzed from a holistic, integrative, social, critical, and pedagogical perspective.

Planting Dreams in a Cardboard Cup.

Prior to the meeting, reusable materials (cups and plastic bottles) were collected to give a second use in planting seeds. It was observed that many of the children are familiar with collecting recyclable material because their relatives engage in recycling activities for daily sustenance, as recycling is one of the most considered mitigation measures for environmental pollution (Camargo et al., 2022).

With the cardstock, the participants made their "Field Diary" (see figure 6), in which they noted what they observed day by day in the growth process of the plant they sowed. This activity was carried out with the pretext of discussing food security and its importance, considering climate change, poverty, and social inequality, as articulating it with didactic strategies in and for the community promotes healthy and sustainable eating (Ariza, 2024).

Figure 6.

Making Field Diaries and pots.



Note. *personal photographs.*

In this process, field diaries play a fundamental role, as they allowed students to record the changes they observe in their plants throughout the week, fostering the creation of questions regarding doubts that arise, which enrich their learning, since didactic materials made with resources from

the environment provide meaningful, visually appealing experiences that are easy to create and use, making the teaching and learning process more transcendent, inviting imagination, creation, and construction (Gusqui, 2021).

Dialogue, Respect, and Cooperation.

Throughout the sessions, conflicts arose among the participants. For this reason, with the aim of improving coexistence, a group theater dynamic was proposed. According to Eizaguirre (2009):

- "Theater is, among other things, an elaborate technique for analyzing reality, and more specifically, the relationship of human beings with themselves and their environment. It is also an effective communication instrument to foster 'complicities' on an intellectual level and, especially, on an emotional level" (p. 2).

The activity helped strengthen empathy, solidarity, altruism, and cooperation, values necessary to prevent and deter aggression and violence among community members (Marín-Escobar et al., 2023).

Visit to the "SENDICAM" Ecological Trail

A visit was made to the facilities of the Corporación Autónoma Regional del Alto Magdalena (Regional Autonomous Corporation of Alto Magdalena - CAM) (see figure 7), with the purpose of introducing participants to other learning spaces related to the Huila region.

Figure 7.

Community visit to the SENDICAM Trail.



Note. *personal photograph..*

As a result of this experience, it was observed that the participants were constantly attentive to the guides' talks, surprised by the great number of animal species found at the site, in shelters to care for them and later reintroduce them to their natural habitats. Faced with this situation, the participants expressed:

- P17: "I learned that having a parrot in my house as a pet is bad."
- P2: "I liked the macaws and turtles, I feel sad because they are locked up."

It is revealed, then, that the child's contact with nature requires continuity, if possible, at least one direct experience with the environment for it to be meaningful, as sometimes the teacher does not see the opportunity offered by outdoor spaces as a place for learning, fostering reflective learning (Sanz & Zuzuarregui, 2017). Experiential learning through hands-on activities with nature promotes deeper understanding, critical thinking, and environmental awareness among students.

IV. CONCLUSIONS.

Environmental education processes are essential in vulnerable communities, as they promote experiential learning and responsible action in decision-making to address territorial problems.

By applying popular education and knowledge of the territory, participants developed playful, creative, and artistic activities that fostered critical reflection and helped commit and empower them in the search for practical and effective solutions.

The work carried out with the children and young people contributed to strengthening environmental awareness in order to improve the relationship with the territory; therefore, working on EE from an early age is fundamental.

V. RECOMMENDATIONS.

For the implementation of Environmental Education (EE) processes with communities, it is essential to recognize the social, environmental, political, and cultural problems that affect them, in order to address them with alternative methodologies such as popular education.

Similarly, it is necessary to design strategies and have the necessary materials for adequate working condition with children and young people, since this experience was carried out as a volunteer activity motivated by the Tulpa environmental education research hotbed.

It is hoped that this type of experience will be replicated with different communities, supported by various academic and governmental institutions, to enable the activities to be carried out under better conditions.

ACKNOWLEDGMENTS.

We thank the community leaders who welcomed us and provided space for working with the children and young people to carry out the environmental education processes.

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23



TEACHER TRAINING IN SOCIO-EMOTIONAL COMPETENCIES IN URBAN AND RURAL NORMAL SCHOOLS: AN OPPORTUNITY TO TRANSFORM PEDAGOGICAL PRACTICES.

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Date of receipt: 28 de febrero 2025

Acceptance date: 14 de agosto 2025

DOI: <https://doi.org/10.22267/huellas.251122.51>



Abstract.

This article, the result of implementing the Educational Social Innovation (ESI) research methodology, is energized by the formation of Communities of Practice (COPIEs). Through unity, collaboration, and mobility, these communities activate research practices, fostering identity, strengthening talents, and cultivating a passion for investigation. This process generates significant changes to inappropriate practices that have become normalized in daily school and social life, with negative consequences affecting institutions and communities. The article highlights the intervention through training and learning spaces (in dance, music, art, body expression, writing, psychology, social work, law, and pedagogy) with student teachers from the Complementary Training Program (PFC), practicing teachers from the Putumayo Higher Normal School (IENSUP), and teachers from the rural territory of Alto Putumayo. This intervention encourages diverse stakeholders to speak out, develop awareness regarding the management and strengthening of socio-emotional competencies, and contribute to building a culture of respectful treatment. The ISE prototype (intervention proposal) in preschool and primary school classrooms, whose objective is to address the problem of bullying, a "silent monster" that lives in educational institutions, generating serious consequences such as lack of school motivation, violent reactions, dropout and, in extreme cases, suicide.

Keywords: training, socio-emotional competencies, ISE, bullying.

Resumen.

El presente artículo resultado de la implementación de la metodología de investigación Innovación Social Educativa (I.S.E.) esta se dinamiza con la conformación de Comunidades de Práctica (COPIEs), que en un despliegue de unidad, trabajo y movilidad, activa el ejercicio investigativo, otorgando identidad, fortaleciéndose en sus talentos apasionándose por investigar; generando cambios significativos a las prácticas inapropiadas que en la cotidianidad escolar y social se han naturalizado, con consecuencias negativas que afectan las instituciones y las comunidades. Evidencia el momento de intervención

Formación docente en habilidades socioemocionales en centros de formación de profesorado urbanos y rurales: una oportunidad para transformar las prácticas pedagógicas.

mediante espacios de formación y aprendizaje (en danza, música, arte, expresión corporal, escritura, psicología, trabajo social, derecho y pedagogía) con maestros en formación (MeF) del Programa de formación Complementaria (PFC), Maestros en ejercicio de la Institución Educativa Normal Superior del Putumayo (IENSUP) y maestros del territorio rural del Alto Putumayo, promoviendo que los distintos actores levanten la voz, desarrollando conciencia frente al manejo y fortalecimiento de las competencias socioemocionales aportando en la construcción de una cultura del buen trato. El prototipo (propuesta de intervención) de la ISE en aulas de preescolar y básica primaria, cuyo objetivo se centra en abordar el problema del bullying, "monstruo silencioso" que habita en las instituciones educativas, generando consecuencias graves como la falta de motivación escolar, reacciones violentas, deserción y, en casos extremos, el suicidio.

Palabras clave: formación, competencias socioemocionales, ISE, bullying.

I. INTRODUCTION.

the development of a culture of respectful treatment has carried out up to the current proposal: "toward the strengthening of a culture of respectful treatment, a strategy for understanding emotional management."

The ESI methodology, across its various stages, charted the path toward awareness. During the problem prioritization and characterization phases, initial data collection through wall murals made it possible to identified bullying as a priority need for intervention. The initial deconstruction phase began with a review of bibliographic references on the research topic, alongside

an ideation phase aimed at addressing the problem by formulating innovative ideas.

Figure 1: *Timeline.*



Figure: The figure shows the research trajectory. Source: own elaboration. Martínez (2024).

In the third stage of the ESI, known as Resignification, the prototype (i.e., the intervention proposal) was developed and implemented in Physical Education classes and in the Observation and Assistantship Practicum Laboratory. Data collection continued through techniques such as: teacher interviews, student tests, and classroom observation guides.

The research process opened the opportunity to apply for the call issued by the Ministry of National Education (MEN): "Fund 1400 under administration: Call for the selection of projects led by Normal Superior Schools with pedagogical proposals linked to rural territories."

For the IENSUP, being selected in this call provided the opportunity to stand out in research, outreach, evaluation, and training in socio-emotional competencies from multiple perspectives drawing on the innovative ideas of the communities of practice and through interdisciplinary articulation encompassing writing, reading, music, dance, art, physical expression, law, pedagogy, social work, and psychology as pretexts and contexts for the strengthening of "emotional awareness, emotional regulation, emotional autonomy, social competence, and life skills for wellbeing" (Bisquerra Alzina & Pérez Escoda, 2007, p. 70).

In light of the above, the IENSUP leadership team posed the following question to guide the training work through the lens of research: How are socio-emotional competencies understood as an alternative for transforming educational and pedagogical practices among student teachers (MeF) and in-service teachers from urban and rural partner schools, through the ESI methodology in the year 2024?

Objectives: To train MeF from the PFC and teachers from rural partner schools in socio-emotional competencies through the ESI methodology in the year 2024, with the following specific actions:

- To share the ESI research experience at the IENSUP with rural schools, under the leadership of PFC student teachers (MeF).
- To develop the COPIEs intervention proposal addressing the problems identified in the observation and assistantship practicum laboratory.
- To promote research through the implementation of the ESI in the rural schools of Alto Putumayo.

In addition to teacher training in socio-emotional competencies, methodological and didactic tools were developed to foster "awareness, self-regulation, emotional autonomy, social competence, and life skills for wellbeing" (Bisquerra Alzina & Pérez Escoda, 2007, p. 70), contributing to the creation of safe and healthy school environments for all students.

It is worth noting that the population directly benefiting from the project comprised: 80 PFC student teachers (MeF), 7 PFC in-service instructors, 41 IENSUP teachers, and 26 teachers from partner schools. The population directly benefiting through workshop replication included: 169 students, 28 members of the IENSUP Student Council, and 17 members of the IENSUP Parent Council.

II. METHODOLOGY.

The experience demonstrates the implementation of the Educational Social Innovation (ESI) research methodology with early childhood education teachers and in-service teachers in both urban and rural settings, framed within

an interpretive paradigm, a critical-social approach, and a participatory action research method.

Training sessions are delivered through workshops: “The workshop, as a unit, articulates the strategies for applying the qualitative instruments required for the implementation of the proposal. It is developed from the perspective of sharing, reconstructing, narrating, creating, and imagining together in a kind, respectful, and enjoyable manner, in accordance with the guidelines and protocols defined by the Escuela Normal Superior del Putumayo (IENSUP). Each methodological strategy and tool uses guiding questions referenced in the consistency matrix, which was built and reviewed in advance”.

To support the development of the workshops, other data collection instruments were used, such as focus groups and body maps. In this way, participants were invited to engage in an inter-subjective dialogue that contributes significantly to understanding the central theme of the project.

The focus group, for its part, gave participants, in this case, the IENSUP Academic Council, the freedom “to express their opinions in their own words. The moderator’s role focused on using questions to guide the discussion, granting participants the freedom to express their opinions and experiences in their own words” (Cerdá, 2002). Questions suggested in the consistency matrix guided the discussion as needed, ensuring that all participants had the opportunity to speak.

The body map, as a methodological approach articulated for qualitative data collection, and given the nature of the research question regarding the strengthening of socio-emotional competencies in MeF, offered new ways of thinking about teaching practice aimed at transforming how teachers relate to children and young people. By integrating elements of social cartography and the study of the anthropology and sociology of bodies (Le Breton, 1990), understood as carriers of individual, territorial, and collective memory, as well as channels of communication, expression, feelings, projections, and ideas, this instrument validated the construction of participants’ memory in relation to the various events they have experienced and consider significant in their personal and professional development.

Anthropology contributes elements for understanding mapped bodies as cultural instruments, that is, as expressions of social practices embodied in bodily

behaviors, with possible differential elements depending on one’s culture of origin, upbringing, peer relationships, disciplinary experiences, and life events. However, although each person holds a delimited repertoire of possibilities, social interactions enable social change (Celis-Banegas, 2007), and potentially contribute to the transformation of pedagogical practice in the classroom.

The body map as a representation of the body invited participants to give visible and material form to narratives of memory and individual, social, and territorial transformation, through the capture of images, words, drawings, colors, symbols, gestures, wounds, and imprints that enable storytelling associated with life trajectories marked by difficult experiences within a context of harmful events or actions. This is especially meaningful in body- and art-based expressive approaches. The following are expressions from MeF participants. July 26, 2024.

Figure 2: MeF PFC Body Map Workshop.



*Figure: The figure shows the sharing of the body map.
Source: own elaboration.*

The way of recounting and illustrating their stories in a group and shared exercise opened new possibilities for the student teachers to adopt a fresh, reflective stance toward their own lives and toward the stories of others and, more importantly, to become aware their personal and professional growth.

The training cycle has so far made it possible for all members of the educational community to be involved directly or indirectly, engaging teachers from partner schools as active participants. In turn, the MeF co-created new didactic mediations, taking into account the workshop protocol and the step-by-step process for working on the understanding of emotions and feelings and thus learning to take responsibility for emotional management in the various spaces in which they interact.

III. RESULTS.

Up to now, as outcomes of the experience, communities of practice have been established with PFC cohorts that continue the process of identifying other problems from the perspective of educational community members.

A training cycle of 21 workshops was completed for the development of socio-emotional competencies with MeF and in-service teachers from both urban and rural settings. Socio-emotional competency work was carried out in preschool and primary classrooms. Within the Observation and Assistantship Practicum Laboratory and the third-semester Pedagogical Practicum, 11 pedagogical workshops were conducted with preschool students at the IENSUP and its partner institutions. The experience made possible direct collaboration with preschool teachers and, upon request, workshops led by school counselors were arranged, an activity that is currently ongoing.

The ESI, as a research methodology, generates educational innovation. Its process engages the entire educational community, developing skills among researchers who integrate community work prioritizing, characterizing, ideating, and implementing interventions in problems through pedagogical alternatives that seek to denormalize bullying.

Academic events attended include: the 9th Research Fair at the Instituto Tecnológico del Putumayo; the 1st Didactics Congress at the Universidad de Nariño; and a presentation at the Universidad Pedagógica y Tecnológica de Colombia in Tunja, sharing the experience of implementing communities of practice, titled: "Early Childhood Education Teachers: An Experience in Implementing the Educational Social Innovation (ESI) Research Methodology."

from the perspective of educational community members.

Figure 3: Participation in the 9th ITP Research Fair.



Figure: The figure shows MeF participation with the ESI Methodology. Source: own elaboration.

Participation in the Departmental Education Forum and presentation of significant experiences: "Putumayo, We Are the Amazon" and "Thinking the School from within the school: Quality Education to Promote Equity, Inclusion, Peace, and Territorial Development" (SED PUTUMAYO, 2024).

IV. DISCUSSION.

Data collected from participants reveals that at least once, every student had been a victim of bullying during their school trajectory from preschool through the PFC. For this reason, it is essential to continue the project, which currently operates as a pilot in the resignification and reconstruction stage of the ESI methodology.

It is important to note that in bullying situations, three actors are recognized: the victim, the aggressor, and the bystander. Furthermore, the opportunity to eradicate

bullying from educational institutions lies in the promotion and communal effort of all educational agents to develop socio-emotional competencies through a conscious practice of co-responsibility, especially through the self-observation and self-correction of behaviors; that is, becoming aware and taking charge in order to transform personal and professional growth.

According to Bisquerra Alzina & Pérez Escoda (2007), “socio-emotional competencies are grouped into 5 major blocks: emotional awareness, emotional regulation, emotional autonomy, social competence, and life skills for wellbeing.” The proposed approach directly aims to guide sequential work that invites participants to recognize that they have emotions that are neither good nor bad; they are simply responses to environmental stimuli, and that it is therefore essential to manage and regulate them.

Adding to the above are recently enacted laws by the Colombian Congress that establish the development of socio-emotional competencies as a requirement, reflecting the government’s commitment to intervening in school coexistence:

“The purpose of this law is to promote, in a cross-cutting manner, the socio-emotional education of children and adolescents in educational centers and institutions at the preschool, primary, lower secondary, and upper secondary levels across the country, within a framework of comprehensive development” (Colombia, 2024).

“The purpose of this law is to strengthen training in school coexistence within the framework of social and emotional skills, in order to prevent children and adolescents from becoming involved in situations that put their lives at risk, within the framework of the Integral Care Route for School Coexistence” (Colombia, 2024).

Following this thread, it is essential to understand that educational institutions educate for life, hence the priority of guaranteeing bullying-free environments and reflecting on the risks that lead to school dropout, depression, cyclical violence, and, in the worst cases, suicide.

It is worth noting that the workshops implemented respond to the innovative proposal of addressing, through training, the solution alternative that seeks to equip participants with knowledge while insisting on the urgent need to implement actions from all disciplines, including art, writing, movement, dance, psychology,

social work, law, and pedagogy, that heal and liberate not only students who are victims of bullying, but all people who interact at the IENSUP. At the same time, spaces are fostered for listening, dialogue, conversation, and storytelling that, through a dual purpose, liberate and heal all participants while providing them with tools to confront and activate response pathways against the normalization of mistreatment in schools often disguised as camaraderie, friendship, or acceptance.

Figure 4: Evidence of the I.S.E. Research Process.



Figure: The figure shows MeF participation in the workshops and workshop invitations. Source: own elaboration.

The project has had an impact on the personal and professional lives of the participating teachers. Through their oral and written expressions, the way they recount and illustrate their stories in group and peer-sharing exercises, new possibilities open up for them to adopt a reflective stance toward their own lives and toward the stories of others. The following are some voices from participating student teachers:

“This topic is very important for us, as student teachers, because it provides significant elements for the comprehensive development of children. I am taking away many learnings, and from this process I can design new, relevant strategies so that children can enjoy learning.” MeF2 – 07/26/24.

“The writing workshop, where it was linked to emotions, was very helpful for me. We expressed emotions and feelings, and I realized that this approach helps my little ones create new stories, accounts, tales, and narratives so that they can express their emotions and feelings, thereby contributing to their learning to manage emotions such as anger, intolerance, and fear.” MeF1 – 07/16/24.

Through dialogue and exchange with others, participants were able to recognize significant aspects of their life experiences, transformation, personal growth, and change. They have developed awareness of the teacher’s role and of the social commitment to educating children and young people — conceiving students as whole human beings who deserve respect, appreciation, recognition, and value, grounded in joy, tenderness, and love.

Let us hear the voices of some of the participants: “The project has a positive impact on the development of socio-emotional competencies, because it allows participants to develop and/or strengthen skills for understanding and self-regulating emotions, achieving healthier relationships and improving decision-making. It also promotes greater wellbeing and academic performance. In addition, the project has helped respond to what the MEN proposes regarding training in socio-emotional competencies meaning it can serve as a reference and support. And finally, it has encouraged participation in various academic events in both the department of Nariño and the department of Putumayo.” Rural Teacher 8. Narrated Body Map Workshop.

One conclusion from this exercise was that it allowed participants to come to know their emotions, thoughts,

challenges, aspirations, strengths, and weaknesses. The workshop-based methodological strategy has proven to be a sound approach, and transforming the project into a research process has made it possible to bring it into classroom practice.

V. CONCLUSIONS.

As a conclusion, it is important to highlight that one of the project’s greatest achievements is moving away from normalizing bullying, and bringing the MeF closer to the development of emotional awareness, emotional self-regulation, emotional autonomy, social competencies, and the acquisition of life skills for wellbeing. Each of the 21 workshops in the training cycle offered the opportunity to experience emotions in environments connected to music, dance, and writing with the participation of 90 MeF and teachers and students from partner schools as well as exploring implications from the perspectives of law, psychology, pedagogy, and social work. In parallel, 11 intervention workshops were planned for preschool classrooms across 20 educational institutions. Reflecting on the process, challenges are envisioned in terms of building institutional capacity and continuing to work on socio-emotional competency training with other student groups at the ENSUP, while also insisting on the integration of socio-emotional work in classrooms under the guidance of teachers.

The purpose of this innovation is to contribute to the comprehensive education of girls, boys, adolescents, young people, MeF, and in-service teachers in both urban and rural settings by enabling them to develop socio-emotional competencies as an alternative solution to bullying, which has become normalized in educational institutions while simultaneously developing research skills.

It is essential to understand that the teacher’s role requires understanding, managing, and regulating emotions, which must be addressed in a cross-cutting manner across all areas of knowledge. The workshop-based approach made it possible to bring these competencies to partner institutions and to conduct workshops led by the UPTC project instructor and student teachers (MeF) with students from preschool through ninth grade.

The research project is institutional in nature, and accordingly, school leadership has managed the necessary spaces to ensure the participation of the educational community. Institutional capacity is also being developed to continue working on the development of socio-emotional competencies.

The involvement of strategic partners, including the MEN, the UPTC, the School Government, the PFC, the PFC teaching team, outreach work with partner schools, and interaction with other Normal Superior Schools (ENSC), has enriched the experience by enabling the transfer of the knowledge and skills acquired.

V. ACKNOWLEDGEMENTS.

To the PFC and the IENSUP educational community for supporting this research — conducting research alongside their community-building processes.

To the MEN for the support provided to carry out the training process.

To the third-semester MeF for researching with the ESI Methodology and developing educational innovations for the benefit of the educational community.

To the UPTC–IENSUP team for their committed support and inspiring camaraderie, and to the UPTC for being a strategic partner.

To our principal, Specialist Carlos Jairo Chamorro, for his management and unconditional support of research initiatives.

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23



BUILDING CITIZENS OF THE THE FUTURE: INTEGRATING CIVIC COMPETENCIES INTO THE CURRICULUM.

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Date of receipt: 24 de septiembre 2024
Acceptance date: 15 de mayo 2025

DOI: <https://doi.org/10.22267/huellas.251122.52>



Abstract.

This research aims to analyze the inclusion of civic competencies in the educational curriculum from early childhood to upper secondary education. Through a documentary review, effective pedagogical strategies for forming critical, participatory, and socially committed citizens are examined. Various studies indicate that the transversal integration of these competencies into the educational process enhances peaceful conflict resolution, the development of critical thinking, and active participation in society.

Findings highlight that methodologies such as community-based learning and digital technologies have proven to be key tools for civic education. However, factors such as inadequate teacher training and inequalities in access to technological resources remain significant obstacles. Additionally, evidence suggests that civic education contributes to reducing school conflicts and strengthening democratic coexistence in educational institutions.

It is concluded that strengthening educational policies that ensure the integration of these competencies into curricula is essential. Promoting active methodologies and practical experiences that foster responsible and participatory citizenship is crucial. Furthermore, future research should explore the long-term impact of civic education in adulthood and the role of social media in shaping civic awareness.

Keywords: Civic competencies, civic education, educational curriculum, community-based learning, civic formation, democratic participation, school coexistence.

Resumen.

La presente investigación tiene como objetivo analizar la inclusión de las competencias ciudadanas en el currículo educativo desde los niveles iniciales hasta la educación media vocacional. A través de una revisión documental, se examinan las estrategias pedagógicas que han demostrado ser efectivas en la formación de ciudadanos críticos, participativos y comprometidos con su entorno. Diversos estudios indican que la integración transversal de estas competencias en el proceso educativo favorece la resolución pacífica de conflictos, el desarrollo del pensamiento crítico y la participación activa en la sociedad.

FORMANDO A LOS CIUDADANOS DEL FUTURO: INTEGRANDO LAS COMPETENCIAS CÍVICAS EN EL CURRÍCULO.

Los hallazgos destacan que metodologías como el aprendizaje basado en la comunidad y el uso de tecnologías digitales han demostrado ser herramientas clave para la enseñanza de la ciudadanía. Sin embargo, factores como la falta de formación docente y la desigualdad en el acceso a recursos tecnológicos siguen representando obstáculos significativos. Asimismo, la evidencia sugiere que la educación cívica contribuye a la reducción de conflictos escolares y al fortalecimiento de la convivencia democrática en las instituciones educativas.

Se concluye que es esencial consolidar políticas educativas que garanticen la integración de estas competencias en los planes de estudio, promoviendo metodologías activas y experiencias prácticas que fomenten una ciudadanía responsable y participativa. Además, se identifican líneas futuras de investigación sobre el impacto de la educación ciudadana en la vida adulta y el papel de las redes sociales en la construcción del pensamiento cívico.

Palabras clave: Competencias ciudadanas, educación cívica, currículo educativo, aprendizaje basado en la comunidad, formación ciudadana, participación democrática, convivencia escolar.

I. INTRODUCTION.

The development of citizenship competencies within the educational system represents both a challenge and an unavoidable necessity in contemporary societies. The formation of active, democratic, and responsible citizens requires an education that goes beyond the mere transmission of knowledge to incorporate critical, communicative, and problem-solving skills from the earliest educational levels (Winthrop, 2020). Several studies have shown that the inclusion of these competencies in the school curriculum can strengthen civic participation and promote respect for diversity and peaceful coexistence (Hirsh-Pasek et al., 2022).

Despite the importance of this topic, in many educational systems, citizenship competencies remain confined to specific subject areas, lacking a cross-cutting approach that would allow their effective application across diverse learning contexts (López-Meseguer, 2025). As a result, students face difficulties in developing critical skills for evaluating information, managing conflicts peacefully, and fulfilling their role within a democratic society (Chittum, Enke, & Finley, 2022).

The current research aims to analyze the relevance of including citizenship competencies in the educational curriculum, from early grades to vocational secondary education. It is intended that these competencies be integrated across all areas of knowledge, promoting active participation and the development of negotiation and conflict resolution skills in children and young people (Guevara Ortiz & Buenaño, 2021). In this regard, successful international experiences will be examined, and pedagogical strategies that have supported the development of critical citizens committed to their context will be identified (Mena, 2022).

In addition to providing a theoretical framework on the teaching of citizenship competencies, this documentary review is supported by prior research that has assessed the impact of these approaches on students' academic and social development (Cantillo & Polo, 2024). Thus, it aims to contribute to the debate on the need to strengthen these competencies within the curriculum, ensuring that education not only prepares students for the labor market but also for the full exercise of their rights and civic duties (Merino & García, 2024).

The following sections analyze the impact of learning strategies on the consolidation of a civic culture, the role of technology in the development of citizenship competencies, and the pedagogical models that have demonstrated greater effectiveness in promoting democratic values.

II. THEORETICAL FRAMEWORK.

The development of citizenship competencies in the field of education has been widely recognized as a fundamental need for shaping individuals who are capable of actively participating in society (Ruiz & Chaux,

2005). According to these authors, education should not be limited to the transmission of technical and scientific knowledge; rather, it should include the strengthening of democratic values, communication skills, and conflict resolution—essential elements for harmonious and equitable coexistence.

In this regard, Winthrop (2020) points out that civic education is a critical component in the development of democratic societies. The absence of a structured approach in educational institutions can lead to low levels of civic participation and limited knowledge of individual rights and duties. In countries with educational models that prioritize the development of citizenship competencies, greater engagement in democratic processes has been observed, highlighting the importance of including these elements from early childhood to vocational secondary education.

The importance of integration of citizenship competences into the curriculum.

Several studies have shown that the incorporation of citizenship competencies into the school curriculum has a positive impact on students' development. Hirsh-Pasek et al. (2022) argue that playful learning can promote the development of critical skills for citizenship, such as empathy, cooperation, and informed decision-making. Furthermore, these pedagogical strategies enhance students' retention of key concepts, facilitating their application in real-world contexts.

Guillén and Pérez (2021), in their research on the development of citizenship competencies among primary education students in Bogotá, found that participation in social impact projects and the integration of conflict resolution activities in the classroom foster a sense of responsibility and belonging in students. This confirms that citizenship education should not be treated as an isolated subject but rather as a cross-cutting axis across all areas of knowledge.

Teaching methods and their impact on citizenship formation.

Different methodological approaches have been proposed to strengthen the teaching of citizenship competencies. Chittum et al. (2022) highlight the importance of community-based learning, which engages students in practical experiences within their immediate

environment. This strategy not only improves their understanding of civic concepts but also allows them to directly experience the challenges and opportunities involved in active participation in society.

Another effective method is the use of Virtual Learning Objects (VLOs), which are key tools for teaching civic values and promoting critical thinking. Morales, Gutiérrez, and Ariza (2016) explain that the implementation of VLOs in educational settings encourages reflective analysis and the development of students' argumentation skills, providing them with tools to engage in social and political debates in a well-founded manner.

On the other hand, Trujillo and Champutiz (2022) propose a teaching model based on coexistence and peace, in which media secondary education students learn about the importance of tolerance and dialogue as essential mechanisms for conflict resolution. The application of this model at the Institución Educativa Municipal Cabrera in Pasto showed significant improvements in how students approached disagreements, demonstrating a greater capacity for negotiation and peaceful resolution.

Citizenship formation and its relation with critical reading.

Critical reading is a fundamental aspect of citizenship education, as it enables students to analyze information, evaluate sources, and understand different points of view. Hoyos and Espitia (2020) argue that the mediation of critical reading in citizenship formation contributes to more informed decision-making and the development of autonomous thinking. In this regard, fostering the ability to distinguish between reliable information and misinformation is crucial in an era characterized by an overabundance of data.

The development of citizenship competencies not only impacts social and political participation but also directly influences coexistence within educational settings. Audor (2023) highlights that programs designed to foster these competencies in the school context have resulted in a decrease in violence and conflicts among students, promoting an environment of respect and cooperation. Likewise, Cerón, Nandar, and Mejía (2019) argue that peaceful coexistence within the school environment remains a challenge that must be addressed through comprehensive strategies, including school mediation, emotional education, and the development of empathy as a fundamental component of the educational process.

Educational policies and their role in promoting citizenship competencies.

The design of public policies aimed at strengthening civic education is essential to ensure equitable, high-quality education. According to Quiroz (2022), government initiatives focused on developing student leaders within educational institutions are an effective strategy for fostering leadership and decision-making skills in young people.

From a global perspective, organizations such as the World Bank and UNESCO have promoted strategies for integrating citizenship competencies into national curricula, emphasizing the importance of an education that prepares active and responsible citizens at all stages of learning (Winthrop, 2020).

The analysis of the existing literature leads to the conclusion that the integration of citizenship competencies into the educational curriculum is an urgent necessity for strengthening democracies and building more equitable societies. Civic education not only contributes to the development of individual skills but also promotes peaceful coexistence and active participation in collective decision-making. The reviewed studies have demonstrated that strategies such as community-based learning, the use of educational technologies, and the promotion of critical reading play a key role in the consolidation of an informed and engaged citizenry. Finally, a call is made for the implementation of educational policies that prioritize the development of civic values from an early age, thereby ensuring a lasting impact on future generations.

III. DISCUSSION.

The analysis of literature demonstrates that the integration of citizenship competencies into the educational curriculum is a fundamental strategy for strengthening democratic participation and social coexistence in school institutions. The documentary review carried out shows that, despite the existence of multiple pedagogical approaches and educational policies aimed at this objective, challenges in their effective implementation persist (Ruiz & Chaux, 2005). Several studies have identified that the teaching of these competencies cannot be limited to specific subjects, but

it must permeate all areas of knowledge, promoting a comprehensive and cross-sectional formation in students (Winthrop, 2020).

A central point of this discussion lies in the need to design active methodologies that foster the internalization of citizenship values through experience. In this respect, Hirsh-Pasek et al. (2022) argue that playful learning promotes the retention of social skills such as empathy, respect, and cooperation, essential competencies for participation in a democratic society. This approach, complemented by strategies like community-based learning, has shown positive results in the formation of critical and reflective citizens (Chittum et al., 2022). Nevertheless, its implementation faces obstacles such as a lack of teacher training and the rigidity of curricula, aspects that limit the effectiveness of these initiatives (Guillén & Pérez, 2021).

On the other hand, technological mediation has emerged as a key tool in the teaching of citizenship competencies. Recent research has pointed out that the use of Virtual Learning Objects (VLOs) facilitates the construction of critical analysis and decision-making skills in digital environments (Morales, Gutiérrez & Ariza, 2016). Nevertheless, the unequal access to these technologies and the lack of digital literacy in some educational sectors represent barriers that must be approached to ensure an equitable and effective implementation (Hoyos & Espitia, 2020).

The review also reveals a direct relationship between the development of citizenship competencies and improvements in school coexistence. Studies such as Audor (2023) have shown that institutions that incorporate civic education strategies into their curricula tend to exhibit lower rates of conflict and school violence. In line with these findings, Trujillo and Champutiz (2022) argue that the development of citizenship competencies related to coexistence and peace among upper secondary education students has a positive impact on how they solve differences and interact within their environment. This supports the hypothesis that civic education not only fosters active citizens in the political and social spheres but also contributes to the creation of more harmonious and collaborative learning environments.

However, the lack of unified educational policies continues to be one of the main limitations in consolidating an effective model of citizenship education. Quiroz (2022) emphasizes that, although government programs aimed

at strengthening student leadership and democratic participation in schools exist, these efforts remain fragmented and insufficiently systematic. Therefore, educational institutions and regulatory bodies must work together to establish clear guidelines that promote the teaching of citizenship competencies as a fundamental pillar of the curriculum.

IV. CONCLUSIONS.

Finally, the argument developed in this study is grounded in a solid conceptual framework supported by recent, high-impact research in the field of education. The internal coherence of the article allows for a logical articulation of the importance of citizenship formation, the challenges in its implementation, and the opportunities for improvement within the educational system. The empirical evidence validates the relevance of incorporating citizenship competencies from early childhood to vocational secondary education, ensuring that students develop essential skills for their integration into society. The urgency of strengthening these initiatives is undeniable, given that the future of democracies depends, to a large extent, on the capacity of new generations to exercise their citizenship critically and responsibly (Winthrop, 2020).

The analysis carried out throughout this research reaffirms the need to integrate citizenship competencies into the educational curriculum in a cross-cutting and sustained manner. The reviewed literature demonstrates that their teaching contributes significantly to strengthening school coexistence, democratic participation, and students' critical thinking. However, the implementation of these approaches faces multiple challenges, including a lack of teacher training in citizenship education strategies and the rigidity of curricula, which limits their effective application in the classroom.

One of the most relevant findings of this study is the evidence that methodologies such as community-based learning and the use of digital tools are key to teaching citizenship competencies. The incorporation of Virtual Learning Objects has proven to be an effective mechanism for developing analytical skills and fostering informed debate among students. Nevertheless, the digital divide remains a factor that hinders equitable access to these resources, highlighting the need for educational policies that ensure their implementation at all educational levels.

Likewise, the development of citizenship competencies has been shown to be a determining factor in reducing conflicts in school settings. Previous research indicates that institutions with citizenship education programs exhibit lower rates of school violence and an increased culture of dialogue and peaceful conflict resolution. This underscores the importance of adopting formative approaches that not only prioritize the learning of rights and duties but also promote experiences of active participation within school environments.

In terms of educational policy, it is concluded that strengthening governmental guidelines for the teaching of citizenship competencies is essential. Although initiatives to promote student leadership and democratic education exist, their impact has been limited due to a lack of consistency and continuity in their implementation (Quiroz, 2022). Therefore, the formulation of long-term strategies is recommended to ensure the integration of these competencies from early childhood through vocational secondary education, adopting an approach based on students' practice and direct experience.

Despite the progress achieved, this research presents certain limitations that should be addressed in future studies. First, further exploration of the impact of citizenship education on adult life is needed to determine whether the knowledge acquired during schooling translates into active participation in society. Similarly, it would be relevant to analyze the role of new technologies and social media in citizenship formation, given that they have become key spaces for the construction of democratic discourse and social mobilization.

Finally, this documentary review opens up avenues for future research to explore in depth how civic education can contribute to the development of citizens who are more engaged with their environment and capable of addressing contemporary social challenges. A call is made to the educational community and public policymakers to continue promoting research in this field in order to consolidate educational models that respond to the needs of present and future societies.

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23



PROJECT-BASED LEARNING.

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Date of receipt: 06 de noviembre 2024
Fecha de aceptación: 12 de mayo de 2025

DOI: <https://doi.org/10.22267/huellas.251122.48>



Resumen.

The literature review on Project-based Learning explores previous studies related to this topic of research and the way it can improve learners' foreign language acquisition and mastery of communicative skills such as speaking, listening, reading, and writing. Its flexible nature enhances the approach to working in large groups, bridging the student-research sphere, being a problem-solving technique applied to diverse levels of education, and back-teaching techniques, among others. The authors' views and real classroom experiences provide meaningful insights into how PBL can be suggested, designed, and implemented as an alternative for fostering students' performance at school and even higher education levels and considered to support collaborative, group, and autonomous work through a project foundation in the classroom. The results highlighted from those studies can be applied in foreign language education venues, schools, and universities. PBL can support academic resourcefulness in executing good teaching practices and help teachers commit to quality education for the region's people and other places.

Abstract: project, acquisition, foreign language, skills, literature review.

Abstract.

La revisión de literatura acerca del Aprendizaje Basado en Proyectos explora estudios previos relacionados al tema de investigación y la manera que éste puede mejorar la adquisición de lengua extranjera en los aprendices, así como el dominio de habilidades comunicativas tales como: el habla, la escucha, la lectura y la escritura. Su naturaleza flexible permite la aplicación del enfoque en grupos grandes, propiciando una atmósfera entre la investigación y el estudiante, convirtiéndose en una técnica de solución de problemas aplicable a diferentes niveles educativos, entre otras. La posición de los autores y las experiencias reales proveen pautas sobre el diseño e implementación del ABP como herramienta en la escuela e incluso en niveles más altos, asimismo es considerado como un apoyo al trabajo colaborativo y autónomo por medio de proyectos en el aula de clase. Los resultados de dichos estudios pueden ser replicados en diferentes contextos educativos. El ABP puede ser un recurso académico de buenas prácticas de enseñanza, y ayudar

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a los docentes a alcanzar calidad en la educación para las personas de la región y otros lugares.

Palabras clave: proyecto, adquisición, lengua extranjera, habilidades, revisión de literatura

I. INTRODUCTION.

The teaching-learning process of a foreign language may appear like a routine and natural activity, like acquiring a first language; this process is developed through practice and comprehension. This development is not the same for all scenarios and populations in our country. Hence, it is essential to base the teaching-learning process on students' needs by applying methods or strategies that promote significant learning.

PBL technique can provide students with individual and group tools to reflect on their instruction environment and participate with an active role in their learning processes. They may act in a context of self-exploration and discovery where "learners have the right to be involved in curriculum decision-making, that is, selecting content, learning activities and tasks. It is also predicated on the belief that learners learn best if the content relates to their experience and knowledge" (Nunan, 2013). The PBL proposal seeks to rediscover the teacher and students' roles, design and implement resources, and let students learn through a model to get them close to their primary subject and help them with problem-solving and communication skills (Melad, 2018).

II. LITERATURE REVIEW.

The studies related to the research topic of PBL inside the classroom, particularly in teaching a foreign language, are classified according to where the studies took place and the general layout of their methodological features,

such as approach, paradigm, techniques, population, results, and conclusions. They provide significant insight for research on guidelines for conducting a PBL design in foreign language classes.

2.1. International literature review.

Kavlu (2017) tried to identify the theoretical framework that backs the implementation and use of PBL in the classroom, including its advantages and disadvantages in the learner's instruction with 21st-century skills. The research was conducted based on a qualitative paradigm, including an interview with the PBL promoter at all educational institutions in Fezalar. The implementation of PBL was successful at primary and secondary levels. Students not only improved their language abilities but also their communication, thinking, and analysis skills. The study concludes that PBL allows students to transform their traditional and monologue environment ruled by memorization into a modern context based on reality and critical-analytical thinking through authentic material and collaborative work. Its contribution shows the strength of skills in students, their motivation, how they can face challenges in life, and the possibility of implementing this type of teaching in the educational curriculum.

Dewi (2016) projected the techniques using Project Based Learning to improve Speaking Skills in the class. The objectives were to improve students' speaking skills, describe the process and use of PBL, and know students' replies to apply this method in class. It was characterized by a qualitative approach where four phases were introduced: topic selection, project design, planning with gathering information techniques, and presentation of the final product. Results show that speaking skills were improved after the tests, observation protocol, and questionnaires were applied. Moreover, students welcomed the dynamics of work and activities proposed ahead. This technique made them feel happier, motivated, and confident in their English level. The study concludes that PBL is recommended in class to foster speaking skills in students. Its contribution suggests that teachers and researchers use PBL in class as a strategy for problem-solving tasks.

Foss et al. (2019) established that their main objective was to examine PBL effectiveness as a teaching approach in an intense English course for higher education students. It used a qualitative approach to enhance flexibility towards the suggested methodology and design, where

the PBL proposal was to be compared with the traditional curriculum of intensive programs and their limitations. Results showed improved abilities and strengthened skills, particularly when bridging students' educational and personal context (English in use for their daily lives). The study concluded that PBL could be used to assess the student's progress by applying knowledge more than executing mere memorization. Its contribution supports the approach's applicability in problem-solving tasks and creating evident products. It also highlighted PBL's usefulness in class for group work.

Hudiananingsih et al. (2019) sought to study PBL effectiveness in students' performance. It was settled under a qualitative paradigm with two groups of work (experimental and control) with the same level of English, and they compared the application of PBL with conventional instruction. PBL was applied based on pragmatic, constructivist, and learning-action profiles to enhance skill, critical thinking, and problem-solving skills. Results show the importance of following the procedures when considering planning, development, and assessment steps. Students showed their learning, independent acts, group work, and problem-solving in those phases. It concluded that PBL was partially effective in test results and time for tasks. Future research is recommended to contextualize students in PBL and provide them with extra instruction, which may imply additional time for execution and exploring broader topics.

Kurniawati et al. (2019) describe how PBL fosters communication among students. The research methodology used in the study was a qualitative paradigm, gathering information through observation and video recording. The most important data was linked to testimonials and evidence of the theory during class time and activities. Results show that communication in the classroom increased among the students; they also developed a more solid oral expression performance and promoted moral values during practice, such as respect and tolerance towards different points of view. PBL is highly feasible for promoting classroom communication, interaction, and collaboration. Applying PBL in other areas of knowledge and educational stages is also recommended.

Melad Essien (2018) sought to analyze PBL's effectiveness in the foreign language domain and study all perceptions by participants related to this pedagogical proposal. The study was conducted using qualitative and quantitative

approaches, which included a perception test and a T-test for the statistical hypothesis. Results show improved critical thinking, independent learning, social responsibility, and communicative skills. PBL fostered its application as a learning methodology in the language field. It concluded that PBL enhanced collaborative learning during group sessions. Its contribution focuses on PBL's applicability in varied fields of knowledge, media incorporation, the reinforcement of teacher-student relations during the oriented teaching-learning process, and significant tasks.

2.2. National Literature Review.

Rojas and Rueda (2019) stated their aim to analyze the advantages and challenges of learning English through PBL by Indigenous bilingual students of the region. It was conducted through a research method and systematization (analysis and comprehension) of experiences. Results show, from the students' replies, that they initially felt demotivated for the task they had to do. Also, they did not find a direct relation between this method and the grades obtained in English subjects. Nevertheless, they realized the improvement in their level of vocabulary and sentence structure. It concludes that learning a foreign language is a step-by-step procedure, regardless of the teaching-learning approach used to achieve this purpose. Its contribution presents PBL as a tool to access other topics taken from the context Indigenous students were facing in their environment and communities; for example, English helps offer products at fairs around Colombia.

Aldana (2018) presents a reflection article about shortcomings in educational processes. From it, the author points out the importance of integrating the four skills in teaching a foreign language based on PBL. It used a qualitative approach, considering the direct relation between the participating population and teachers' performance under the national government laws and bilingual education guidelines. After data analysis, results show an improvement in linguistics skills, which, enhanced by PBL, allows students to lead an active role in their learning process from an early age. Endogenous factors like confidence and motivation are also supported when facing real-life challenges. In brief, this study highlights the importance of the teacher's role when educating critical students and providing significant knowledge on behalf of society.

Garzón (2018) examines the relevance of PBL and Guided Discovery in different language learning areas centered mainly on vocabulary acquisition. It is framed by action

research that identifies a real problem and proposes solutions while learning English. Tests, questionnaires, diaries, and a final product were developed for data gathering. From this step, results show that vocabulary increased through Guided Discovery and its application. Likewise, introducing PBL-based tasks allows students to enhance their motivation and commit to their learning process. It concluded that Guided Discovery strongly influences vocabulary acquisition, the teacher's role as a means, and the learning environment fostered by the two approaches. Furthermore, Reading and writing skills are also positively influenced.

González et al. (2019) defined an objective to analyze PBL's incidence on the Emotional Filter demonstrated by students in an educational institution. It was settled under a qualitative paradigm and action research, in which field diaries, observation rubrics, and questionnaires were developed. Also, the description of the phenomenon analyzed was conducted. Results show a reduction in the levels of anxiety, from high to medium rate, and motivation, on the contrary, from lower to higher levels. Based on students' opinions and experiences, it concludes that PBL represents a positive incidence factor on oral production and commitment when learning. Students' interventions and participation turned habitual and complete regarding the amount of transmitted information.

Bernal and Monroy (2018) describe PBL's effectivity related to ICT - Information and Communication Technology within the foreign language teaching process to undergraduate students. From distance learning, the students developed mini-projects and used technology in their learning process. Its paradigm focused on qualitative features as it registered students' opinions and perceptions towards their domain of ICT. Results showed the pivotal role of ICT when interacting, working in groups, and developing critical thinking about the real context. It concluded that the development of a project should not be only the teacher's function but the students' contribution as well.

2.3. Local literature review.

Guerrero (2019) shows a link between PBL and virtual technologies. The study was conducted at the national institutional section with branches nationwide. Its aim was framed within the student's autonomy when applying PBL and using virtual tools. It was developed

based on the action research methodology, in which observation, field diaries, and surveys were created for data gathering. Results showed receptivity by the community, the strengthening of autonomous learning in children, and cooperative work in project groups. It concluded that PBL is effective in class; it represents significant learning that promotes problem-solving skills through projects, and practice, experience, and virtual tools support this type of learning.

Revelo et al. (2018) conducted a study among three essential universities in the country. The author stated that the main objective was to make a summary of former studies related to collaborative work and becoming a didactic strategy for programming teaching. It was framed with a research approach based on evidence from the administration field and software engineering. It displayed the following steps: planning, searching for information, selection, assessment, and synthesis. Results were classified into five topics: general aspects, learning approach and types of study, identification of Cooperative Learning Techniques – CLT, brief description of purposes, and other significant proposals by authors. It concluded that cooperative work impacted the technical knowledge-learning processes such as programming and computing. Furthermore, the outlook of different didactic approaches mixed with methodologic proposals like BPL when searching strategies that foster possible solutions to problems that may arise.

2.4. Institutional literature review.

Erazo (2018) stated that the main objective was to analyze the curriculum structure of primary and secondary education in Colombia compared to Finland's curriculum structure. The study was developed under a qualitative paradigm, comparing the two curriculum proposals, and highlighting aspects like types of education, educational proposals, assessment, and literature review.

After the analysis process, results showed no considerable difference between the two curriculum profiles. However, learning through skills contextualized to the context, critical thinking promotion, and teachers' autonomy on subjects are worth mentioning. It concludes that PBL in class can be seen as a teaching and assessment approach at the various levels of education, which can enhance interest in doing research and interdisciplinary work through collaborative work. Finally, socio-affective skills are also considered.

Pérez (2020) sought to describe BPL's phases in class, identify the scientific skills in students within the Natural

sciences and Environmental Education areas, and assess the PBL approach to promote those scientific skills. Its methodological proposal was framed qualitatively due to its observation and skills and implementation of scientific competencies during the research process, which will be applied as acquired knowledge. Results showed that research projects require prior knowledge that the teacher may guide and strengthen throughout the tasks being developed. In conclusion, it is pivotal to use didactic strategies in class properly; the teacher and students can play their roles within the teaching-learning processes; this study area requires dynamism in its curriculum program more than a static nature.

III. APLICACIÓN DEL ABP

Based on the studies reviewed, the teacher may face some issues regarding knowledge acquisition when teaching foreign languages in class. Authors state, based on their experience, that PBL's nature and flexibility can help students improve and develop communicative competencies that represent their domain over the skills they must also acquire throughout the academic process like speaking, listening, reading, and writing as well as a range of vocabulary, fluency, and grammar foundation. (fig 1)

3.1 Problems linked to the vocabulary.

According to Vaca and Gómez (2017) and González et al. (2019), anxiety is one of the drawbacks students face in oral production and fluency. It is possibly the fear of being heard, judged, or embarrassed by their peers when communicating or transmitting ideas in public, as well as motivation and low self-confidence in one's linguistic capabilities. The factors above are considered the basics to enhance, construct, and finally acquire knowledge regarding social communication skills and a solid linguistic background, applying a strategy students can feel comfortable with. Bernal and Monroy (2018) and Rojas and Rueda (2019) consider that traditional methods of teaching, those that imply the socialization of a unit with grammar structures and particular topics centered on developing specific tasks and activities, are the kind of classwork that students are used to doing in class. This limiting factor can also represent another reason why students are prevented from exploring and adapting to additional learning approaches, the one that

can enhance their skills and challenge them to take part in a more active role, where fear (speaking in public or feeling ashamed) and traditional instruction are faced throughout PBL implementation. Their language skills are improved at the end of the learning process.

When PBL is implemented in the educational context, its design is oriented to promote deeper learning through the execution of tasks, activities, and guidelines. The skills and competencies to be enhanced individually or in groups foster reflection, collaboration, self-regulation, metacognition, and responsibility for the learning process. Foss et al. (2019) and Hudiananingsih et al. (2019) agree with the idea that understanding and comprehension are part of the skills necessary for the 21st-century, which see Project-based learning as well as Problem-based Learning as part of the curriculum sphere, where students learn from group interaction and collective feedback within the educational process.

3.2 Project-Based Learning (PBL).

As mentioned above, PBL is a methodological resource developed to achieve better education standards when teaching a foreign language and ensure active participation by the teacher and students throughout the process.

In many respects, Peterson (2012) claims that John Dewey was a relevant precursor of the approach in the Educational Reform he took part in at the beginning of the 20th century; he started with his philosophical visions and opinions about the education of that time. In Dewey's publication (1910) *How We Think*, he suggests reflective and critical thinking for solving problems as characteristics of educational instruction and student adaptation to their time and context.

However, William Heard Kilpatrick (1918) broadened this vision in what he would define as project method, and later, he would represent the foundation of what scholars know as PBL nowadays.

Within the educational field, PBL is a learning process focused on the student, where experience from applying knowledge provides tools and means to achieve significant and profound learning. Nonetheless, the teacher's role is also essential for its development and application. Erazo (2018), Kurniawati et al. (2019), and Nurhidayah et al. (2021) show the reality of the dynamics of work that may be evident in group work; in this sphere, intra and inter-relationships may evidence the influence

of cooperative and collaborative scope to do research. The authors state that the teacher is a responsible tutor in charge of the student's learning process (student-centeredness), a guide for students at the meta-cognitive level, and a support when resources are needed. Likewise, they agree that problem-solving tasks should also be guided through thinking, as well as students' research of resources and their interaction with the environment and its members. This is a process that students master through exercise and practice during their professional performance.

Considering the teacher and students' roles in PBL, Permatasari (2013) and González et al. (2019) claim that PBL effectiveness is significant when students engage in real problems. Students' attitudes towards learning increase when things are attractive. The authors support what PBL states as some of their principles: the teacher's role turns from a traditional lecturer or transmitter to a guide for the students. It means a 'transition from traditional teaching methods to Project-based learning,' as Maros et al. (2023) stated in their study about PBL's effectiveness. Additionally, a receptive attitude is assumed to immerse the students in the learning environment, mainly when expressing their opinions, giving ideas, questioning, and collaborating with their peers while interacting. Those characteristics are highlighted when PBL is activated as a feasible teaching strategy in class and possibly more attractive to the whole school community. It is essential to highlight that PBL can be applied to a wide range of subjects in the curriculum.

Another characteristic worth noting when applying PBL is questioning because it represents curiosity, quest, and application of the Program by students supported by the teacher's guide. For Almulla (2020), the factual role of PBL teachers is to use this approach to allow students to address their questions. Patton's view (2012) claims that 'Project-based learning' states students design, plan, and conduct a project that can be visibly displayed such as a product, presentation or publication' (p.13). Supporting Patton's view, other authors among Bello (2012), Kalabzová (2015), and Melad (2018) agree with this last aspect, another motivational factor for the student community and teacher, as well as the institution or school where it takes place.

3.3 PBL's implementation process.

PBL in class can explore not only the linguistic aspect of a foreign language but also become aware of what is happening in the surroundings or students' context. This approach may construct knowledge and awareness in

students so they can understand and give their opinions regarding any topic of interest, namely social, educational, and political fields. Thus, when students interact with their peers, they can expand that knowledge through social interaction and practice.

Again, aimed at students and their interaction in the classroom, Schiro (2012) and Vaca and Gómez (2017) believe that students can construct knowledge from their perspective by working in a collaborative atmosphere with their peers and sharing knowledge, which not only be categorized as new but also a way to support their partners with difficulties or challenges. The community around this idea fosters problem-solving and critical thinking, enriching Dewey's social learning theory through practice. Gone was the traditional instruction, which the teacher imposed and led academic activities. For Kavanagh and Rainey (2017) and Reisman et al. (2018), instruction has become a negotiating process between students and the teacher within a collaborative atmosphere where ideas arise to grow and develop. Education nowadays, according to Bello (2012), Ford et al. (2014), and Pinzón (2014), teachers can link their teaching to culture so that students get engaged with different approaches to learning and correspond to the responsive pedagogy proposed in their academic context as well as understand that English is a need. Teaching a foreign language is not a simple and defined procedure to be applied once or twice, nor is it replicated as the same model for all existing contexts.

3.4 PBL's experience and assessment.

In terms of effectivity, PBL may base its theoretical foundation on additional conceptual frameworks. For example, Significant Learning was first coined by American psychologist David Ausubel. This theory takes us to a reflection on education and social skills in the classroom, but it is not only a matter of concepts but also functions. Notably, the teacher's role is that he/she is aware of the current student's knowledge. From this reflection stage, he/she can adapt strategies or methods to guarantee deep and significant learning by the students. In response, students are expected to show a more active attitude towards their learning process, and their motivation can also increase. Aimed at Maros et al. (2023) view, all teachers must hold a profound knowledge of lessons to maximize students' activities, skills, and effectiveness.

In Salazar's (2012) and Vaca and Gómez' (2017) view, it is said that a significant learning process is represented with information being assimilated and incorporated into the student's cognitive structure where relevant

aspects will define its importance and feasibility. Within the process, students will oversee leading their research tasks; at the same time, they can strengthen their learning when activating what they are studying or revising for the research through group work. Likewise, Diaz and Hernandez (1998) and Kavlu (2017) support the fact that students can select what they consider is essential information from diverse sources; by doing this, students can link prior to incoming knowledge and make mental or conceptual associations to develop content on their own as well. They will explain what they understand from the world surrounding them. This reinforces one of the principles of PBL, which is hands-on work experience, which is the element that triggers learning.

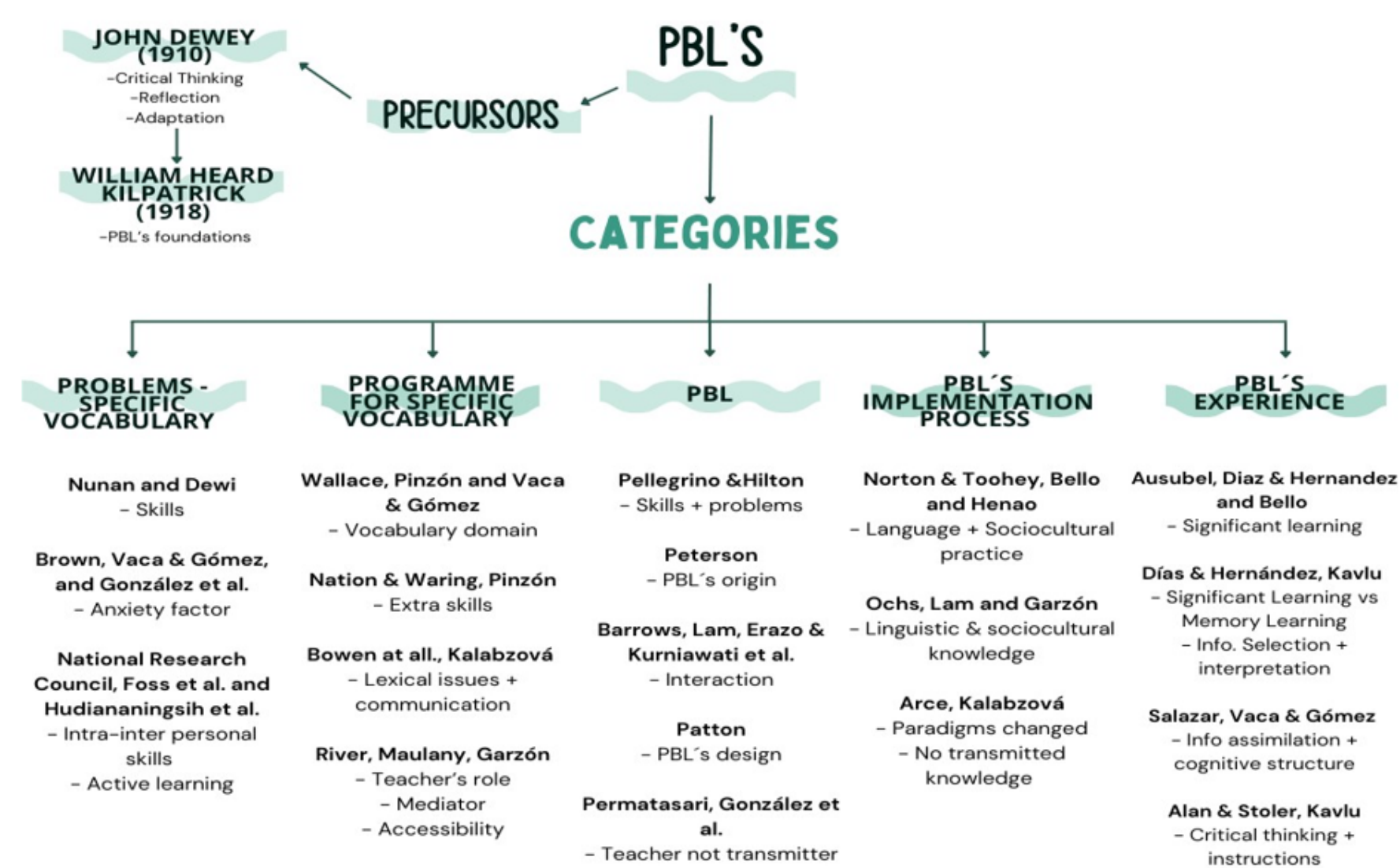
Authors views on former PBL supporters like Dale (1969) and Erazo (2018) claim that projects are considered a means to involve students in a teaching context where they are fully responsible for their learning as well as their peers, learning by doing represents research, application, assessment, and assimilation.

Erazo also states that the characteristics projects have got; they are described as follows:

- Projects are aimed at fostering investigative thinking and applying knowledge correctly.
- Projects aim to improve communication among teachers and students by increasing reading, writing, and oral expression.
- Projects aim to replace working memory with long-term memory when reaching three processes: planning, transformation, and revision.
- The projects aim to strengthen interdisciplinary work among teachers from different subjects and collaborative work among students organized in cycles.
- Finally, projects aim to develop emotional competencies, mainly when findings are socialized; they promote respect and tolerance towards other people's views. (p. 103).

The PBL implementation phases can be set and displayed according to timetables, deadlines, and student socialization. The teacher will continue to guide the process, and students will participate by supporting the group. Communication is also recommended throughout the whole procedure.

Figure 1
PBL's representatives and authors



IV. RESULTS AND DISCUSSION.

Most of the research above agrees that an interview or a leading conversation should be conducted to gain insight into the PBL experience for the students. Concerning the interview about the experience, one of the standard instruments developed to gather information was a semi-structured interview with open questions on the experience. It allowed the interviewers to register all details about the participants' experiences towards the study and allowed students to expand their responses. Based on the experience of the authors, speakers, and consultants Justin Bariso (2017), Jeff Haden (2019), and Jodie Fox (2021), an interview can be led by a good question, one that provides as much information as possible, the type of question that allows the interviewer display a huge conversation from one question rather than a bunch of them; this question need to be listened

carefully by taking note of every detail as the participants or interviewees are expressing themselves. Finally, it was essential to consider that the interviewer should explain the object and process of the investigation to the students (participants) and the importance of their answers to the study.

For this stage, the analysis was centered on understanding the phenomenon's reality; observation and interaction with participants are crucial because they provide first-hand information related to the study and students' experiences towards the proposed research. Instruments like the semi-structured interview and the field diaries were also expected to offer extra data and become an evidence portfolio. By doing this, information was organized in a structured way to register and organize the data collected.

For the discussion stage, the application of the studies demonstrated the hypothesis of PBL's effectiveness was stated around a project. Then, it was required to validate

it with the information gathered during the study, and the conclusions arose. The qualitative and quantitative characteristics of the research required interpreting the results obtained, and it provided a general understanding to fellow teachers interested in applying a similar proposal when teaching a foreign language on a particular skill.

Those expository approaches give a clear idea about integrated methodology and easy and significant development of PBL. Likewise, it upgrades students' skills, abilities, and strengths within the learning process. The outcome shows that a domain of comprehensible knowledge is developed throughout the beginning and conclusion of the Project. The researchers concluded that another benefit of PBL is the role of the teacher, which can be emphasized as an instructor or enabler, and the cooperative bonds established among the members of the work groups, once more where knowledge, motivation, and autonomy are expanded. Hence, the student's motivation and interest are reachable domains inside and outside the classroom, and it opens spaces and opportunities for them to face challenges or daily life issues.

V. CONCLUSIONS.

The evidence showed an evident transferability of knowledge when applying PBL in the classroom; other characteristics like critical thinking were also evident in some studies, particularly when students lead their projects to solve problems. Instruction and guidance were also helpful in reaching objectives. The evaluation or assessment instruments may require flexibility based on students' context and level. Those studies also showed some limitations concerning self-motivation, materials, time, and cooperative work articulation, although they can be solved when articulating goals and steps.

It is also evident that additional research is required. The PBL approach has its features and structure, but circumstances, populations, and environments will always be different from place to place. The sort of resources, assessment techniques, instruments, phases, and strategies are crucial to planning an adequate PBL atmosphere. For further studies, the PBL approach can be compared to other procedural methods because teaching and learning require constant exploration and imagination; instruction is still necessary.

acknowledgements.

The execution of this review paper and the research itself would not have been possible without the support and leadership of Jesús Insuasti, Ph.D. His encouragement has been crucial in carrying out the task and accomplishing this academic purpose.

My deep feeling of gratitude is also to all the staff of The Language Centre of the University of Nariño, their support has been constant throughout the research progress.

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ACREDITADA EN ALTA CALIDAD
RESOLUCIÓN MEN 000022 - ENERO 11 DE 2023



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