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A CONTEXT VISION

Didactic strategy: “I’m Leader” decisions that transform the teacher’s processes and actions and the students’ learning

Estrategia didáctica: “Soy Líder” decisiones que transforman los procesos y acciones del profesor y los aprendizajes en los estudiantes

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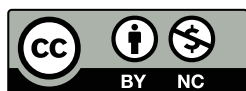
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ABSTRACT

The main purpose of this article is to demonstrate the transformations carried out by a didactic strategy as result of a process of action- research in which the object of the study is the teaching practice of preschool teacher. Regarding the methodology of a *Lesson Study*, that arise in a collaborative process in academic pairs in a reflection cycle that aims to characterize, reflect, and evaluate each of the steps in the teaching practice itself such as: planning, implementation, and evaluation to rise in the transformation of the practice that includes purpose, intention and sequence. The main changes took park in the inclusion of some strategies from the teaching for understanding model in the planning and the decisions made in the teaching processes regarding the analysis of the practice and widely applied considering a theoretical frame.

RESUMEN

El propósito de este artículo es mostrar las transformaciones en la estrategia didáctica como resultado de un proceso de investigación acción, cuyo objeto de estudio es la práctica de enseñanza de una profesora de educación preescolar. Bajo el marco de la metodología *Lesson Study*, que se desarrolla en un proceso colaborativo entre pares académicos en ciclos de reflexión en aras de caracterizar, reflexionar y evaluar cada uno de los elementos constitutivos de la práctica de enseñanza (planeación, implementación y evaluación), se da cuenta de su transformación en una práctica propositiva, intencional y secuencial. Los principales cambios ocurridos corresponden a la inclusión de algunas estrategias provenientes del marco de Enseñanza para la comprensión en la planeación y la toma de decisiones en los procesos de enseñanza soportada en análisis sobre la práctica y ampliados con elementos teóricos.

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1. Introduction

The Lesson Study methodology consists of collectively with academic peers through the seven phases of the PIER cycle (planning, implementation, evaluation, reflection) which allows them to cooperatively design the strategy that allows guiding the teaching practice, in this exercise the constitutive actions (planning, implementation, evaluation) of the teacher in her teaching practice are observed and analyzed in depth, This process ends with a series of adjustments that are made to the design that is initially presented, nourished by the valuable contributions of the whole exercise that implies the Lesson Study methodology.

The strategy presented in this article makes visible the teaching style, the communicative skills, purposes, and intentions, as well as the relationship established between the resources and the comprehension performances (pedagogical activities) pursued by the researcher teacher in her teaching practice and the students' learning.³

2. About teaching style

At the beginning of the research, there was a lack of knowledge of the integrality and complex structure of the didactic strategy, and it was also related exclusively to the resources used to bring learning to the students. A first step recognized by the researching teacher in one of her self-reflections was to define her educational style, since there were multiple intentions and pretensions that did not allow to clearly visualize her teaching style, recognizing this failure, a first step of transformation emerged. According to López, Ruiz (1999) "The pedagogical action has to be based on contrasted scientific principles, which integrate the educational style that gives uniformity to some rules and ways of working" after analyzing in detail his first planning action, he managed to extract a series of features that allowed to mark the starting point to define the singular, own, complex and dynamic style, these were to awaken and maintain the interest (motivation) of learning in each and every one of the constituent actions of the teaching practice [1]. In addition to motivation, it is clearly observed the intention to offer students tools for life that allow them to resolve conflicts, where an increasingly demanding critical sense is developed, developing autonomy and independence, with flexibility of effort in the performances and purposes to be achieved [2].

³ Lesson Study is a methodology for research and improvement of educational practice, originally and with a long tradition in Japan and with great repercussion in North America and recently in Europe.

2.1. Planning within the epc framework

Planning is one of the most significant processes in the transformation of teaching practice. Planning is the rational application of the human mind, the anticipatory decision making, based on prior knowledge of reality, to control present actions and foresee their future consequences, aimed at achieving a fully satisfactory desired objective". [3]

The main changes in the planning correspond to the inclusion of the framework of the EPC (Teaching for Understanding) this framework harmonizes with the teaching style, the pedagogical model, the institutional approach and PEI, which allows generating changes of appropriation to the design in the constituent actions. Understanding is that capacity that allows to resort to previous knowledge, restructuring it with new knowledge, organizing it in such a way that the subject develops the ability to think and act solving everyday situations, problematic or not, allowing them (developing thinking) in such a way that generates in students reflection and criticism, developing skills and abilities necessary to build their own life project, i.e., that transcends the school environment and lasts.

2.2. Completion of the segmentation

The framework of teaching for understanding allows structuring the design of the class in such a way that from its starting point it guides the teacher to design a meaningful structure that benefits his teaching practice and the students' learning. In this way, structuring processes of decisions and actions are evidenced; through the guiding thread, the teacher finds that macro structuring concept that allows him to orient, generative topics (contents, themes) that emerge as fundamental decisions in the teacher's objectives and criteria, for the students' learning. The dimensions of comprehension are processes that are developed intentionally to raise the goals of comprehension, these dimensions make visible to the teacher which learning process he is aiming at, and thus assertively select their actions and decisions to develop, the dimensions correspond to purpose, method, content and communication. With the above, the teacher has the clarity to propose achievable goals that are considered to respond to the interests and needs of the students.

2.3. Counting the strategy:

The strategy that is analyzed allows us to account for the comprehensiveness of processes that have occurred intentionally, sequentially and in response to the personal, family, school and social context of the students of the transition grade (boys and girls aged 5 years) of the Eduardo Umaña Luna School in the afternoon, their needs, interests and the meaning of preschool education.

It is supported in the early education guidelines (2018-2019) in one of its articulating axes that corresponds to Personal Social Development, in the DBA Basic learning rights (2016), in its purpose three, "girls and boys enjoy learning, explore and relate to the world, to understand and build it". [4] [5]

(...) "The curricular processes are developed through the implementation of playful, pedagogical projects and activities that take into account the integration of the dimensions of human development, cognitive, affective, communicative, ethical and aesthetic, attitudinal and value-based. The PEI (Education for Excellence and Human Development), in its constructivist model, the project approach, which harmonizes with the framework of the EPC.

2.4. Deepening in the context...

The school Eduardo Umaña Luna is in the eighth district of Kennedy in the neighborhood patio bonito, in the capital city of Colombia, Bogotá. Its modality is academic, the PEI "Excellence for human development and community work" its pedagogical model is constructivism, the approach by pedagogical projects, has an average of eight hundred seventy-five students in both shifts, thirty-three teachers per day, five teachers' directors, and four counselors. The locality where it is located, is loaded with social and economic problems, including a high rate of illiteracy, domestic violence, unemployment, extreme poverty, displacement, paramilitary population, micro-trafficking, prostitution, among others, the school belongs to the state, so it is classified as public has the grades of preschool, elementary school, middle school and high school vocational for the latter with articulation in SENA agreement cooking and agribusiness management. In the development of daily work and as academic support tools, it has a library, computer room, English immersion room, kitchen, laboratories and TV and computer in each classroom, the physical plant has a single site.

The families that are part of the educational community of the Eduardo Umaña Luna school are characterized by being of extended typology (parents, grandparents, uncles, cousins, siblings), composite (stepfather or stepmother, children in common and stepchildren) another type of family that predominates in this community is the single parent (father or mother head of household) and a minimum index of nuclear family (father, mother and children) with low educational level, in some cases high school to ninth grade, the economic activities of the families correspond to environmental recovery (recycling), informal trade (street vendors) few families are employees of companies or state entities such as police, military, or officials of public entities of the country, the homes of the families mostly live in rent, rooms located on terraces of tenement houses, garages, invasions, there is also evidence of homes that are not built in block or brick, preschool children, are mostly referred from state gardens belonging to Social Integration or family welfare homes, which serve the population in displacement or vulnerability. Transition B, afternoon session, stands out for being composed of children eager for affection, some of the students have difficulties in language development, socialization, coexistence, and participation. This is due to the "influence of situational contexts. In addition to the absence of healthy habits and parenting guidelines in some cases. [6]

3. Methodology

Based on the above, the teacher researcher initiates the methodology with the common thread "Exploring Ando" after several cycles of reflection with her academic peers in a cooperative work of analysis and adjustments seeking to respond to the needs, interests, and sense of the preschool. In this exercise several generative topics emerge, among these with greater relevance to generate identity, autonomy, and participation in students.

In this opportunity we will talk about the cycle of reflection that arises with the Generative Topic: "I'M LEADER" becoming this, in the medium (symbolic role play) for its attributes, according to Bruner "the symbolic game, becomes an enhancer to develop language in students turning them into social integrators" after a rigorous analysis, the RPA (Expected Results of Learning) were raised: 1 [7]. To develop the capacity to make decisions in interdependence with others 4. To develop the capacity of Participation to express interests

and influence decision making; as purposes in the different Dimensions of understanding method: To carry out individual and collective actions of organization, dimension of Communication: Dialogues to express interests, needs, ideas, instructions, emotions and feelings.

Purpose dimension: to lead organizational processes and in the Content dimension: to understand the organizational dynamics in the school environment.

4. Implementation

The first moment called EXPLORATORY is transcendental since it allows to know the students' previous knowledge, according to Perkins "understanding is the ability to think and act flexibly from what one knows. It is the capacity for flexible performance" [8]. Understanding is not memorizing, it is establishing relationships between previous knowledge, which is what children bring with them, and new knowledge, and how that which has been understood can be put into practice in everyday life and in the different contexts of interaction to act and solve.

Through the performance of understanding "Todos con Todos" (Everyone with Everyone), which consists of a daily assembly of students upon arrival at school, conversations are encouraged where the children are the ones who speak while the teacher listens, there is a seedbed of dialogues that allows them to express experiences, interests, needs, make arguments and hypotheses, in addition to reaffirming identity, autonomy and participation, actions of regulation of emotions and actions that favor the acquisition of good habits of order, discipline and reaffirmation are observed.

In a second moment, the performance of comprehension called "QUESTIONING" is deepened in a guided research moment, which consists of a thinking routine that the teacher proposed with the name "every question has an answer", with the purpose that the students make their thinking visible, besides stimulating it and structuring and restructuring the cognitive and language processes, strengthening self-esteem and healthy coexistence in the community. This is the moment that allows the evaluation of the teaching practice, since it is the students who give evident form to their comprehensions. "When we make thinking visible, we not only open a window to what

students understand, but also the way in which we are understanding them". [9]

5. Evaluation

In one of the reflections, the need arose to be able to materialize this complex evaluation process in which the students were protagonists with the power to make their own evaluations, of others and among all, that is, an evaluation that was made with all the sources and that was also of significance for the students as an important evaluation experience, although there is always a continuous evaluation process, (initial, procedural, final) "One does not teach to pass, one teaches and learns to reach a full and integral formation as a person" taking into account the relevance of this process, three tools were proposed <in the classroom that would allow generating a formative process of reflection and protagonism for the students as leaders of their own process. [10]

5.1. Expression faces

Students exercise evaluative power, through this tool, the reflections

The results of the teaching practices have shown that the student develops skills, abilities and knowledge with motivation when he/she has the appropriation of materials or resources that offer a certain state of power. These are signs of non-verbal language, which upon direct observation allows self-evaluation that is confirmed by some affirmation from peers or the teacher.

5.2. Duplicate interview

This tool makes processes visible and encourages the development of all the dimensions of being Cognitive, makes the student go to the knowledge, thoughts, communicative, sends the student to express verbally enriching the vocabulary and improving their expressions, body, body language expressions, ethics, corrects words, learning feedback between peers.

5.3. Open classroom

This tool provides the participation of the entire educational community in the teaching and learning processes, it consists of inviting other students, teachers, parents, or external guests to make evaluations of specific or open processes or topics for students to contrast and make their own constructions, as for the researcher

teacher it allows her to make feedback processes to reflect and transform her teaching practices.

5.4. Findings

The strategy "I'm Leader" has as its medium the symbolic role-playing game for all its attributes, it cannot be ignored that the game is the vital action of the human being, it empowers and mobilizes the student to exercise processes of development of skills, abilities and learning, today's teacher must focus his teaching practices in the protagonism of his students, they are the ones who must face the challenges of today, for their situational context, in the family, education, society, country and world.

When the teacher, in his teaching practice, acts as a mediator, he promotes all his constitutive actions to carry out didactic strategies that adapt the contents, processes, rhythms, styles, communication, the novelty of facing his students to the challenges of learning and developing integrally, starting with the individual himself, who in his achieved processes will take his achievements to the community, and for this reason, he will be able to solve conflicts of his daily life, develop communicative skills, and positive interaction in his community.

The protagonism of the students in their development and learning processes offers the teacher to develop observation, research, self-reflection and of course the use of every situation and action, since these will not go unnoticed, they will be the input to be in permanent restructuring of their teaching practice, In addition to the above, the teacher will be a subject with the ability to offer in all situational contexts, answers in the teaching of learning to their students, since they are in permanent responsible, committed and dynamic attention, in the end they understand that the value of teaching and learning is reciprocal and wonderful to offer and receive.

6. Conclusions

The look of the teacher in their constituent actions in the teaching practice, cannot be distant from its complexity, its extension, its impact, service, commitment, dynamism, permanent renewal, creativity, training, observation, research, implementation and decision making that directly affect the development of the integrality of their students and that this is projected to the families, knowing the biological, psychological development, own environment, family, educational

and social and all the influence that these exert on the processes and actions of teaching and learning, provides the suitability to the teacher to make the correct and necessary decisions (didactic strategy) in their educational work, allowing the student to be the main promoter of their learning processes, providing the necessary elements from the beginning of the class design, that complex structure of learning that is adjusted to the regulations, supported on educational researchers, which responds to the reality of the student and is influenced by multiple social, cultural and historical events.

One of the objectives of initial education is not only to develop the dimensions of the self, but also to achieve understanding in interactions with others. At the end of several cycles of reflection on the teaching practice of the teacher, it can be concluded that the classroom and all its complexity must give the students the first place in all actions, processes, trials, mistakes... Before teaching, the teacher must know how to see, listen, communicate, investigate, promote, motivate, encourage, encourage, solve...

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