



CHARACTERIZATION OF CURRICULAR PROCESSES IN THE FRAMEWORK OF EDUCATIONAL QUALITY IN POST-PANDEMIC TIMES: A STUDY FOCUSED ON RURAL PUBLIC EDUCATIONAL INSTITUTIONS.

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Summary:

Education in Colombia changed as a result of the spread of Covid 19, which generated the rethinking of academic processes and even the alternative models themselves had to be adapted to each reality. Prosecutions in some situations have failed, given the inadvertence of the situation, as well as its speed. Adapting a style of education that due to the conditions of the system cannot be considered virtual, because each institution presents its actions depending on the type of population it has, however, the tools at a general level that are offered, differ significantly with the reality of the contexts. That is why, through this experience, it is stipulated the creation of contextual guides for self-learning, through the interdisciplinarity of subjects to promote comprehensive learning.

Keywords: interdisciplinarity, context, culture and curriculum.

Education in a pandemic

The needs of public educational institutions in Colombia are abysmal, however, each one does its best to contribute to the formation processes of the communities, so that for the I.E Virgen del Carmen it is not an exception, since its problems may be different from the rest, due to the fact that it is located in the rural area of the municipality of Valledupar. In this sense, it is categorized as an area of difficult access, its proximity to the high and medium security prison limits the telephone and internet signal, in addition the population has characteristics of displaced, demobilized, peasant, and it is also indigenous territory.

It should be noted that the area is an agricultural pantry for the municipality, in this sense, most of the parents are farm workers, that means that their economic level is low, because in the surveys carried out it is evident that they do not manage to obtain the minimum monthly wage decreed by the government, to that is added, They usually have more than two children, so that the conditions of having access to a smartphone are scarce, for this reason, communication is impossible.

In the same vein, there have been some students who have not been able to continue with the school process, because the working conditions have limited their economic capacity, to the point of moving out of the area due to the lack of work, however, the institution is on alert and carries out the due accompaniment, but reality is stronger than desire, So desertion is materialized by the need for a job.

In this order of ideas, the interaction with the majority of the students is null, because the only channels of communication have been the guides and conversations with the parents, which reveals the limitations that exist due to the issue of connectivity, so that the effort made by the members of the educational community has been significant. because the motivation to contribute to education and progress has prevailed more than the pandemic itself, since teachers have eventually



attended the I.E to support the academic processes with the delivery of work, clarification of doubts and communication with parents.

In this sense, when referring to the complex process of building a curriculum or educational model in this stage of confinement, it is determined that it is a concurrent demand towards the comprehensive project, which concentrates and promotes the contribution of a citizenship that is directed in a consensual dialogue of skills, where self-training with guides is the pertinent vehicle for students to learn in the company of their families.

Therefore, it is assumed that academic performance has been measured through knowledge and know-how, however, at this time, the being takes relevance within the teaching and learning processes, although it cannot be ruled out that families are interested in the continuity of this educational style, since the dedication for a sustainable citizenship and willing to be formed consciously, It becomes an indispensable tool for the cultures that emerge in the context.

In this case, there are situations that hinder working with guidance from home, since, for years, teaching actions have been directed at the transmission of knowledge from the classroom, due to the fact that the conditions of some students limit the connection with the virtual world, in addition, that some teaching practices propose mechanical solutions that contribute little to analysis and critical sense.

For the benefit of academic processes, the realization of guides by subjects is taken as an alternative, giving continuity to the curricular network, so that the conceptualizations with the respective activities were proposed, however, the commitment to fulfill, left aside the characteristics of a guide for self-training.

Likewise, the first results were analyzed, where 55% of the students did not comply with the delivery, on the other hand, 27% delivered incomplete, however, the rest of the population, alluded through the parents, that the activities were complex and extensive, in addition to the stress of complying, made the parents resort to complaints, therefore, an analysis of Directive No. 05 of the SRM was required.

On this occasion, curricular changes were suggested that would allow the integrality of the subjects by affinities, where, Van de Linde (2007) promotes, through his theory, environments conducive to interdisciplinarity, which is analyzed from the perspective of interdisciplinarity.

A holistic and integral vision that allows solving problems in the field of teaching, through teamwork, which is a strategy that implies the interaction of several disciplines, that is, that it is understood that dialogue and collaboration can achieve new knowledge.

To this extent, the subjects were integrated, so that five fundamental areas remained; In addition, it was analyzed in the flexibility component from a logistical and pedagogical perspective, proposed by Collis and Moonen (2006), where each one is integrated through the recognition of the opportunities that the population has, so that social learning becomes an alternative model that replaces the fixed model of listening to do, which depends on a permanent supervisor. But in reality, we want to teach self-formation based on reflection.

To support the proposal, it was necessary to reference some research related to non-parametric didactics, teaching and interdisciplinary learning, where an analysis of the information regarding interdisciplinary processes was made, with the aim of categorizing a route that would determine the foundations of a comprehensive, flexible and adequate education for these times of confinement.

The relevance of delving into this line of research is necessary, since the transformation of educational models is essential to reach all students through comprehensive modules, which for some authors such as Anna Camps call didactic sequences, which will be seen as study guides that allow progress in reading skills to achieve self-training from home.

In this order of ideas, Estela Quintar (2002) states that the system is uncritical with critical discourses of others, in such a way that it separates the recognition of the meaning of learning, because the being is accustomed to live in meaninglessness and that produces violence, this is how non-parametric didactics seeks an articulation with the pedagogy of power. Because it allows the subject to be led to the desire for knowledge, based on critical and purposeful thinking, the author also states that in order to apply this strategy, teachers must unlearn the mechanical process that has been used for



several years.

In the first instance, the research "Interdisciplinary classroom project and teacher reprofessionalization: a training model" by the author Denegri (2005) was analyzed, in which a change of thinking and acting in the educational field is sought, with the emphasis on contributing to learning from the context to build thoughts that enable a different life option. This is how the author, through this training process, influenced the processes of reflection, applying a model of education *in situ*, where teachers rethought the traditional aspects of an individualized academy that limited the integration of knowledge and motivated memory to achieve objectives, that is why it was incorporated from the processes, the use of the classroom project as a contextual teaching tool.

In this order, the cooperative work of teachers is essential, because they are the ones who allow the flexibility of the curriculum, which becomes a point of support, since, at this time, teaching must be prioritized from a comprehensive perspective, that is, interdisciplinarity is only possible, through the didactic approach and the transposition that teachers choose to reach all students from their particularities.

Subsequently, the research "interdisciplinary learning projects in teacher training" by the authors Chacón María, Chacón Carmen, Alcedo Yesser is taken, which marks a differentiated trend of how to train multidimensional, interdisciplinary and transdisciplinary teachers, in relation to peer work, which allows a development of academic processes at an integral level, that is, for the case study, not only is the foreign language taught, but the social reconstruction, stipulated by Liston and Zeichner (1997), facilitates learning from the practical, so that the theory is reconsidered based on previous knowledge to activate reflection and dialogue between the sciences that are associated in interdisciplinary work.

The above reinforces the proposal, since it links the needs that current education requires as a benefit of practical and comprehensive learning, where students are motivated and find the meaning of education from their context, in addition, family integration recognizes that it can be linked to the process, by accompanying the self-training of its attendee.

In this mood, and due to the reality of the contexts, problems arise that, in the case of this research, require condensing knowledge through the fusion of subjects so that students are not instrumentally pigeonholed from a single perspective, but rather that it is time to develop competencies, where the need to create awareness in the actors is fundamental. because integrality is indispensable within educational processes, that is why the MEN in guide 34 (2008) says that the study cannot work in isolation, because it requires partnerships between the different knowledges, as a result of this it is stipulated that interdisciplinarity projects a progressive action of teachers and students.

The reference allows us to analyze that the proposal of interdisciplinary guides determines a new school process, although they are proposed from face-to-face, in this case it is projected from self-training with a style of work at home, where the percentages of responsibilities are balanced, because the parent takes a position and the integral design of knowledge depends on the commitment of cooperation between teachers. so that learning is reciprocal.

To continue, reference is made to the research of Álvaro Calle, Liliana Pérez, Dalgy Flórez and Osman Flórez, which is called "The didactic sequence, interdisciplinary strategy to strengthen critical reading", in which it is found that in ninth grade students from several institutions in the municipality of Sahagún Córdoba, they present difficulties with the reading process from the critical point of view. This allowed the researchers to create strategies to improve reading levels, but not in the same way as it had been done, since the demotivation of young people advances, that is why they carried out an analysis of the context to determine the possible considerations generated by the low level, so that, the researchers reconciled the possibility of thinking about didactic sequences through the interdisciplinarity of Spanish language and social sciences. because from these, the ICFES evaluates critical reading, so that they began a process of communication between the sciences.

Likewise, the research "Precious metal. Resignification of thought in the subject through non-parametric didactics to enable the reaffirmation of the condition of Afro-descendants in the Termarit Educational Institution of the municipality of Buenaventura", by the authors Garcés and Saa (2012), frames a contextualized transfer within the model that every institution requires to reorganize its



objectives for the benefit of an educational community that implores processes in accordance with its social needs, economic and contextual factors.

For the above reasons, a non-parametric didactics is implemented, as guided by Quintar (2002), who is referenced by researchers, and who call his theory as an alternative didactics, which they describe in their intention to respond creatively, reflexively and autonomously to the demands of formation of the knowledge society, that is, to seek the meaning of what is learned. Assuming this possibility as an option to discontinue instrumental teaching and the construction of an innovative discourse from an avant-garde method that dictates the potentiality of an educable being with ethnic identity. In this way, the MEN with its ten-year education plan, projected to be developed from 2016 to 2026, where in one of its descriptors for the improvement of educational skills at the rural level, it institutes that: "Establish meaningful interactions and networks with expressions of culture, from a general conception, diversity and interculturality" (p.57). In this event, it is understood that the elements of cultural diversity are referenced as an opportunity to promote actions that resignify traditions, where through these, scenarios of peace, equity and respect are built, which would allow with the accompaniment of parents to reactivate knowledge that is conducive from initial education at home. In addition to the above, it is framed that teaching discourses are useful for the valuation of diversity in the few critical models of an interdisciplinary education. In this case, the comprehensiveness of the areas is the opportunity to adjust the representativeness of a new educational style of the curriculum that encourages and improves teaching, coexistence, reunion and interactions between family members.

For this reason, diverse environments are generated with the minimum conditions, seeking to enhance self-learning due to the situation that arises in context, in order to share spaces for reflections and exchanges of thoughts that favor the self-formation of a being with political, social and educational characteristics.

Therefore, it has been shown that the problem presents limited contact between teachers and students, which is why the design of contextual guides allows the restructuring of teaching practice and the improvement of comprehension skills, where Camilloni (2007) gives a varied symbology around didactics as a discipline that becomes teaching theory through a generalized science. This takes possession of education as a social practice.

Therefore, the support of a didactics of language is required, which provides tools that lead to the development of reading processes in dissimilar environments, because the communicative direction of teaching is not only activated from linguistics, but also from other knowledge, such as: pragmatic, textual, semiotic, among others. This is how freedom and reflection allow us to give meaning to what we learn, so that interest increases every day, and homes become scenarios for thinkers.

The above is not only intended to reinforce the aforementioned subjects, but also to ensure that the others work in the same way as the process advances, through a humanistic and intercultural approach, where the conjectures of a true quality education are interpreted, in addition to exercising resignification in the processes, which are projected under the parameter of interdisciplinarity that is associated with the institutional guideline. That is why Gadotti (2003) states:

Cultural diversity is the richness of humanity. To fulfill its humanistic task, the school needs to show students that there are cultures other than its own. School autonomy does not mean isolation or closure in a particular culture. Autonomous school means curious, daring school, which seeks to dialogue with all cultures and conceptions of the world... Pluralism means, above all, dialogue with all cultures based on a culture that is open to others (p. 51).

Regarding the above, it is found that diversity expands the perspectives of a social world, since, from there, the existence of a number of cultures that surround man is shown, with this, the opportunity to teach through this style is opened, where the houses become scenarios of reflection and dialogue and integrate the socio-cultural reality of the relatives.

Taking into account the features of qualitative research, as explained by Martínez (2004), which refers to the analysis of reality, as it is lived, in the same way that ideas, feelings and motivations emerge, so that the interpretation of situations and dynamics, gives a reason for the actions and revelations of the complexity of realities, therefore, the need to analyse them continuously and



systematically; In this sense, it is noted that measurement and prediction are nullified elements in the process, since the researcher cannot make predictions of phenomena that can only be explained from observation, in this order, Elliot's action-research method is adopted, due to the influence it has on the object of study. but also about the subjects of the research.

Thus, a way of promoting integrated knowledge is promoted, which strengthens reading from approaches that reflect the change of thinking from self-training, that is, that the subjects can share knowledge with the others, so that the student understands that the solution cannot be thought of from a single perspective, but that integration consolidates the opening of innovative learning.

In summary, the objective is to create didactic and pedagogical strategies, based on the design of comprehensive and flexible study guides, to develop reflective learning through situations that include real scenarios, where students start from their autonomy and freedom, through interpretation and production skills, since these, They have become fundamental nowadays, because reading development favors the understanding and analysis of situations, so that the student is able to present them in a coherent and organized way.

PARTIAL RESULTS

In the first instance, it has been possible to maintain the student population at 85%, according to the analysis carried out in September 2022, which has allowed the continuity of the school process to be meritorious in times of pandemic, in the same way, collaborative work between teachers has been achieved, this is how it is demonstrated that interdisciplinarity allows to be coherent with academic needs, Since, we learn with meaning and conceptual violence is diminished, because the meaningless subject that was being formed is left aside.

The strategy has been analysed on the basis of student surveys, semi-structured interviews with some parents, debates with the board of directors of the EI, who, despite the difficulties, have seen the continuity of this process as pertinent, since, at the beginning of each academic year, there are absences of students who require transport. That is why this methodology would facilitate contact, because distance learning would continue, while school transport begins its work, which is done in mid-March, in this way it would be possible to advance academically, so that when the students arrive, the delay is not abysmal, allowing learning at home for the dispersed population of the area.

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