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SUMMARY ● SUMARIO ● RESUMO

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Editorial

This second issue of the year 2022 begins with an interesting study in which teachers and childrenare linked in an interaction that bets on the transformation of teaching skills in line with the nature of the educational process and the importance of the first six years of life for the construction of synapses in the human brain. To this end, a program is developed and applied following a quasi-experimental method. Finally, we conclude by providing evidence that shows that the model can, from the educational process, be useful for the development of children's potential.

This issue continues with two articles focused on language. The first one refers to the written autobiography as a scenario for the reflection of the self, the social environment and the life project in secondary school students. The approach is a quantitative and qualitative combination applied to the assimilation of linguistic competence, self-knowledge and its historical development in the students' lives. Self-analysis and reflection helped the subjects under investigation to better understand their experiences in order to change those that could be changed and to procure the personal good and the good of those around them. Also linked to language, but in a more academic line, is the following study related to the writing of citations and references in graduate theses. A mixed method of data collection was followed and it was concluded that there were various errors in the citations prepared, such as incorrect use of punctuation marks, erroneous ordering of elements, omission or change in the data, absence of the year of publication of the source, and the combination of different formats in the references.

Another block of articles is made up of those related to technologies, always present in the magazine. The first one is related to the current demands in the use of ICT in a municipality in Angola and how they represent a challenge for education, due to their impact on social and educational demands and needs, and in the generation of new opportunities for teachers, improving and modernizing their pedagogical practice and the school. The second research refers to the impact of gamification with ICT in the teaching of Social Sciences in fourth grade elementary school students. A mixed study was carried out and highlights the existence of differences between the means of the scores obtained in the pretest and posttest, after the implementation of the gamified proposal, while the improvement of the classroom climate, greater motivation and student participation in class is evidenced.

Culture and its teaching are present in the following article, based on learning English as a foreign language through films. An action research methodology was developed and four-week lesson plans were designed and implemented through an academic intervention with first year high school students. The results showed that the use of films in English language teaching contributes to students' cultural knowledge and reinforces language learning.

The following contribution links education, teaching, school and physical education. It contains some reflections on the importance of the study of teaching praxis in a broad sense, as well as the place of the physical education teacher as a subject involved in the reflection and creation of spaces that promote the knowledge of physical education. The concept of education and school and the meanings they have historically assumed, the institutionalized teaching practices and some aspects of the current situation of physical education in relation to the subject are presented.

Finally, the last study presents the results of the evaluation carried out by Master's students of the Public Management discipline taught in the Master's program in Public Administration at the Catholic University Extension in Gurué in the province of Zambézia in Mozambique. Even if only as a guideline, this study shows how the results are largely determined by the country's own economic variables: time (module duration), digital literacy of master's students, poor Internet and poor learning culture.

Antonio Pantoja Vallejo
Editor in Chief / Editor Jefe / Editor Chefe

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BEYOND THE COGNITIVE APPROACH IN EARLY EDUCATION, FROM A MODEL THAT IMPACTS TEACHERS' KNOWLEDGE AND PRACTICES

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Summary. The study was oriented to the design and validation of a model of Early Childhood Education second cycle, focused on child development from the perspective of teachers, who are key players in the interaction with children, through curricular and didactic contents and instruments to promote child development. The impact of the model in this process is presented based on teachers who have been trained to assume from the classroom an educational process that takes into account the dimensions of child development beyond the traditional cognitive approach. The role of education and its vital importance in the first six years of life for the construction of synapses in the human brain is highlighted. Methodologically, a quasi-experimental design with a non-equivalent control group was used to intervene in cognitive aspects and practices of the teachers of early childhood education in the second cycle of Nicaragua, in order to favor the potentialities of girls and boys in relation to child development. The results of the intervention in the post-test situation show that the differences are statistically significant in favor of the experimental group, indicating that the program applied has had a positive effect on the aforementioned group of teachers, by transforming their knowledge, know-how and attitude, through theoretical-conceptual training, sensitization and training in pedagogical instruments.

Key words: Faculty, Child Development, Early Childhood Model, Teaching Competencies.

MÁS ALLÁ DEL ENFOQUE COGNITIVO EN LA EDUCACIÓN INICIAL, DESDE UN MODELO QUE IMPACTA SABERES Y PRÁCTICAS DEL PROFESORADO

Resumen. El estudio se ha orientado al diseño y validación de un modelo de Educación Inicial segundo ciclo, centrado en desarrollo infantil desde la perspectiva del profesorado, quienes se constituyen en protagonistas claves de la interacción con la niñez, mediante contenidos e instrumentos curriculares y didácticos para procurar desarrollo infantil. Se presenta la incidencia del modelo en el mencionado proceso a partir de docentes que se han capacitado para asumir desde el aula un proceso educativo que toma en cuenta las dimensiones del desarrollo infantil más allá del tradicional enfoque cognitivo. Se destaca el papel de la educación y su vital importancia en los primeros seis años de vida para la construcción de sinapsis en el cerebro humano. Metodológicamente se utilizó el diseño cuasi-experimental con grupo control no equivalente, realizando intervención en aspectos cognitivos y prácticas del profesorado de educación inicial segundo ciclo de Nicaragua, para favorecer las potencialidades de niñas y niños en relación al desarrollo infantil. Los resultados de la intervención en situación postest, muestran que las diferencias son estadísticamente significativas a favor del grupo experimental, indicando que el programa aplicado ha ejercido efecto positivo en el mencionado grupo de profesores, a partir de transformar saber, saber hacer y actitudinal del profesorado, por medio de capacitación teórica-conceptual, sensibilización y entrenamiento en instrumentos pedagógicos.

Palabras clave: Profesorado, Desarrollo Infantil, Modelo Primera Infancia, Competencias Docentes.

Introduction

The nature of the interaction process in early education places the teacher in a privileged role to stimulate child development; the space provided by the school, scheduled time, curricular content and interaction with families, constitute exceptional opportunities for this purpose. The present article responds to a broader study on: "Design and application of a model of Early Education second cycle, focused on Child Development", carried out to a sample taken from the national population of public school teachers in Nicaragua, who attend the level of Early Education second cycle, based on previously established criteria.

It addresses the way in which the educational interaction between teachers and children can transcend the traditional cognitive approach, focused on preparing for entry to elementary school and go beyond, assuming with special emphasis the pursuit of child development, from an intentional model to knowledge, practices and attitudes consistent with the vital stage represented by the first years of life of boys and girls, in accordance with the nature of the educational process (Gutiérrez-Duarte and Ruiz-León, 2018).

The present study has considered that teachers, by incorporating knowledge, know-how and attitude, related to the dimensions of child development (CD), as well as appropriate curricular instruments, complemented with guidelines for interaction with mothers, fathers and tutors, to care for children, can modify the process and achieve better results at the level of physical, cognitive, emotional and social dimensions, from the mediation performed in second cycle early childhood education, hence the relevance of these aspects in initial and continuing teacher training (Rodríguez-Fuentes, et al, 2021).

There are several reasons that demonstrate the need to provide adequate and timely care for child development, namely: historical context, social, psychological, health, educational, neuroscience contributions, as well as arguments that show that the shortcomings in terms of proper stimulation, training, care and attention will result in cumulative consequences for the deployment of their potential.

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The scientific certainty gathered to date is abundant and unprecedented, expressing consensus that early childhood is a fundamental stage in the development of human beings, while cementing the need for appropriate and timely interventions, taking into account that these "in the early ages condition the scope of capabilities, skills, competencies, learning, health levels, adaptation, among others, throughout the life cycle" (Santi-León, 2019, p.144).

For its part, it is becoming increasingly relevant to link teacher training with their practice and attitude towards the comprehensive education of students (Martínez-Chairez et al, 2020).

Literature review

The previous introduction leads to a bibliographic review of the central aspects addressed in this work, with the aim of providing reference arguments that can support the results of the study presented.

According to Mattioli (2019) the chronology of main events that have shaped the process of making Early Childhood visible in the public debate can be found among others in: Universal Declaration of Human Rights (1948); Covenant on Economic, Social and Cultural Rights, (1968); Covenant on Civil and Political Rights, (1968); Signing of the Convention on the Rights of the Child, (1989); most recently the 2030 Agenda for Sustainable Development Goals.

As knowledge of the importance of early childhood education and its effect on child development advances, there is a growing willingness to act intentionally to invest in and prioritize early childhood education and protection, as well as the need to foster the creation of programs that promote development and learning. However, beyond the compelling scientific evidence on the relevance of early childhood education, putting this vision into practice requires articulating through an educational model the factors and intentions aimed at making education contribute significantly to child development (Agus & Suzani; 2018; Fiske, 2000).

There are multiple factors linked to child development that make up an exciting web of impact in this life cycle; construction of neural connections, timely social investment, environment, quality of interaction in the educational process, among others, which condition the potential results that can be achieved and in which the contribution of the educational process is fundamental (Gutiérrez-Duarte and Ruiz-León, 2018).

According to the United Nations Children's Fund [UNICEF], (2019) "the world is facing a learning crisis, the roots of which lie in the early years of childhood" (p.15) so it urges governments to improve investment in quality education at this stage, obtaining long-term impact, benefiting children, education systems and society as a whole.

Child development requires, as Santi-León (2019) indicates, essentially a social relationship that results in enhancing cognitive, emotional, physical, social and cultural skills and abilities, which will make the individual reach favorable conditions to develop his or her life. Therefore, it is important to pay attention to early education, taking into account the role that the educational process can play in the schooling stage, as well as the context in which it develops.

In the multidimensional fabric that configures initial education, Robledo et al., (2019), state that:

> "(...) the teacher is positioned as one of the hinges between the goals set by these policies and their implementation; for this reason, the training of early childhood educators has been postulated as a major challenge when it comes to materializing child care and education". (p.184)

Children's early classroom experiences, in particular their interactions with teachers have in the view of Lippard et al., (2018) implications for their academic performance and behavior, taking into account that these constitute ongoing interpersonal connections that develop over time between teachers and children in the classroom. Therefore, they call for teacher development programs to take into account that establishing relationships with young children requires certain skills that must be included in their training.

Teachers, in general, regardless of their pedagogical training, tend to be guided by paradigms and intuitions built during their pedagogical work, (Lorenzo, M, 2020) so incorporating attitudinal development is important for the change of interaction practices in classrooms.

 Studies conducted in Latin America, in relation to continuous teacher training, show that the process impacts both pedagogical knowledge and practice for the improvement of student learning, thus the development of continuing education programs have a positive impact on the pedagogical skills of teachers, which underlines the importance of its inclusion as an educational policy of the states (Aguirre-Canales, et al, 2021)

On the other hand "Teacher training and updating is nothing more than the improvement of their work, which allows a better performance and fulfillment of the pedagogical task" (Pamplona-Raigosa, J. et al 2019, p.25) so any modification of knowledge and practices of teachers has an impact on the interaction with students.

The present study gathers evidence on how teachers improve their mediation in the classroom to ensure child development as they increase their knowledge, relevant instrumental mastery and improve their attitude to achieve it.

Method

The paradigm of the present research is the rational-technological one, which assumes the control of independent variables in the framework of an intervention study, for which a situation has been generated in order to determine how it affects those who participate in it, compared to those who do not, that is, variables are controlled, which involve the application of an intervention program to an experimental group, as referred to by (Hernández-Sampieri, Fernández-Collado, & Baptista-Lucio, 2016).

A quasi-experimental design with a non-equivalent control group was used (García-Gallego, 2002), since we worked with groups formed naturally, and not randomly, in such a way that it allowed us to verify the effectiveness of the application of a program, referred to the cognitive development, practices and attitudes of teachers in relation to child development, to favor the potentialities of girls and boys in the framework of the evolutionary transformation of education in Nicaragua. A pretest and posttest were elaborated and applied to a non-equivalent control group of teachers, and an experimental group was defined for the application of the treatment, focused on raising teachers' competencies, knowledge and practices, so that they would understand and use didactic procedures that, from the process of educational interaction, would enhance child development.

The process followed was developed as follows: first, prior to the application of the program, a pretest study was carried out, based on the difference of means between the experimental group and the control group, in order to determine whether the starting situation in both groups was similar, in order to prevent differences that would invalidate the research; secondly, once the program had been applied to the experimental group, a

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difference of means was carried out in the control group in pretest-posttest situation, to determine that no extraneous variables had intervened to modify the initial opinions of the informants in this group, with respect to the posttest analysis; thirdly, an inferential study, difference of means, was carried out between the control group and the experimental group, in posttest situation, to check whether or not there were statistically significant differences. It is emphasized that as in quasi-experimental studies "the type of design lacks a random selection of the members of each group" (Salinas Meruane and Cárdenas Castro, 2009, p. 87).

Formulation of hypotheses

Regarding the formulation of research hypotheses: prior to the analysis of differences in average scores between the experimental and control groups, the following research hypotheses were formulated:

- H0: There is no statistically significant difference between the pro-mean score of the groups compared.
- H_1: There is a statistically significant difference between the mean scores of the groups compared.

Comparison of the mean scores for this test was performed with a 95 percent confidence interval percentage. That is, with a significance coefficient of less than or equal to 5 percent. Therefore, by rejecting the null hypothesis, it is equivalent to saying that there is a statistically significant difference between the groups compared; otherwise, we accept the null hypothesis (there is no statistically significant difference between the groups compared). By means of tests of comparison of means between groups, we discerned with respect to the condition of the hypotheses, with the objective of assessing whether the intervention in the experimental group has made a difference between the knowledge and practices of this group with respect to those of the control group.

Population and sample

The target population for the research was composed of teachers of Early Childhood Education, second cycle, attending Levels I, II and III, regardless of gender, although it is important to note that 97.4% of the teaching staff at this educational level are women. The selection of the sample was based on a universe of 3,171 teachers, with the following criteria being taken into account for its calculation:

- Early Childhood Education teachers of the regular modality.
- Early Childhood Education teachers from public schools.

The sample was calculated using the online tool "Sample Size Calculator for a proportion (Absolute Margin): http://www.berrie.dds.nl/calcss.htm", which enables the calculation of an appropriate sample from established populations, with certain particularities, carrying out an incidental sampling, which allows a selection of the members of the population, both for their location and whether or not they are willing to participate in the research (López-Roldán and Fachelli, 2017). The margin of error of the sample was 5%, with a reliability level of 95% and a probability of selection of 50%.

The selection of geographic departments for the formation of the control and experimental groups was carried out by means of a randomized-probabilistic process, considering for the experimental group that they were accessible for travel when the intervention was carried out. It was ensured that the number of teachers was proportional between the two groups. The sample consisted of 351 teachers, 165 in the control group and 186 in the experimental group.

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Instrument design

A Likert scale was designed, "consisting of a set of items presented in the form of statements or judgments, to which participants are asked to react." (Hernández-Sampieri et al., 2016, p. 238), considering the evidence provided by the literature, personal experience of the researcher, reality of the educational processes of Early Education in Nicaragua, as well as coherence with the operational variables. The items were written as statements, both positive and negative, with the scale of measurement ranging from "strongly disagree, 1" to "strongly agree, 5"

The scale was initially composed of 9 dimensions, originally containing 116 items, so that teachers' strengths and weaknesses could be determined based on aspects related to knowledge (updating and knowledge), know-how (application of curricular instruments) and attitude (promotion of motivational and results-oriented processes).

Validity and reliability

The scale was subjected to a validation process as follows: expert judgment assessment (content validity), which made it possible to determine the degree to which the instrument reflects the specific domain of the content of what it measures, using Lawshe's (1975) Content Validity Index (CVI) modified by Tristán (2008). In this index, if 50% of the judges consulted consider each item as "essential", it is assumed to be valid. In this case the CVI calculation determined values between (0 and 1), in an initial correlation between (- 1 and + 1). In the present case, all but twelve of the items achieved a CVI between (0.33 and 1). The calculation of the general CVI of the questionnaire was 0.6, showing that the items of the scale adequately measure the trait it represents, leaving the scale integrated by one hundred and four items

To determine the number of factors of the scale, an exploratory factor analysis (EFA) was carried out using principal components and subsequent varimax rotation, since it provides greater interpretability of the factors, to the extent that it provides a clearer separation between them (Hair et al., 2009), to determine the number of factors, the latent root criterion was used (corresponding eigenvalue greater than unity), using a minimum weight for the correlation of (.5)

A pilot exercise was carried out to identify the initial reliability of the questionnaire by applying it to a sample of 93 early childhood teachers.

The information collected was digitized for factor analysis using SPSS format (Version 2003). The exploratory factor analysis consisted of determining how the selected item-statements measure the expected trait for each dimension.

The process was contrasted using Bartlett's test of sphericity and the Kaises-Meyer-Olkin (KMO) sample adequacy measure, procedures that determine whether the magnitudes of the partial correlations between scale variables are significant. Adequacy by the significance level of Bartlett's test of sphericity*(P=5%)* and by a KMO measure > 0.8 (Hair et al., 2009). In both cases, Bartlett's test of sphericity: c2= 2016 gl) = 7415, *P* = 0.000 0 < 0.001 y medida de adecuación muestral (KMO = 0.815 >.800). indicate, respectively, that the null hypothesis is rejected and sample adequacy is met, as shown in Table 1</0.001>.

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Table 1
KMO and Bartlett's test

Kaiser-Meyer-Olkin measure of sampling adequacy		.815
Bartlett's test for sphericity	Approx. Chi-square	7415.319
	Gl	2016
	Sig.	.000

The level of variance explained by each dimension of the scale is also observed through the communalities of the dimensions, ranging from ($D_{(5) =} .944 > 479 = D_{(8)}$). That they are adequate.

The construct validity resulted in 8 dimensions and fifty-two items, as presented in Table 2.

Table 2
Varimax rotation

Dimensions	Items
D-1:	I1, 12, I3, I4, I5, I6, I7
D-2:	I8, 19, I10, I11, I11, I12, I13, I14, I15, I16, I17
D-3;	I18, 119, I20, I21, I21, I22, I23
D-4:	I24, 125, I26, I27, I27, I28, I29, I30
D-5:	I31, 132, I33, I34, I35
D-6:	I36, 137, I38, I39 I40
D-7	I41, 142, I43, I44, I44
D-8:	I45, 146, I47, I48 I49, I50, I51, I52
Total variance explained	61.161%

Note: Own elaboration, based on statistical processing of the study data, reflecting the dimensions and items contained in each dimension.

Reliability of the instrument

The overall reliability of the scale presents a ($α= .908$). Regarding the two halves, the even half contributed an alpha of ($α =.897$) and the odd half ($α = .875$), indicating that there is balance of consistency between the two parts and, therefore, there is high stability. Spearman-Brown coefficient = .888, which corroborates the high convergence between the two halves. It has not been necessary to delete any items.

Results

The comparative analysis of the results has been carried out both from the perspective of intra-group analysis, where the results obtained by the Experimental Group in the pretest versus the posttest have been compared separately with the results obtained by the Control Group in the pretest versus the posttest, as well as from the perspective of inter-group analysis, comparing the results of the Experimental Group versus the Control Group in the posttest.

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The Likert-type instrument, applied to the teachers of both groups, compiles general information such as age, sex, level attended, among others. Both groups coincide in that they concentrate an average of 67% of teachers between the ages of 30 and 49 years; teachers with more than 7 years of service predominate, reaching an average for both groups of 51.4%. This is followed by faculty with experience of between 4 and 7 years, with an average of 21.8%, and those with less than one year and between 1 and 3 years of service have the lowest proportion.

In the pretest situation, we found relevant results related to:

In general, the averages observed in the Control Group are higher than those observed in the Experimental Group, at the level of the total instrument and by dimensions.

There are no statistically significant differences when years of service are evaluated (teachers with more and less years of service) versus knowledge, know-how and attitude, although the average is higher for those who say they have more years of service. On the other hand, when level of preparation is evaluated (more prepared and less prepared) versus knowledge, know-how and attitude, there is a statistically significant difference in terms of attitude, in favor of those who are more prepared, but not in terms of "know-how" and "know-how". This is very important to consider, because a positive attitude towards something that is not known and, therefore, cannot be applied, denotes a major flaw in teacher training.

Always in the pretest situation, it is found that teachers who have received courses specifically in child development show higher scores than those who have not, however, they do not represent statistically significant differences in this case, as shown in Table 3 below.

Table 3
Mean difference analysis for teachers who did or did not receive Child Development courses, for the characteristics of Knowing, Know-how and Attitude

DIFFERENCE IN AVERAGES: RECEIVED OR DID NOT RECEIVE COURSES IN DES. INF.					
CUDI		N	**Media**	Standard deviation	Mean standard error
Physical dimension	**YES**	284	**4.**	.27903	.01656
	NO	39	**4.**	.25955	.04156
Cognitive dimension	**YES**	284	**4.**	.27149	.01611
	NO	39	**4.**	.25382	.04064
Emotional dimension	**YES**	284	**4.594**	.33603	.01994
	NO	39	**4.593**	.31652	.05068
Social dimension	**YES**	284	**4.**	.32318	.01918
	NO	39	**4.**	.31118	.04983

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INDEPENDENT SAMPLES TEST

		Levene's test for equality of variances		t-test for equality of means		
		F	**Sig.**	**T**	**gl**	**Sig. (bilateral)**
Physical dimension	Equal variances are assumed	.013	.909	1.339	321	**.181**
	Equal variances are not assumed			1.415	50.847	**.163**
Cognitive dimension	Equal variances are assumed	.216	.642	1.	321	**.247**
	Equal variances are not assumed			1.	50.710	**.228**
Emotional dimension	Equal variances are assumed	.796	.373	.013	321	**.990**
	Equal variances are not assumed			.013	50.511	**.989**
Social dimension	Equal variances are assumed	.029	.865	.245	321	**.807**
	Equal variances are not assumed			.252	49.944	**.802**

As can be seen, the mean of teachers who say they have received courses in Child Development is higher for all three characteristics, when compared to those who say they have not received courses in Child Development. However, the bilateral significance coefficient shows that in none of the cases is the test less than five percent, i.e., the difference in the means between teachers who receive courses and those who have not received such courses is statistically insignificant.

When assessing origin (working in the capital city of Managua or in another geographic department), the difference is statistically significant in the three levels:

knowledge, know-how and attitude, in all cases in favor of teachers working outside Managua.

In the context of the pretest, there are statistically significant differences between the Experimental and Control groups when knowledge, know-how and attitude are assessed; this difference is in favor of the teachers in the Control Group. The intervention focuses on increasing the knowledge and practices of the teachers of the Experimental Group. In this sense, teacher training has been aimed at underpinning three basic competencies for the application of the model: Appropriation of the nature of child development and its importance in early education; mastery and management of the adjusted curriculum, based on dimensions of child development, didactic guidelines for interaction with children in the second cycle of early education; mastery of the protocol for interaction with families.

Pedagogical mediation strategies were applied that allowed feedback in both ways to strengthen teachers' classroom practice. During the implementation process, the teachers showed growing enthusiasm for learning and richness of interaction with children and families, while the families of the students of the schools involved in this study were open and interested in interacting with the teachers for the development of children's potential.

Results in post-test situation:

Once the intervention was concluded and the post-test was applied and processed, it is evident that the results obtained by the Experimental Group after the intervention in this group show an increase in the knowledge and practices of the teachers as a result of growth in knowledge, know-how and attitude, linked to the dimensions evaluated in the instrument.

As shown in Table 4, the average score observed in the knowledge, know-how and attitude of the instrument, result in average scores above 4, i.e., on average, the teaching staff achieves a high mastery of the topics associated with Child Development.

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Table 4

Statistical significance analysis: Comparison of average scores based on Knowledge, Know-How and Attitude (Posttest vs Pretest Control)

COMPARISON OF POST-TEST MEANS: Experimental vs Control			
Definition	**Group**	**Media**	**T-test for equality of means Sig. (bilateral)** [1/]
Total instrument average	Experimental	4.	0.
	Control	4.	
Average knowledge	Experimental	4.	0.
	Control	4.	
Average know-how	Experimental	4.	0.
	Control	4.	
Average attitude	Experimental	4.	0.
	Control	4.	

Note:
H0: There is no statistically significant difference between the mean scores of the groups.
H1: There is a statistically significant difference between the mean scores of the groups.
1/: The following is a list of the (bilateral) must be less than or equal to 5% (0.05) to reject H0.
Source: Own elaboration.

The teacher's attitude was the one that experienced the greatest increase in average score after the intervention. The mean differences between the control and experimental groups in the post-test situation were statistically significant, which confirmed the impact of the applied program on the improvement of the teachers in the experimental group.

Discussion and conclusions

The validity of the treatment applied to teachers has been contrasted through the quasi-experimental study carried out through this research, with a very large sample of teachers of the educational level of reference, who have been protagonists of a training process that enables important teaching competencies for this educational level, in addition to the design, validation and pedagogical mediation, placing children at the center, which is considered relevant for the achievement of a model that, from its curriculum, didactics, teacher training, interaction with families, role of school managers and design of environments, promotes development of the dimensions of child development, within the framework of the nature of the educational process, taking into account that the strategies applied in the classroom are closely related to the training and qualification of teachers (Pamplona-Raigosa, J. et al 2019).

The study has made it possible to identify teachers' strengths and weaknesses in terms of knowledge, practices and attitudes to ensure child development, which is relevant for the design of the country's early childhood education model. The positive effects that the intervention has implied are highlighted, based on the variable knowledge

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of the teaching staff, in this way the increase in knowledge and practices allows a social relationship that results in enhancing cognitive, emotional, physical, social and cultural skills and abilities for life (Santi-León 2019).

The teachers of the experimental group in the post-test situation showed a greater mastery of elements that allow the empowerment and stimulation of child development in the four dimensions: Physical, Cognitive, Emotional and Social (Rodríguez-Fuentes, et al, 2021), as well as the respective curricular treatment, showing a better attitude in the educational interaction, thus compensating one of the deficiencies detected in the pretest situation, the experimental group having surpassed the control group in the posttest situation, which shows that the training of these teachers, through the applied program, allows them to contribute decisively to the development of the children in their charge (Fiske, 2000).

It should be noted that the application of the program has not only improved the theoretical knowledge of the teachers in the experimental group, but has also enabled them to put it into practice in the classroom (Robledo et al., 2019), generating statistically significant differences, favorable to the experimental group, with respect to attitudinal "knowledge", "know-how" and "favorable dispositions" (Rodríguez-Fuentes, et al., 2021).

In the pretest situation, the control group presented higher scores than the experimental group, with average scores higher than those of the experimental group, with statistically significant differences in favor of the control group, in terms of knowledge, know-how and attitude, taking into account that the composition of the control and experimental groups was randomly-probabilistic and establishing as the only criterion in the case of the experimental group, that they were accessible at the time of the intervention.

This implied that in the selection of the geographic departments, teachers from the capital city of Managua were included in the experimental group, thus influencing the demographic factor, given that teachers who work outside the capital city show statistically significant differences in knowledge, know-how and attitude in relation to those who work in Managua, in favor of those who are located in schools in the interior of the country, which is not associated with the model applied and should be studied in depth in subsequent and specific studies for this phenomenon.

However, in the post-test situation, after applying the intervention, the differences have been statistically significant in favor of the experimental group, which shows important changes from the conceptual training, awareness, attitudinal promotion and training in pedagogical instruments, which have improved the performance of teachers to ensure child development. This indicates that relevant and contextualized refresher courses lead to "greater commitment on the part of teachers who, being directly involved with their own reality, allow them to re-signify and re-dimension their own classroom practices" (Lorenzo, M, 2020, p.18).

Another relevant aspect in the pretest situation was the evidence regarding the average score, which, although higher among those with more years of service, did not represent statistically significant differences. In other words, time alone does not determine an increase in knowledge, know-how and attitude, as pointed out by Martínez-Chairez et al. (2020) in a previous study "there is no relationship between teacher performance and the number of years the teacher has worked in the institution" (p. 17),

Always in the pretest situation, it was found that the more studies accumulated by the teachers, the greater the attitude to promote Child Development, this was evidenced by a statistically significant difference; however, this is not the case in relation to knowledge and know-how, which reiterates the need to deepen the design and contents

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of teacher training, which according to these results presents deficiencies in terms of knowledge and instruments for pedagogical practice. Attitude is important since it is transversal, conditions the teacher's role in the classroom and should be taken into account in the design of different pedagogical initiatives (Hernández-Ramos, J and Martínez-Abad, F, 2021), given the importance of integrating teachers' perceptions. However, there must also be consistency with what is known and what is done, since it is not enough to have teachers with a good attitude, but with deficiencies in knowledge and practices in the classroom.

In the pretest, it was found, as mentioned in the results, that teachers who have received courses specifically in child development show higher scores than those who have not received them, however, they do not represent statistically significant differences. This draws attention to the design of the courses taught to teachers, suggesting that to achieve better results it is necessary that their contents include, in addition to concepts and beyond the cognitive, relevance in relation to curriculum, didactics, instruments and awareness of the teaching role.

These coincidences about shortcomings in teacher training in general, invite to review the quality and congruence with the results that are proposed to be achieved as a result of educational interaction in classrooms, which allows to deduce not only the importance of training teachers in knowledge, but also in know-how, aiming at the development of specific skills for the management of the curricular and didactic field, as well as knowledge of family realities and ability to guide families in different situations, as pointed out by Robledo et al., (2019)

When comparing the results of the pretest versus posttest control group, in order to define whether there were statistically significant differences in the results of the group for both evaluations, the difference in the scores obtained by the control group in the pretest versus the posttest was observed by means of the evaluation of the bilateral significance coefficient, reflecting that in all cases the coefficient is greater than 5 percent (0.05), so we can conclude that the null hypothesis (H0) cannot be rejected, which indicates that there are no statistically significant differences between the scores obtained by the control group in the posttest versus the pretest, and consequently, no extraneous variables have influenced.

This result corroborates the fact that the control group, not having been subjected to any type of intervention, the results in the post-test situation are very similar to those in the pre-test situation; therefore, no extraneous variables have intervened. The control group continued to carry out the educational process in the classroom under the same conditions in terms of sociodemographic variables, without modifying the independent variable knowledge, especially those referring to elements to enhance the dimensions of child development in their interaction with children, likewise the dependent variables pedagogical practices and teacher attitude have not been altered by not receiving the training that was applied in the intervention to the experimental group.

The results of the post-test, once the intervention was carried out, reflect an increase in knowledge, know-how and attitude on the part of the teachers of the experimental group, in terms of procuring child development, being the teaching attitude the one that reflects a higher score, in relation to pretest data, showing the potential that the model has to channel the interaction with students.

The statistical significance analysis between the difference of average scores by dimensions obtained by the experimental group in pretest and posttest situation and the bilateral significance coefficient in the comparison of means for knowledge, know-how and attitude allowed rejecting the null hypothesis H0, since there are statistically significant differences between the average scores obtained by this group.

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The research concludes by accepting the alternative hypothesis$_{H1}$, which states that the difference between the means of the control and experimental groups is statistically significant in favor of the experimental group, so that the intervention carried out has caused improvements in the experimental group.

Regarding the methodological limitations, two aspects are considered, the first one referring to the fact that the equivalence between the groups has only been determined in terms of their initial training in terms of how they train the children, but a longitudinal-historical analysis of the initial training of the teachers and their psychological profile has not been considered: personality, vocational sense, nor commitment to teacher training and professional identity, the second is related to the possibility of having conducted a hybrid study, QUANT- and QUALI-, which would have allowed in the results to carry out a process of methodological triangulation between results of the qualitative and quantitative study, which would have clarified situations described in the questionnaire, through narratives of the teachers.

It is considered important to take this study as a baseline for expanding the application of the Nicaraguan Model of Early Education and subsequent longitudinal studies on the evolution of knowledge, know-how and attitudes in pursuit of child development from the interaction generated in the classroom.

In prospective, it is important to indicate that the involvement of key areas of the Ministry of Education of Nicaragua such as the Directorate of Teacher Training and Early Education has generated awareness in the institution about the relevance of incorporating in the initial and continuing teacher training contents extracted from this process such as general knowledge of child development, neuroscience applied to education and life cycles, complemented with attitudinal treatment, as well as the need to make curricular adjustments, with emphasis on didactics for the stimulation of dimensions of child development, reinforced from mediation and the development of a new curriculum, neuroscience applied to education and life cycles, complemented with attitudinal treatment, as well as the need to make curricular adaptations, with emphasis on didactics for the stimulation of child development dimensions, reinforced by mediation and pedagogical accompaniment in classrooms. The good climate in the class groups, the motivation of the children's families and the enthusiasm of the teachers of the experimental group demonstrate the potential of implementing and sustaining actions to bring the educational process closer to the intentions of the children's integral development.

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THE WRITTEN AUTOBIOGRAPHY: SETTING THE THINKING OF THE SELF, THE SOCIAL ENVIRONMENT, AND THE LIFE PROJECT OF SECONDARY EDUCATION STUDENTS IN BOGOTA

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Abstract. In the Spanish class, 187 autobiographies written by high school students were analyzed in order to examine how they assimilate linguistic competence, at a grammatical and emotional level, and their relationship with the environment. Previous studies are limited to analyzing grammar and spelling to explore the use of the language, but do not delve into the adolescent personality. The writing skill developed the human chronology, from pregnancy, family and schooling to the life project is the articulating axis of the textual product. The methodology combines the quantitative and qualitative method to obtain results that are: the assimilation of linguistic competence, self-knowledge, and its historical evolution in the lives of the students. Raising the life project is essential for them since it allows them to see their life experience in perspective and improve the conditions of poverty that overwhelms some families, specify their goals, and overcome the lack of education that prevents them from progressing and getting paid jobs, accordingly with their capabilities. Self-analysis and reflection made them understand their experiences, change those susceptible to doing so and seek the good of themselves and those who are part of their environment. Today, the recent social and political events in Colombia, by carrying out peaceful marches to demand better job, educational and health opportunities, will make the youth carry out an analysis of the situation, reflect on their future and propose changes that benefit society and to the country, in the light of autobiographical production.

Keywords: Autobiography, narrative, writing, adolescent, interiority.

LA AUTOBIOGRAFÍA ESCRITA: ESCENARIO PARA LA REFLEXIÓN DEL YO, EL ENTORNO SOCIAL Y EL PROYECTO DE VIDA EN ESTUDIANTES DE EDUCACIÓN SECUNDARIA EN BOGOTÁ

Resumen. En la asignatura de Español se analizaron 187 autobiografías escritas por estudiantes de secundaria con el fin de examinar la forma cómo asimilan la competencia lingüística, a nivel gramatical y emocional y su relación con el entorno. Estudios previos señalan la gramática y la ortografía para explorar el uso de la lengua, pero no profundizan en la personalidad adolescente. El escrito desarrolló la cronología humana, desde el embarazo, la familia y la escolaridad, hasta el proyecto de vida, eje articulador del producto textual. La metodología combina el método cuantitativo y cualitativo para la obtención de resultados que son: la asimilación de la competencia lingüística, el autoconocimiento y su devenir histórico en la vida de los estudiantes. Plantear el proyecto de vida es esencial para ellos ya que les permite observar su experiencia vital en perspectiva y mejorar las condiciones de pobreza que agobia a algunas familias, concretar sus objetivos y superar la ausencia de educación que les impide progresar y conseguir trabajos remunerados, acorde con sus capacidades. El autoanálisis y la reflexión les hizo comprender sus vivencias, cambiar aquellas susceptibles de hacerlo y procurar el bien personal y de quienes forman parte de su entorno. Hoy, los recientes acontecimientos sociales y políticos de Colombia, al realizar marchas pacíficas para reclamar mejores oportunidades laborales, educativas y de salud, harán que la juventud realice un análisis de la situación, reflexione sobre su futuro y proponga cambios que beneficien a la sociedad y al país, a la luz de la producción autobiográfica.

Palabras clave: Autobiografía, narrativa, escritura, adolescente, interioridad

Introduction

This research entitled, "The written autobiography: ideal scenario for narrative reflection on the self, the social environment, and the life project in students in grades Sixth and Seventh of Secondary Basic Education," investigates the textual production in one hundred eighty-seven autobiographies written by students of the Colegio INEM Francisco de Paula Santander, in grades Sixth and Seventh, in order to achieve a valuative approach of linguistic competence as part of the content of the subject of Spanish. The Colegio INEM Francisco de Paula Santander is a district educational institution located in the city of Bogotá, Colombia, of official character, conformed by three levels of formation: Pre-school, Basic, and High School. Its main strength favors the diversified secondary education approach through the offering of different modalities that function as training in the technical, humanistic, and scientific fields, besides being an institution recognized for its flexible, open, and qualified training.

The students belong to the afternoon day and the collection of the autobiographies was conducted from 2015 to 2018, in eight sections of Sixth grade and six sections of Seventh grade.

The research is novel for the field of studies in pedagogy and didactics in the teaching of Spanish in Secondary Basic Education, due to the scarce research on autobiographical writing in the first grades of high school, because this has been used to strengthen grammatical aspects, practice of spelling rules, and to establish processes of interpretation at different semantic levels of the text, but it does not analyze important aspects of it as the emotionality or the student's thoughts about vital issues of their existence. Therefore, the object of study of this research takes into account the linguistic competence and the narration of the self, the search for identity, and the desire for social insertion that prevail in the adolescent age.

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From this perspective, an important starting point is created in the curriculum of Secondary Basic Education within the area of Humanities and Spanish Language in Colombia, particularly because the writing of autobiographies is not only subject to the development of skills for linguistic competence, but also for the acquisition of social skills in the student and the conquest of personal identity.

Through language, students express their innermost feelings and emotions in a desire to manifest and recognize themselves in writing. In doing so, they proclaim their acquired self-confidence and sense of belonging within the social group**.**

Theoretical Framework

This research values the linguistic competence, from the written proposal through the autobiographical narrative, from the adequate use of language, according to the grammatical norms and the correct orthographic rules. In addition, it makes the autobiographical narrative a complete exercise of written enunciation, of the adequate treatment of information, of the expression of autonomy, of personal initiative, and of the conformation of social aspects, different from textual productions, such as the story or the news, for example.

Some of the research on autobiographical writing in secondary education explores linguistic competence based on grammatical and semantic guidelines such as textual coherence and cohesion. Others analyze the relationship between personal experience and environment, as well as the development of life in ethnic groups marked and identified within cultural diversity. This is the case of Malaver (2020) whose analysis of linguistic autobiography, through the vision of a multilingual university teacher, highlights her perception of the world from the grammar of the teacher's spoken and written languages, such as Yiddish, Spanish, and French.

Moreira (2018) performs an analysis of autobiography through the so-called "techno-autobiography" because it is based on his university teaching experience, from 1997 to 2017, to show the transformation lived in his teaching, from the face-to-face experience to the virtual experience with the use of ICTs.

Meanwhile, Daza Peña (2018) analyzes the autobiographies made by students in fourth grade of primary school of the Agricultural Educational Institution "Las aves," Cauca, Colombia, to investigate how the written production of students strengthens the written text. The exploration in ethnic communities and the valuation of the ancestral language are highlighted.

Lozano's (2017) study aims at action research and consists of valuing writing done by children in lower primary grades as a social activity, where students can interact through it and recognize it as a community exercise.

Nieto Devia, L.P., and Penagos Fonseca, K.L. (2017) implement a model of autobiographical writing that allows children and young people of the Cultural Center "Cultivarte" to express their feelings and emotions, without being perceived as a chore or academic activity.

Ramírez, Belmont, Melo, Sánchez, and Rodríguez (2016) conducted an investigation with 130 autobiographies of native children in the sixth grade of primary school in three rural public schools in the south of the State of Morelos, Mexico, seeking to establish linguistic parameters, in accordance with the official curriculum in textual production and psychological interaction produced by autobiographical writing. Although the first objective is achieved, the second is not, and only a brief mention is made of it.

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Moriña (2016) analyzes life stories from aspects inherent to the autobiographical model. She takes into account the representations related to the experiences of secondary school students with disabilities to whom she gives identity and voice in a research-participation model. It is a proposal in line with the research reality because the participant acquires the dimension of researcher and co-author of the results, and the researcher reaches the limits of participant, active and committed to a collaborative and related research.

Rendón and Rendón (2015), analyze autobiographies of young university students from the Technological University of Pereira, Colombia, in order to sensitize them to the process of research in the first years of undergraduate studies and examine the textual product from the proposal of objectives, methodologies and formulation of problems from personal experience.

The research, based on textual products with the participation of secondary education students, approaches the object of study in an elusive way, given the short time span of the academic periods of the grades and the wide range of topics to be covered. On the other hand, in university education, the semester gives a longer period of time, and the analysis of the results in the activities of the students are comprehensive and lax.

Regarding the steps that were observed to carry out the research, the regulations that guide the Ministry of National Education of Colombia (MEN) were taken into account in correspondence with the General Education Law 115 of 1994 for the area of Spanish Language, in secondary education, with reference to the Sixth and Seventh grades, Law that specifies the guidelines for the textual production of students and the programming framework of linguistic and communicative competence. This policy establishes the term, autobiography, as a written textual production and does not take into account the concepts of "life story" or "life history" of which Huchim and Reyes (2013) make reference, based on Denzin (1978), the first to configure these concepts from their characteristics and raison d'être. For the authors, the important thing is to reflect on personal life and tell it to others because "...narrating a life is an aspect of growth towards an imagined future and, therefore, involves retelling and trying to relive that story" (p.9). Whether the representation used is a life story or an autobiography, it corresponds to the narration of a life experience that is crucial and significant for the author.

However, following the policy of the Colombian General Education Law 115, the term "autobiography" is comprehensive and all-encompassing because it attempts to narrate a person's life experience through the initial stages, such as pregnancy and birth to a present moment, as opposed to the terms "life story" or "life history" which refer to the narration of only one stage of life written by the protagonist or the account of an aspect of this life by another.

Regarding the etymology of the term 'autobiography', May (1982) defined it as an examination of conscience made from the author's intimacy and close to the intimate diary (p.29). On the other hand, Yllera (1982) inscribes it within the truthful genre that, together with history, tells the truth about what happened to someone, as evidence of material facts that happened in a real time, while the emotional or "psychic" facts are reinvented by the imagination (p.165). Scarano (1997), for his part, considers the term as a dilemma or edge, calling it a "paradoxical edge" because the autobiographical text is between the description of the real and the discourse that narrates it. From his perspective, "This spectrum of subjectivities introduces us to the problematic relationship between text and life, historical subject and textual subject, and to a specific discursive corpus that highlights and exploits that question: the autobiographical text" (p.2). By placing it at the limit, the autobiography is not a fictional text because the events narrated are not completely imagined, and at the same time, it is not a historical text that contrasts the

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references with the reality lived by the individual because, in any case, it appeals to the imagination to reconstruct the events. In that sense, it is a definition appropriate to a borderline genre that the author does not wish to delimit, but on the contrary, to entertain herself in its folds.

Among all the definitions given, Lejeune (1994) is recognized as the formalizer of the term by considering it as "A retrospective account in prose that a real person makes of his own existence, emphasizing his individual life and, in particular, the history of his personality" (p.50). The theorist's explanation contains several interesting aspects. First, it is a reference to the past of a real person, who formalizes his life through the narrative genre and gives special importance to the history of his personality. At this point, the author downplays the importance of the events themselves since the interesting part of the story is the narrator's description of his own personality: who he was, what he did, and above all, how he did it; how he faced the challenges that life imposed on him, how he lived them, what weaknesses he showed, or where he went wrong, all questions that make up the framework of the narrator's personality. However, Lejeune's contribution lies in the triangulation of the "autobiographical pact" formed by author, narrator, and character as a solid set to demarcate the role that each component plays in the text. Textually, Lejeune (1994) delimits the "autobiographical pact" as the need for intimate literatures to "match the identity of the author, the narrator, and the character" (p. 52), that is, equal and corresponding existences, in simultaneity of equivalence.

As for the concept that frames the notion of 'I', Cuasante (2013, p.167) integrates it into the autobiographical text as part of human existence and considers it a promoter of a self-reflective activity, analytical of reality, and in permanent search for identity. This vision is complemented by Delory-Momberger (2014, p.697) who calls "biographization" the summary of writing one's own life as postures, ornaments, ways of being and acting, by constituting them as a compendium of the image of the 'I'. The context proposed by the author refers not only to the events narrated, but also to those essential references in the life of every human being but little narrated. Non-verbal language and its constituent elements make up everyday life, and yet there is no awareness of its importance and the richness it brings to the individual's life at the time of writing. Material such as music, fashion style, furniture, or forms of the individual personality make up the narrative universe of the individual, but little is taken into account.

The theme of subjectivity is assumed by Hume (1981) when analyzing it as part of an examination of conscience, of the observation of oneself, and of the effort of memory that the author requires to fix facts, persons, and times in an ordered and systematic text that gives an account of his own life. It includes identity as a quest proper to human nature, and memory is the thread that organizes it and gives it essentiality, "Memory should be considered, and fundamentally for this reason, as the source of personal identity" (p. 412). (p. 412).

For his part, Arfuch (2013) brings to the subject the recognition of temporality that the author divides by stages as a means to signify his life. "The autobiographical narrative seems to invoke temporality by traversing the obligatory stations of life in the back-and-forth between difference and repetition, between what makes for common experience and what distinguishes each trajectory" (p.27).

On the other hand, studies in narratology give value to the constitutive elements of the autobiographical form by considering them fundamental in its elaboration. For example, Todorov (1970, p.174)) defines the temporal element of autobiography, not as the elapsed time of a life, but as the time of narration, that is, the time of writing. For him, they are two natures distinguishable one from the other, marked by different rhythms and not comparable to each other. The work of Bertaux (1989, p.217) completes this vision,

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defining autobiography as a linguistic composition constituted by the referent that originates it, the sensibility that nourishes it, and the spatiotemporal conformation that frames it. In this regard, Benveniste's contribution (1997, p.161) summarizes the narratological study by examining the verb to be as the one with the greatest semantic load within the text because it is capable of sustaining the whole autobiographical narration. Therefore, the significance of the verb to be is fundamental in the autobiography as it becomes the very nature of the first-person narrative because it affirms, confirms, and self-refers to the self.

Regarding adolescent emotionality, Van Manen's approach (2010, 3rd ed., p.63) leads to the need to deepen the understanding of adolescent life and to maintain tact in the teaching-learning process with students. In line with this, Ausubel (1983, p.5) proposes meaningful learning as the means by which the young person recognizes the elements of his environment, his family life, the social group to which he belongs, affective relationships and the circumstances of his educational environment in a natural way without anyone pointing them out, and combines the new knowledge with that already existing in his life. In this sense, autobiography contributes to this recognition and deepens the adolescent's recognition of self, identity, environment, and subjectivity by becoming an explorer of his or her intimacy and self.

Finally, Savin-Baden and Niekerk (2007, p.463) highlight the importance of seeing the human being behind the author and not only the autobiography as an object of study, "...listen to participants' stories; acknowledge the mutual construction of the research relationship (both researcher and participant have a voice with which to tell their stories)".

The methodology used for the elaboration of the students' autobiographies is developed in several stages. First, the explanation of the form, content, and raison d'être of this writing. Then, the writing process of the text through an outline of the life stories and the correction of form and content of these. Finally, the production of the final autobiographical text by taking into account the use of linguistic competence. Subsequently, the selection of the sample, the reading and revision of the texts, and finally, the analysis and interpretation of the texts to obtain the results of the research were carried out.

The methodological exploration was based on the combination of analysis, between the qualitative method through the categories and subcategories arising from the autobiographies as autobiographical narration, the psychosocial development of the adolescent, linguistic competence, the family, and their life project, analyzed by the Atlas Ti system and the quantitative method through the Likert scale, which took into account the frequency of use of ranges such as environment, self, spelling mistakes, identity, parents' occupation, and age, among others. The results of the mixed methodology produced the tables that support the interpretation and the correspondence of categories, between the quantitative and qualitative analysis. The suggestions put forward by Andréu (2011) and Moriña (2016) were taken into account, for whom the analysis and interpretation of content is complemented by the images associated with the text to form a global sense and account for the character of the autobiographer.

Results
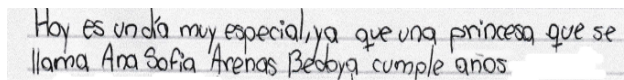
A total of 187 autobiographies were collected, see Table 1, of which 89 were written by girls and 98 by boys in the sixth and seventh grades of the Colegio INEM Francisco de Paula Santander in the afternoon.

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Table 1
Distribution of autobiographies written by gender

Genre	Number	%	
Female	89	47,6	
Male	98	52,4	
Total	187	100,0	

There were more boys, 98, who wrote their autobiography than fewer girls, 89, who wrote their autobiography. These groups of students were chosen indistinctly from the grades where the material was collected.
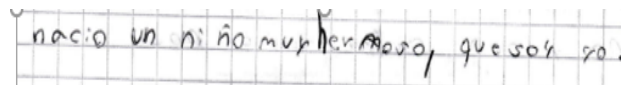
From the beginning of the writing, students use knowledge of linguistic competence by expressing their acceptance of their individuality. From there, they narrate their ways of being and self-describe themselves by using adjectives that distinguish and enhance their role as children on real scales. The day of student 1's birthday is a special day because she defines herself as a princess:

*Figur*e 1. Manuscript from student 1

Physical aesthetics is present in the writing of student 2, a student who describes himself as "a very beautiful boy":
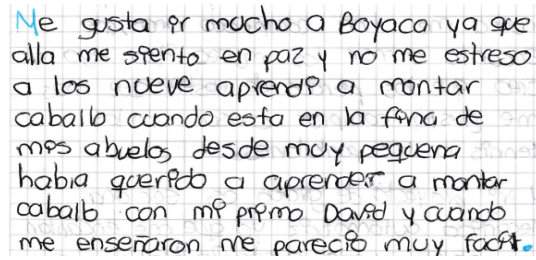
*Figur*e 2. Manuscript from student 2

This example shows the degree of psychosocial development of the adolescent in terms of self-affirmation of the self, since the student glimpses that he is the object and subject of his own narration when from the first autobiographical paragraph he concretizes his identity and affirms his unique and individual being through the enunciation of the first person, I. He senses the difference with others, between parents and siblings.
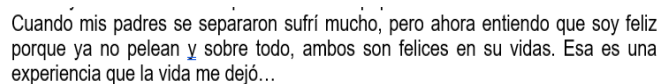
Likewise, the autobiographical narration takes shape from the first lines of the manuscripts at the beginning of the biographical process enunciated by Delory-Momberger (2014), since the writing of the story gives an account of their childhood years, the family constitution, the educational development they have lived, and the tastes or hobbies they begin to acquire during their vital development. Student 3 describes how, since she was a child, her parents used to take her to Boyacá, a Colombian department of the high plateau geography, favorable to know and explore its water affluents and its natural wealth of fauna and flora. She travels every holiday season to her grandparents' house, and there she learns to ride horses. For the girl, these are unforgettable moments of peace and learning. She narrates it like this:

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Figure 3. Manuscript from student 3

On the other hand, the students' family category is made up of dissimilar groups and is not standardized. Some live in established family homes with parents, children, and siblings, while others live with only one parent. This situation hinders their emotional, psychosocial, and identity development as they would like to have the person they admire and love by their side. Student 4's parents separated when he was young. He describes it as a time of suffering, but he understands that it was better because the parents' continuous fights made home life difficult and did not allow family peace. Today, each of the parents is happy in their new life. The student narrates the following:

Cuando mis padres se separaron sufrí mucho, pero ahora entiendo que soy feliz porque ya no pelean y sobre todo, ambos son felices en su vidas. Esa es una experiencia que la vida me dejó…

Figure 4. Manuscript from student 4

Although it was an unfortunate event for the student, his acceptance of reality has allowed him to overcome this separation, to understand the benefit that the situation produced because the family is happy in its own way, and, above all, he learned from this experience that life left him.

The episode narrated by this student fulfills a principle of autobiography, which consists of learning from experiences. Recapitulating experiences benefits the memory and the rescue of events that are difficult to remember, but evoking them implies rescuing them and learning from past emotions as a way of assimilating the experiences and creating resilience. Although the moment was hard and brought pain to the protagonists, the passage of time makes it possible to perceive the event as a surmountable, admissible, and instructive experience. It is an idea in line with what Ausubel (1983) expressed about meaningful learning: "Human experience involves not only thought but also affect, and only when these are considered together does it enable the individual to enrich the meaning of his or her experience" (p.1).

Another of the categories analyzed in the autobiographical narrative is the profession or job of their parents. The students openly stated their parents' occupation or profession, which implied carrying out an analysis of this information. Table 2 shows that the majority of the texts, 64.2%, described the occupation or profession of the parents, while a minority, 35.8%, did not report it, not because they did not have a job, but because the information was omitted.

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Table 2
Parent's occupation or profession

Profession/occupation of the parents	N	%
Yes	120	64,2
No	0	0
No Report	67	35,8
Total	187	100

The implication contained in this information is interesting because it demonstrates how the opportunity to acquire a defined profession or trade allows for the development and progress of the family nucleus. Although the average parent does not have a university degree, the job opportunity provided by the knowledge of a trade or profession is rewarding and beneficial to the family in terms of economy and stability. The trades and professions are varied and range from a well-paid and legally constituted professional position, to the informal work of street vendors or domestic work or assistance, such as janitorial, car mechanic, operators or assistants in hairdressing salons, warehouses, or food and grocery stores, among others.

Student 5 says that he lived without his father for the first few months of his life, as he was absent for work at an engineering firm:

> Mis primeros meses de infancia hasta el año fui criado por mi madre Sandra Patricia Mateus. Mientras tanto mi padre Yeison Abril Rivas trabajaba en una empresa de ingenieros llamadas MEPROIN. En estos años disfruté el cariño de mi madre

*Figur*e 5. Manuscript from student 5

However, she enjoyed her mother's affection and nurturing, despite the situation.

The parents of student 6 are biology graduates, and this profession has allowed them to progress as a family and to offer their children a good quality of life:

> Mis padres se conocieron en la Universidad Distrital, estaban estudiando una docencia en biología y coincidían en una materia.

*Figur*e 6. Manuscript from student 6

The same does not happen with the parents of student 7. The mother does not work and the father lacks job and economic stability. His job is to be a driver of different vehicles, but the absence of higher or specialized studies does not allow him to work in a consistent and lasting way. This is a situation reflected in the lack of family development:

> Mi papá trabajó en un bus. Luego manejó mula. Después trabajó en una empresa de rines y ahora trabaja en un taxi.

*Figur*e 7. Manuscript from student 7

A situation of an intermediate trade or profession is described by student 8, as her father is a policeman. In Colombia, the education of a police officer is considered a technical career that does not reach university level. Those preparing to become police officers are trained at a military academy. However, police officers enjoy various benefits,

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such as housing, health and education allowance, annual bonuses for their achievements and performance, and pension after 20 years of service. The student does not see her father often, but she understands his work and is proud of him:

Mi papá por su trabajo no ha permanecido mucho tiempo conmigo. Él es policía y yo me siento muy orgullosa de él.

Figure 8. Manuscript from student 8

Finally, there is the category of analysis on the life project. This is an important issue for the students, because due to their youth, it requires the proposal of a project that clarifies a possible future as a guideline to follow until they reach their goals. The following table illustrates this:

Table 3
Life Project

You are sure about your life project	N°	%
Yes	110	58,8
No	16	8,6
No Report	61	32,6
Total	187	100,0

As can be seen in Table 3, 110 students described a plausible life project, that is, 58.8% responded to the question. On the other hand, a percentage of 8.6%, corresponding to 16 students, did not propose anything, even though they completed the stage. Finally, 32.6% of the total number of students did not report the life project, that is, out of 187 autobiographies, 61 students did not mention the stage.

In the narratives on the theme, the students who proposed it understand the importance of the life project and, from the beginning, they defined the trade or profession they wish to carry out.

Student 9 firmly and confidently states her desire to attend university and become an early childhood teacher:

PROYECTO DE VIDA
Mi proyecto de vida es ir a la universidad y quiero estudiar atención a la primera infancia y ser profesora.

Figure 9. Manuscript from student 9

Student 10 wants to finish high school, become a football player, have a good house for his family and become, day by day, a good person. His life project is optimistic and life-giving:

PROYECTO DE VIDA
Cuando termine mis estudios de bachiller, quiero ser futbolista, casarme, tener una familia establecida y seré cada día mejor persona.

Figure 10. Manuscript from student 10

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Student 11, on the other hand, has doubts about this and prefers to know more subjects in order to decide on some kind of knowledge:

> PROYECTO DE VIDA
> Pues no sé porque como estudio en este momento pues me dedico a conocer más de las materias como matemáticas, sociales, artística y educación física y pues cambiar al país porque estamos mal económicamente.

*Figur*e 11. Manuscript from student 11

However, student 11 recognizes the country's situation in wanting to change its economy for a better and productive one for all.

As a research objective, the appropriation that students make of linguistic competence is a very important category of analysis. The autobiographical writing increases it and favors the improvement of the written language from the narration of life stories. Students see the need to reproduce the text in a clear, coherent, and precise manner, with the communicative intention of representing the most important events of their existence and expressing the feelings and emotions that have accompanied their lives so that they may be known by others.

As a whole, the students have learned the meaning of the autobiographical text, its structure and organization and have obtained the ability to express correctly the stages of life through the construction of narrative sequences in each of these, by making the grammatical distribution of the sentence: subject, verb, space, and time. In other words, they have acquired the necessary competence to articulate ideas and feelings through the sentence with complete meaning. They distinguish the subject, the action it performs, and place it in a specific space and time.

Here are some examples:

> EMBARAZO
> La etapa de embarazo de mi madre se desarrolló de manera tranquila. Ella siempre gozó de buena salud. Adicional, que mis familiares recibieron con mucho agrado la noticia de mi llegada a casa. Mi padre y mi madre siempre salían a disfrutar de sitios naturales como parques, fincas y esa tranquilidad de la naturaleza me fue transmitida. Mi padre se encargó de organizarme la habitación y mis tías me regalaron mi primera cama. Mi madre siempre me leía fábulas.

Figure 12. Manuscript from student *12*

> BACHILLERATO
> Hice sexto en otro colegio. Después me devolví al INEM.
> Yo pienso graduarme del INEM como mi hermano.

Figure. 13. Manuscript from student 13

> PROYECTO DE VIDA
> Mi particular proyecto de vida se basa principalmente por terminar mis estudios de bachiller. Comenzar una carrera profesional y claro, terminarla. Me encantaría mucho estudiar gastronomía, aprender a cocinar, viajar, ser el mejor, pero tengo muy en claro lo que quiero ser y lo que puedo ser, por lo tanto, también me gustaría estudiar contabilidad, en lo único en lo que soy bueno.
> Tener un empleo, tener una casa, tener mis cosas, no depender y necesitar de nadie. Ser independiente, tal vez una novia, casarme, tener dos hijos, darles todo lo que yo nunca tuve. Ser un gran papá, el mejor esposo, viajar, disfrutar mi vida porque de esto se trata la vida. De disfrutar el camino, pero sobre todo ser feliz y hacer feliz a los míos. De ahí para allá, puede que la vida me sorprenda.

Figure. 14 Manuscript from student 14

In the three previous cases, students expand the central statement to develop it through concrete and clear information related to the autobiographical stage in question. In the same way, they follow the natural narrative order when describing the events that

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took place during the pregnancy, their process during high school, and their Life Project, which is synthesized in cohesive statements through the appropriate use of punctuation marks: the period followed, the comma, and the period apart; grammatically, they are recognized in the possessive adjectives, such as, "my father and my mother..., my relatives, my aunts"..., my relatives, my aunts"; in the conjugation of verbs in the first person singular, "I," when demonstrating a direct action on the event, "I did sixth grade in another school," or ... "I plan to graduate from the INEM like my brother." Likewise, they provide information about their tastes, "I would love to study gastronomy" ..., "I would also like to study accounting..."; although, in this case, the student recognizes his taste for the study of accounting but examines that it is "the only thing I am good at," that is, he analyzes his limitation and is not afraid to express it.

When narrating each of these stages, the students place them in context and express the values learned from their parents, such as the desire to appreciate and enjoy the tranquility that nature provides, "...and that tranquility of nature was transmitted to me," or the example to be followed by the brother who graduated from the Colegio INEM Francisco de Paula Santander. One senses in this statement the benefit of leaving this school and the pride he feels in achieving it. In fact, the student who narrates his Life Project wishes to finish his High School studies, complete a professional career, "be the best," and sustain a home with a high quality of life to offer his children, "...everything I never had. To be a great dad, the best husband..., but, above all, to be happy and make my children happy." As can be seen, these are writings with a good command of linguistic competence since they produce narrative, descriptive, and argumentative texts in which there is evidence of adequate communicative ability to express facts, interests, and personal desires.

In this way, it is evident how the autobiographical organization begins in pregnancy and culminates in the life project. They are aware of being the protagonists of their own story and will try to narrate it as pleasant and entertaining as possible.

As a way of assimilating meaningful learning, the students based themselves on the grammatical and semantic skills obtained in the primary grades and complemented the process with the new tools provided in the development of the subject. They even strengthened the distinction of the type of text, which in this case corresponds to the narrative, its characteristics, and its function in the field of communication.

The reality of their lives allowed them to put their linguistic competence into practice through the account of the relationships established between themselves, their families, their friends, their environment, and themselves. The particular circumstances of their lives and the affectations produced by these are the necessary information to organize the autobiographical text. They write from the external facts lived as the mother's pregnancy, the birth, or the childhood, but they interweave them with the emotions and the feelings arisen and, this way, they interweave the narrative text and the descriptive text that forms the narrative textual typology.

Once the writing process has been completed, the autobiography acquires significance for the student, as he/she realizes that the events narrated are his/her own, individual, and different from the human action of others, and that the world built around him/her belongs to him/her, not as a material product but as the primary input of his/her existence.

The act of reflecting on the self and one's own existence is what allows one to transcend and understand the world as one's own. The students have not only represented their life through a linguistic and communicative act, but they have learned about themselves, about the world, which is their own life, and about others.

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Mastering linguistic competence implies seeing the world broadly and understanding that one is part of a society to which one must contribute the best of oneself in order to build it up and bring progress for all. This is what they expressed in their life projects. They seek transcendence and service to others. They try to surpass their parents through education and specialized training in a field of knowledge in order to build a better and accessible world for themselves, for their families, and for the environment.

Discussion and conclusions

An interesting aspect for the discussion of the topic is related to the contribution of the research to the institutional educational environment, not only for highlighting the importance of autobiographical narration as a textual product characteristic of linguistic competence, but also for promoting a gain within educational establishments by transforming the curricular proposal, in the areas of Spanish and Social Studies, for example, to an adaptable dynamic that allows the creation and promotion of transversal projects notorious for the search for new private and subjective forms of textual production in the students, such as videos, photographs, audiovisual products, among others. These demands of creative composition and its results can boost the quality and academic rigor necessary to provide flexibility, excellence, and curricular competitiveness to the educational center.

Another interesting particularity to highlight is how the written autobiographical narrative, produced by adolescents, represents an ideal framework for analyzing aspects of a social, psychological, affective, linguistic, and even philosophical order, given that they are contents related to the complex, diverse, and multidimensional human condition and, in this case, to a consciousness in formation.

The groups of students could be massively homogenized to the extent that the development of linguistic competence can be extended to other areas of the curriculum, so that students can write constantly and permanently in all subjects. The development of linguistic competence is left to the area of Spanish, while it is understood that it should be a matter for all areas of knowledge. Understanding a mathematical problem and clearly developing the result is linguistic and communicative competence and involves literal, inferential, and critical reading comprehension. It also involves concise and coherent writing, in accordance with the question posed and the suggested answer. And so, the other curricular areas require linguistic competence for their development, monitoring, and comprehension.

An interesting aspect for the students is the ease acquired in projecting a future for their lives. Those who did so took into account the improvement of the quality of life, both personal and family and even seek the means to help their families and obtain sufficient academic knowledge that allows them to support other family members who have supported and helped them. That is to say, there coexists in them a deep human sense of collaboration and dedication to the service of others. Their intentions are altruistic in seeking the dynamics of equity for social change and transformation.

The students who proposed the life project seek to improve the conditions of poverty of their families, achieve their goals, and form a remarkable family by making up for the mistakes made by their parents, such as lack of education that would have allowed them to find adequate professional jobs; not abandoning their children; accompanying them throughout the process of growth and development; obtaining higher incomes; increasing the standard of living of their families; enjoying life; and trying to be happy with each new experience.

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The narration of the autobiographical fact is related to the expression of identity, to the social environment, and to the idea of self in young students by the action exercised to reflect on themselves in the acquisition of an early self-awareness. Taking this step implies knowing the change and allowing oneself to transform one's individual life and the environment.

Several of them achieved the recapitulation of their lives through a continuous exercise of memory activation and mental organization for the linguistic and communicative expression of the autobiographical writing. Organizing ideas about the actions of their lives and adapting them to the autobiographical writing, in a clear and coherent way, is an act of conscience and maturity because it implies the mastery of linguistic competence and the contrast with their own emotionality and thought.

However, a minority of students did not achieve written mastery of the competence by failing in spelling rules, logical adequacy of the narrative sequence, elaboration of all stages of life, and shortcomings in the organization of ideas for an adequate elaboration of textual coherence and cohesion.

It would be necessary to repeat the autobiographical exercise in a specific dynamic and of longer duration on the error-correction model that allows transforming the written text based on the limitations of the linguistic competence of each student and strengthening those aspects in which better skills are observed.

Another limitation found is related to the life project. Most of them raised it and were clear about its convenience, but there were students who neglected their narration and did not explore this stage of importance for their life, not knowing what to do or how to prepare for the future.

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THE WRITING OF CITATIONS AND REFERENCES IN THE DEGREE PROJECTS: DOMINICAN REPUBLIC CASE

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Abstract. The quality of an academic work is associated with the scientific rigor used in its preparation, especially in relation to the writing of citations and references. The article that we present has as a general objective to analyze the level of application of the norms of the American Psychologists Association (APA) in the elaboration of citations and references in the Degree Projects of the students of the education career of the Technological University Santiago (UTESA), Gaspar Hernández campus. The population under study is represented by 334 students, 34 teachers and the 83 Degree Projects that represent the academic documents prepared by the students, from the semester 3/2016 / to 3/2019. These include 7298 citations and 6038 references. The methodology is based on a mixed approach, by including quantitative elements and qualitative techniques. In the data collection, two questionnaires prepared ad hoc by the researcher were used, with the Likert-type scale and a Data Analysis Matrix. Descriptive statistics were used in the data analysis. The results of the study identified errors in the citations elaborated, such as, the incorrect use of punctuation marks, erroneous ordering of the elements, omission or change in the data, absence of the year of publication of the source. In the references, a combination of formats is observed, reversing the order of the components, and other more serious ones, such as incomplete URLs or omission of information from the source.

Keywords: citations; references; Degree Projects; education; APA Style.

LA REDACCIÓN DE LAS CITAS Y REFERENCIAS EN LOS PROYECTOS DE GRADO: CASO REPÚBLICA DOMINICANA

Resumen. La calidad de un trabajo académico está asociado al rigor científico empleado en su elaboración, especialmente en lo relativo a la redacción de las citas y referencias. El artículo que presentamos tiene como objetivo general analizar el nivel de aplicación de las normas de la Asociación de Psicólogos Americanos (APA) en la elaboración de las citas y referencias en los Proyectos de Grado de los estudiantes de la carrera de educación de la Universidad Tecnológica de Santiago (UTESA), recinto Gaspar Hernández. La población bajo estudio está representada por 334 estudiantes, 34 docentes y los 83 Proyectos de Grado que

representan los documentos académicos elaborados por los alumnos, desde el cuatrimestre 3/2016/ hasta el 3/2019. Estos incluyen 7298 citas y 6038 referencias. La metodología se sustenta en un enfoque mixto, al incluir elementos cuantitativos y técnicas cualitativas. En la recopilación de los datos se utilizaron dos cuestionarios elaborados ad hoc, con la escala tipo Likert y una Matriz de Análisis de Datos. En el análisis de los datos se empleó la estadística descriptiva. Los resultados del estudio identificaron errores en las citas elaboradas, tales como, el uso incorrecto de los signos de puntuación, ordenamiento erróneo de los elementos, omisión o cambio en los datos, ausencia del año de publicación de la fuente. En las referencias, se observa combinación de formatos, invertir el orden de los componentes, y otros más graves, como URL incompletos u omisión de información de la fuente.

Palabras clave: citas; referencias; Proyectos de Grado; educación; Estilo APA.

Introduction

The development of academic work, according to established regulations, has become a challenge for students pursuing careers in the university of the XXI century. In the Dominican Republic, this situation is perceived in the students who follow study plans at the Universidad Tecnológica de Santiago (UTESA), Gaspar Hernández campus (UTESA/GH). Specifically, the final project, called Degree Project (PG), requires a high level of demand, which requires more effort and dedication from the students to prepare and defend it; and from the advisors, more time and dedication, so that it is successful.

Although there are different norms for the elaboration of citations and bibliographic references, and each university adopts a specific one, UTESA assumed the American Psychological Association (APA). The APA version used by the students to elaborate the PGs is the 2010 version, sixth in English and third in Spanish. In that sense, this work took that translation as a reference for the study.

In relation to the formal aspects to make the PG, the institutional document Degree Project: Guidelines states that "the format of the APA (American Psychological Association, APA) has been adopted. This model is the one commonly used in the field of psychology and social sciences" (UTESA, 2015, p. 4). These rules contribute to the development of research papers in the form of scientific articles, essays, theses, and adhere to any changes in the regulations (Peña Armijos, 2018).

In the academic field, the rigor of a research work is associated with the quality of the sources cited and the level of organization of the references. This is so, because the construction of scientific knowledge is produced by relating one research with others. "The use of citations is, therefore, a process similar to the requirement to include the method of experimentation so that others can repeat it and check the validity of the results" (Angulo Marcial, 2013, p. 103). Consequently, UTESA/GH students must be very careful when citing and elaborating the references of the documents consulted.

The general objective of the article is to analyze the level of application of the norms of the American Psychological Association (APA) in the elaboration of quotations and references in the Degree Projects of the students of the education career of the Universidad Tecnológica de Santiago (UTESA), Gaspar Hernández campus. The specific objectives are: (a) to assess the importance given by teachers and students to the correct writing of citations and references in academic papers; (b) to determine the level of education and training of students and teachers in the use of the APA standards to prepare

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citations and references in research papers; (c) to identify the most common errors that occur in the preparation of citations and references in Degree Projects; and (d) to evaluate the role assumed by the teacher in the formation of competent university students to present citations and references appropriately.

Next, the results of the literature review and the state of the question are presented in order to expose the most relevant ideas that theoretically support the research. It represents the theoretical contributions of experts in the thematic citations and references, according to APA style.

The APA Style

In the scientific community there are well-known standards for preparing citations and organizing bibliographic references, and thus facilitate their location, such as the International Standard Organization (ISO), Modern Language Associaton (MLA), the Vancouver, Chicago, or Harvard style (González Aguilar, 2018; Pairumani Ajacopa, 2020; Pérez Borges, 2010). However, a source of authority in academia, in the field of behavioral sciences and social sciences, are the standards of the American Psychological Association, better known by the acronym APA. This is a scientific and professional organization founded in 1892, which symbolizes psychology in the United States. The use of APA standards has been expanding over time. They provide useful information for those interested in preparing or submitting an academic paper to be published in a prestigious database.

In Spanish open access journals, the APA style is the most commonly used. In the field of undergraduate studies, Mexican thesis students prefer this standard to prepare citations and references in the final theses (Cancelo Sanmartín & Almansa Martínez, 2015; López Carreño & Martínez Méndez, 2015). In the Dominican Republic, the Instituto Superior de Formación Docente Salomé Ureña (ISFODOSU) through the Revista Caribeña de Investigación Educativa (RECIE), an academic publication that has been disseminating pedagogical studies since 2016, establishes in the document "Guidelines for authors to publish their writings," consult the APA when writing an article. For its part, the Protocol of external evaluation institutes as a requirement to adapt the bibliography to the international standards of the APA. Likewise, although in a more generalized manner, the Universidad Tecnología de Santiago has adopted these norms for the elaboration of Degree Projects (UTESA, 2015).

Quotations

To quote is to present the ideas, concepts or opinions of another author, to support a research being done. In other words, it is to point out or indicate that other people's words are taken or repeated and incorporated into one's own text. It must contain the source from which the information was obtained (Sabaj Meruane and Páez Muñoz, 2010).

In this way, quotations help to identify those documents or sources that contributed to the author's new study, as well as to form networks of collaboration and intellectual communication among scientists. At the same time, the work done by other researchers is recognized and valued (Huamaní and Pacheco-Romero, 2012; Sánchez, 2013).

The practice of citation has been gradually gaining a marked interest, due to the functions it performs, the regulations that are followed to scientifically accredit the work, and even the social or personal reasons that motivate to cite this or that author, instead of

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another. In this regard, Culebras-Fernández et al. (2008, p. 85), argue that "the way to know and measure the importance of a publication is based on the citations that are made of it". For this there are bibliometric indicators, which through mathematical and statistical procedures allow the study of the source described, facilitating the analysis of citations, impact indices, among others (González de Requena et al., 2015; Paz Enrique et al., 2016).

References

References are very useful in the academic field. They provide the original source from which the information was obtained, reveal the level of advancement of the topic, allow the identification of related sources or specialized authors in a branch. In addition, they show the scientific community that the author consulted a variety of documents to support his research. In this way, the reader can verify the authenticity of the source or, if interested, expand the level of knowledge on the subject (Silva Hernández et al., 2013).

For the APA (2010), one of the purposes of references is to make it easier for the interested reader to locate and use the sources. In that sense, it states that "authors are responsible for all information in their reference lists. Accurate references contribute to their credibility as a careful researcher" (p. 180). Hence, the need for the author to thoroughly review the rules for listing references, as his or her professional prestige is at stake. He/she must verify that each reference is correctly written in the list, according to the original document from which it was obtained.

Bibliometric studies include indicators to analyze references. These are considered as a fundamental element "to favor the indexing of publications in prestigious databases, they are also the formal recognition of the work of researchers. Through references, the impact of scientific publications is measured" (Paz Enrique et al., 2016, p. 2). There are specialized software, such as RefWorks, EndNote, Mendeley, and Zotero that allow collecting and storing information, so that the author can make a personal database.

Errors in making citations and references

Bibliographic references are a reference associated with the quality of an academic work, and their proper organization helps the reader to locate sources quickly. When a research paper has inaccuracies in the citations and references, the quality of the other parts of the paper is called into question, the quality of the other parts of the research is called into question. Even the existence of ethical violations, such as plagiarism, may be considered. In this sense, the elaboration of citations cannot be considered a task of little importance (Cantín and Chuhuaicura, 2016).

In addition, the presence of errors in the references makes it difficult and, in the worst case, impossible to locate the original source. An error in the names of the authors or their omission will prevent due credit being given to the cited author and the work from being retrieved. Even citation indexes use reference lists as a primary source of information, so inaccuracies seriously compromise the possibility of a scholarly work being indexed in a prestigious international journal. Each new work builds on another that precedes it, which implies the need to be extremely careful when citing it, in order to avoid spreading errors in the scientific field (Ferreira et al., 2003).

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Background

The research works are based on others previously carried out, which serve as a starting point. In this section, a review of studies related to the application of the APA norms in the elaboration of citations and references is carried out.

González Aguilar (2018) presented the results of a research with the purpose of identifying some errors on scientific writing in articles indexed in Scopus and Web of Science. The articles that were analyzed correspond to journals published in the branches or sciences of Education, Psychology, Law, Communication, and Architecture that have assumed the writing criteria of the APA style. A total of 16 journals and 33 academic articles were reviewed.

The study is conclusive and assures that the articles submitted to the analysis do not comply with the regulations established by the APA. Errors were perceived when marking words and unnecessary quotation marks in the quotation of texts with more than 40 words. Similarly, some of the academic articles do not contain the French indentation, as established by the APA (2010). As can be seen in the aforementioned study, the scientific articles published and reviewed lack standardization in writing, according to the criteria established by the APA and the Royal Spanish Academy. However, it is important to point out that the errors found and described in this study do not prevent the reader from locating the original source from which the information was obtained, but rather, these are distinctive elements to differentiate the APA format from other existing standards.

Another research work, linked to the use of APA rules, was defended at the Universidad Técnica de Machala, located in Ecuador, by Peña Armijos (2018), under the title, "*Evaluation of the application of APA rules in scientific articles in the area of Accounting and Auditing.*" In the study, a review of six public academic articles in the area of Accounting and Auditing was made. It was concluded by stating that only 30% of the scientific publications under study complied with the provisions of the APA standards.

With regard to citations, the study revealed that in short textual citations, not all authors refer to the page number. In addition, when it is a corporate author or when there are more than six authors, they do not cite it correctly. It is necessary to emphasize that these errors detected in the research are considered serious. For example, not including the page number in a textual citation makes it difficult or almost impossible to locate it in the cited source. And, in addition, as mentioned above, a characteristic of a quotation is its precision.

Method

The article is positioned in the positivist paradigm, although qualitative elements were used, which implies that the research, in terms of its nature, is mixed (Hernández Sampieri et al., 2014). In addition, the deductive method was used.

The population studied is made up of 347 students, 34 teachers, and the 83 Degree Projects (PG) that, up to term 3/2019, have been defended by the students. The PGs include 7,298 citations, as well as 6,038 references. In no case we worked with a sample

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but with the totality. This was intended to give greater reliability to the research by reducing the possibility of sampling error.

In this study, two *ad hoc* survey-type questionnaires were developed, which were validated by experts, who after reviewing each item according to their personal and professional consideration, proceeded to suggest modifications in some items and eliminate or recast others. The final instrument had 28 items for students and 27 for teachers. This second version of the questionnaire was subjected to a pilot test to determine its reliability.

In addition, a Data Analysis Matrix was elaborated, which allowed obtaining information on the number of textual and paraphrased quotations, as well as the errors found in them. From the information collected, the compliance or non-compliance with the APA style for citing a source or making a reference was analyzed. Descriptive statistics were used to analyze the data, which are presented in tables, figures, or graphs.

Results

The results are derived from the two questionnaires, as well as from the review of the citations and references in the Degree Projects. Respondents answered each item of the instrument by marking their assessment on a Likert scale with five options from highest to lowest agreement, according to the statement. The narrative of the quantitative data is made in terms of percentages and/or frequencies.

Table 1
Correct writing of citations and references, according to students

| | Option | | | | |
item	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A1.-Contributes to the exact identification of books and works cited.	68.6%	29.9%	1.2%	0.3%	0%
A2.-It makes it easy for interested readers to locate the original source of the information used.	69.5%	29.9%	0.3%	0.3%	0%
A3.-Gives rigor and transparency to the prepared document.	58.7%	39.2%	1.2%	0.9%	0%

Note: Own elaboration, based on the data of the questionnaire applied to the students.

Looking at the most representative items in Table 1, it can be seen in A2 that 79.4% of the students strongly agree and agree, that the correct writing of quotations and references in academic papers makes it easier for interested readers to locate the original source from which the used information came from.

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In item A1, 98.5% of respondents strongly agree and agree that it contributes to the accurate identification of books and works cited. Only 0.3% disagreed.
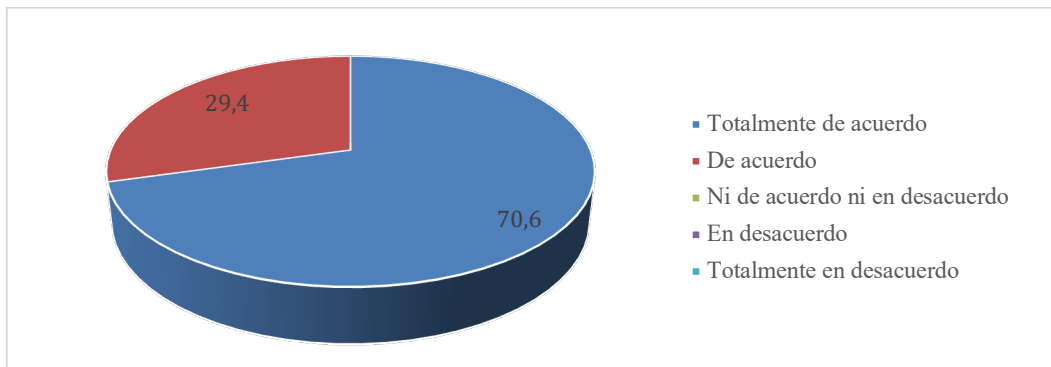
Figure 1. Correctly written quotations and references reflect honesty and professional ethics.
Note: Own elaboration, based on data from the questionnaire applied to teachers.

A relevant data is obtained from figure 1, which shows that 100% of the teachers totally agree and agree that when quotations and references are written correctly, reflect honesty and professional ethics of the writer by differentiating their contributions from those taken from other authors.
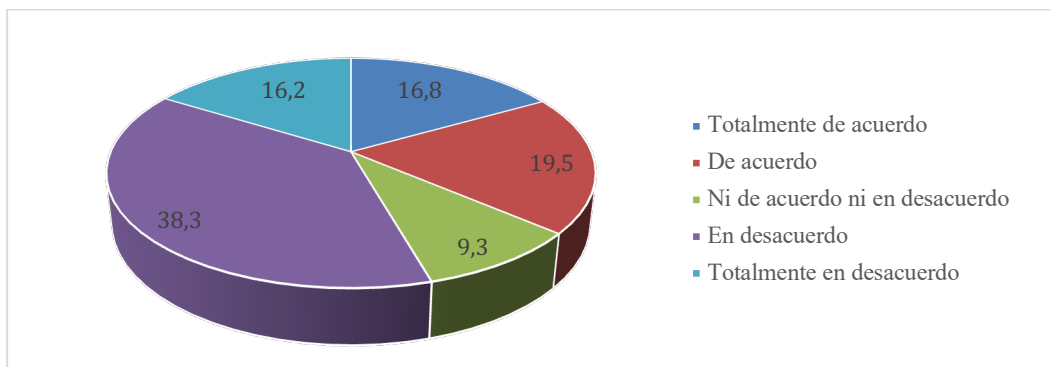
Figure 2. Students received orientations
Note: Own elaboration, based on the data of the questionnaire applied to the students.

Figure 2 shows that 54.5% of the students disagree and totally disagree with the fact that at the Baccalaureate or Secondary or High School level they received orientation and training on the use of the APA style for the elaboration of quotations and references in research papers.

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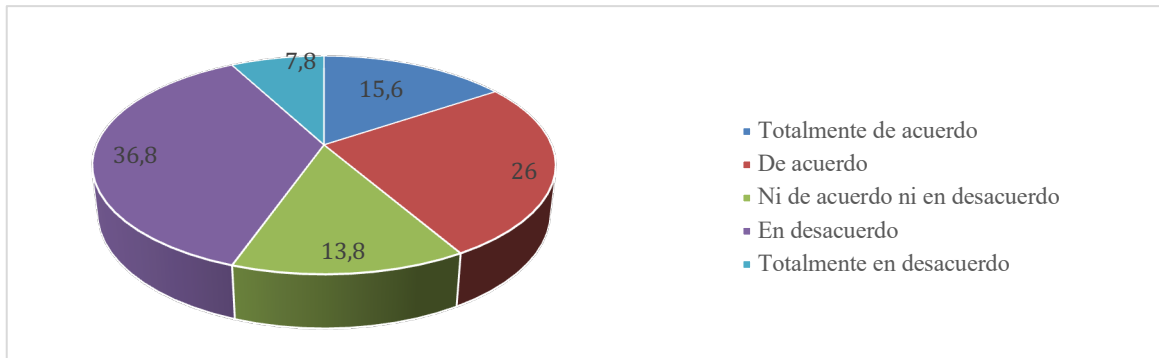
Figure 3. Students have participated in courses or workshops.
Note: Own elaboration, based on the data of the questionnaire applied to the students.

The results of Figure 3 show a little consensual and unfavorable opinion since 58.4% of the students said they neither agreed nor disagreed, disagreed or strongly disagreed that in recent years at UTESA/GH, through the Center for Specialized Studies (CEDESE), they have participated in extracurricular courses or workshops for the knowledge and management of the APA style to elaborate citations and references. However, 41.6% strongly agreed and agreed that they had participated.
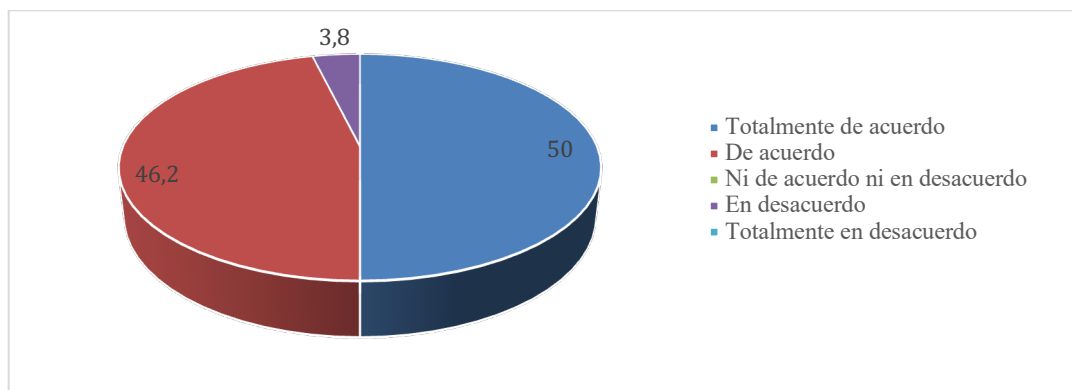
Figure 4. Teachers have developed the following competences

Note: Own elaboration, based on data from the questionnaire applied to teachers.

Figure 4 shows that 96.2% of the teachers totally agree and agree that in the courses, through practices and exercises, the necessary competences to elaborate citations and references according to the APA style are reached and developed. On the other hand, 3.8% disagreed.

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Table 2

Most common errors in the elaboration of quotations in Degree Projects

Aspects	Quotations
Incorrect	Dr. Gómez (2010) states that the nursery is the place where the infant can refine before entering school, it is where children begin to learn so that later they can hold the pencil to color and trace.
Error Description	Add the title Doctor to the in-text citation. APA states that professional titles should be omitted, both in citations and in references (see APA Manual, 2010, page 174).
Incorrect	Palella and Martins (2012 p. 106) express that the sample "is the extraction of a representative part of a population, whose characteristics it reproduces as accurately as possible. The sample is part of the population, it is statistically proportional to the size of the population, which guarantees its reliability."
Error Description	The quotation has 40 words and was not placed in a block. When a quotation has 40 words or more, it should be displayed in a block independent of the text, omitting quotation marks (see APA Manual, 2010, page 171). They must separate the year of publication from the page number with a comma. In addition, the *express* word must be in plural, so that there is agreement between the subject and the verb because there are two authors (see APA Manual, 2010, page 78).
Incorrect	In this sense, when referring to technical training, the Chilean Ministry of Education (2016) states that "Technical training is a vocational alternative for many students who find in technical studies the necessary tools to develop as individuals. Higher-level technical careers can be taught in universities and professional institutes. "
Error Description	The page number was not given to the textual quotation. When a textual quotation is less than 40 words long, the page number should be specified. When the material is not numbered, the paragraph number is noted (see APA, 2010, page 170).
Incorrect	Kotler, Bowuen, et al. (2011), in their book marketing for tourism, define the notion of marketing as that which occurs when people decide to satisfy the needs and wants...
Error Description	They cited two authors out of five and used the words '*and others*'. When a source has three to five authors, all authors are cited for the first time and in subsequent citations, only the last name of the first author is included, followed by the abbreviation et al., with a period after al. and the year of publication (see APA, 2010, page 175).

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Incorrect	Fixed assets are those of tangible nature and long life, such as land, buildings, furniture, machinery, and equipment used for the proper functioning in the operation of the entity (Horgren and Harrison, 2003).
Error Description	A period was used at the end of the quotation and another one after the last parenthesis. In this case, it is correct to place a single period after the final parenthesis (see APA, 201 page 171).
Incorrect	In the same vein, Kerin, Hartley, and Rudelius (2009) state that a "Product is an item, service, or idea consisting of a set of tangible or intangible attributes that satisfies consumers and is received in exchange for money."
Error Description	They opened a quotation mark and did not close it. The quotation shown causes confusion as the reader cannot definitely identify whether the author presents it verbatim or paraphrased. If it is textual, the quotation marks should be closed, and the page or paragraph number should be placed (see APA, 2010, page 171).
Incorrect	This concept in other words means to immerse the body in waters to restore and maintain health; it is considered an important component in the daily life of people who visit these centers (Rivera, 2012, p.15).
Error Description	The quote is not enclosed in quotation marks. When a quote is less than 40 words long, it is placed in quotation marks (see APA, 2010, page 170).
Incorrect	UPEMOR (2014) states that the expenditure budget is the means by which to organize the procedures, by which the income will be distributed to achieve the objectives of the company.
Error Description	The corporate author's name was not spelled out in full. Corporate authors' names are usually spelled out in full in the first citation and abbreviated in the following citation (see APA, 2010, page 176).

Note: Own elaboration, based on the analysis of the citations with errors in the Degree Projects. On the other hand, "incorrect" represents the erroneous way in which the citation is written in the Degree Project, while the description of the error explains what the error is and the page of the APA Publication Manual (2010), sixth edition in English and third edition in Spanish, where it can be checked.

It can be seen in Table 2 that in the Degree Projects a series of errors were found in the quotations presented. Among the most common are adding academic title to the author's surname, quotations with more than 40 words and not placed in block, textual quotations with less than 40 words without page number and without quotation marks. In other cases, they do not put the author's last name or surnames. In addition, incorrect use of the abbreviation *et al.* to refer to others.

Other common errors found are the improper use of semicolons and quotation marks. A very repetitive weakness is not fully describing the corporate name but only the acronym of the same. It was also found that in subsequent citations with three authors

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they do not use the words *et al*. and often reverse the order of the authors of the original source.

Table 3
Most common errors in the elaboration of references in Degree Projects

Aspects	Examples
Incorrect	Leclerc, I. (2015). *Stays drive better parenting. Santo Domingo, Dominican Republic*: Listín Diario. Retrieved from: http://www.listindiario.com/ estancias-impulsan-una-mejor-crianza Accessed: 07/19/2016.
Error Description	They placed the year but not the date, in addition, the title of the article is in italics, as well as the city and country, but not the name of the newspaper, and they also placed the date of access. In addition, they placed a colon after in Retrieved from. In the reference of an online newspaper article, the day, month, and year of publication are placed, and the title in italics. It is no longer necessary to place the date of access to the document (see APA, 2010, page 198).
Incorrect	Zabala, P. (2007). *Definition of income statement (*Undergraduate thesis). Universidad Nacional Autónoma de México. Mexico. Retrieved from fcasua.cont ad.unam.mx/apuntes/interiores/docs/2012/contaduria/.../conta bilidad_1.
Error Description	The Uniform Resource Locator (URL) is incomplete, the protocol is missing, data in the server's name is missing. In addition, there is an ellipsis and a full stop (see APA example, 2010 page 188).
Incorrect	Figueroa, D. (2007). *La arqueología funeraria y la masonería. La Zaranda de Ideas, Revista de Jóvenes Investigadores en Arqueología*. Buenos Aires, Argentina. Publisher: Red Sociedad Argentina de Antropología.
Error Description	The reference entry for this journal is made by omitting data and adding information that is not necessary. They even present it as if it were a printed book (see format for a journal reference in APA, 2010, page 200).
Incorrect	Palomio, J. (2013). *Gerencia educativa.* Chimbote, Peru. Retrieved from: www.es.calameo.com. Palella S. and Martins, F. (2004). *Metodología de la investigación tipos y diseños de la investigación.* Venezuela: FEDUPEL.
Error Description	Two sources with different authors and titles link it as if it were one (see example of references in APA, 2010, page 202).

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Incorrect	Avila, B. (2006). *Introducción a la metodología de la investigación: Definición de limitación.* Spain: Eumed. Net. Retrieved from: https//bibliotecavirtualudgvirtual.udg.mx/eureka/pubviral/introducción %20a%20a%20la%20metodologi
Error Description	They position the website as a publisher and present the electronic document as a printed book (see example for referencing an online paper in APA, 2010, page 205).
Incorrect	Soscue et al. (2013). *Capacidad requerida.* Mexico: Panapo. Retrieved from https://clubensayos.com/Informes-de-Libros/CapacidadRequerida/1321308htm
Error Description	They used the Latin expression *et al.* in this reference. In the references, the names of all authors are written, except if there are eight or more (see APA, 2010, page 184, section 6.27).
Incorrect	Blanco, N., & Alvarado, M. (2005). *Definición de escala de Likert.* Redalic Social Sciences Journal. Retrieved from www.redalic.org/pdf/280/28011311.pdf
Error Description	They changed the name of the journal since it is spelled Redalyc. In addition, they do not make the reference for a journal as indicated by the APA, 2010, page 198.
Incorrect	Gabriel Baca Urbina (2001). *Evaluación de Proyectos.* Mexico: McGraw Hill/Interamericana Editores, S.A de C.V. Retrieved from: https://ianemartinez.files.wordpress.com/ .../project-evaluation-gabriel-baca-urbi.
Error Description	They made the reference with the author's full name and then placed the surnames. In addition, they added a full stop to the URL and capitalized the first letter of the word projects. They added a colon after Recovered from (see APA, 2010, page 192 and 101).
Incorrect	Silva (2009). *Metodología de la Investigación.* Validity and Reliability of the
Error Description	There is missing information in the reference. The source is incomplete, and they did not place the initial of the author's name. In addition, they capitalized the first letter of the words in the title (see APA, 2010, page 174).
Incorrect	Victonica (4/4/2013) *Nuevo estudios sobre el colesterol.* Tu salud magazine, vol.13 pag.2.
Error Description	The author of this journal article is missing in the reference. In addition, the layout of the entry does not correspond to the regulations as they write the abbreviation of volume and page, which is unnecessary (see APA, 2010, pages 186 and 200).

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Incorrect	Chase, R., Jacobs, F. and Aquilano, N. *Administración de Operaciones. Producción y Cadena de Suministros*. Retrieved from: https://www.academia.edu/17355706/ Administracion-de-operaciones-y-produccion-12-ed-chase-aquilano-jacobs-11
Error Description	The year of publication is missing (see elements of a reference in APA, 2010, page 185).

Note: Own elaboration, based on the analysis of the references with errors in the Degree Projects. On the other hand, "incorrect" represents the erroneous way in which the reference is written in the Degree Project while, in the description of the error, it is explained what it consists of and the page of the APA Publication Manual (2010), sixth edition in English and third in Spanish, where it can be checked.

The analysis of Table 3 shows the most frequent mistakes made by students when preparing the references in the Degree Projects. The inclusion of the date on which the source was accessed stands out, with which they mix elements of the 2002 version of the APA with the 2010 version. In addition, they omit the year of publication of the journal. They add information to the title of the document without this being in the original source.

It is also observed that sometimes they do not separate some elements of the references and use words such as *others* and *et al.* Punctuation marks such as period, comma, colon, are used incorrectly. In the same way, they present references with the order of location of the components inverted, and in other cases, they omit data.

Another situation detected is the existence of incomplete URLs. On other occasions, they cut them incorrectly and add suspension points, which makes it difficult and often prevents the location of the document. There are cases in which the source entry is made as if it were another, for example. They present a magazine that is a periodical publication as if it were a printed book.

In addition, you see two different sources joined together as if it were one and web pages as if it were the publisher of a physical book. When references are not spelled correctly or information is omitted, it makes it difficult for the reader to locate them.

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Table 4

The teacher's role in the formation of competent students, according to the students.

item	Option				
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
C1.-Continuously promote the APA norms for citing and referencing research papers.	41.9	44.6	8.7	4.2	0.6
C2.-Orient on plagiarism as a lack of ethics in research work.	61.4	33.8	2.1	2.1	0.6
C3.- For citations and references, the use of reliable sources of access to scientific knowledge is recommended.	63.5	32.6	1.5	1.8	0.6

Note: Own elaboration, based on the data of the questionnaire applied to the students.

Table 4 shows that the totally agree and agree ratings are the most predominant. Item C3 shows that 63.5% strongly agree and 32.6% agree that teachers for citations and references recommend the use of reliable sources of access to scientific knowledge. C2 shows that 61.4% of the respondents strongly agree and 33.8% agree that teachers give guidance on plagiarism as a lack of ethics in research work. Although 2.1% remained undecided and another 2.1% disagreed.

Discussion and conclusions

The study showed that UTESA/GH teachers and education students value the correct writing of citations and references in academic works as something transcendental and valuable. They consider this because it contributes to the accurate identification of books and works that are cited, in addition, it makes it easier for interested readers to locate the original source of the information used. Other reasons are that the correct writing of citations and references gives rigor and transparency to the document produced, provides a valuable source of data for the study of numerous bibliometric characteristics of scientific development, such as author and most cited source. At the same time, it greatly favors the indexing or registration of the publication in prestigious databases. At the same time, the writer reflects honesty and professional ethics, by differentiating their contributions from those taken from other authors, which gives credit to the author and credibility to the publication.

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Undoubtedly, reference indexing in a database becomes impossible if the data are not written correctly, are omitted, or the order is reversed. This occurs because the process is automated, by means of algorithms in specialized software for such purposes. Consistency in the style of the references must always be maintained. This is corroborated by Paz Enrique et al. (2016) when they highlight its usefulness by valuing it as an essential element "to favor the indexing of publications in prestigious databases, in addition to being the formal recognition of the work of researchers. Through references, the impact of scientific publications is measured" (p. 2).

The data obtained also show the conception that the professors and students participating in the study have of the need to maintain high ethical principles in the elaboration of citations and references in research papers. This has great relevance if we start from the concern that academics and university representatives have about plagiarism and the rejection of publications that present it. Developing citations and references attached to ethical standards is a very important task as expressed by other authors, such as Cantín and Chuhuaicura (2016), and prestigious institutions, such as the APA (2010).

Regarding the level of education and training of students and teachers in the use of the APA norms for the elaboration of quotations and references in research works, the study revealed a very significant fact: at the Secondary or Baccalaureate level, most of the students did not receive orientation and/or training on the use of the APA style for the elaboration of quotations and references. The situation described above was acknowledged by both the students themselves and the Utesian teachers. This lack of prior knowledge limits and delays them considerably in the development of academic writing skills.

This data shows a warning and indicates the possible origin of the weaknesses that students present in the use of the APA norms, and that is reflected when they enter Higher Education, when they have to prepare research papers. In the Dominican Republic, the foundations for future learning are laid at the Initial, Primary, and Secondary levels, but especially in Pre-university, students should be introduced to the use of the APA norms. This is established in the curricular design for the Secondary Level, especially in the area of Spanish Language.

It was also determined that education students participate less, compared to teachers, in continuing education programs through the Center for Specialized Studies (CEDESE), either in courses or extracurricular workshops for the knowledge and management of the APA style to elaborate citations and references.

It is necessary to point out that these continuing education courses imply an investment on the part of the student to be able to participate in them. This situation could be the limiting factor for their application and enrolment in them. The precarious economic condition of many of the students makes it impossible for them to enroll in them. The University as an institution should consider this situation and look for solutions that allow the opening of these courses and the students to enroll in them, without implying an excessive expense for the participants.

Similarly, the research showed that both educators and students consider that UTESA/GH promotes that they exercise the indispensable skills for the elaboration of citations and references. A relevant element to highlight is that they frequently consult the APA Manual to elaborate citations and references. This is transcendental, especially

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if it is based on the conviction that they are using the original source, from which the rules originated and which produces the changes according to the needs of researchers and other interested parties. There is a lot published on the Web about these regulations; however, contradictions are often found when comparing them with the official APA web pages or with the institution's Publications Manual.

On the other hand, significant differences were found among those investigated on the use of bibliographic managers, such as Zotero and Mendeley as an electronic tool to organize citations and references of research papers, as a higher percentage of students have received more guidance than teachers. This could be associated with the fact that young people tend to define themselves as digital natives and self-taught in the use of the Internet. At the same time, many of them have more leisure time to spend looking for tutorials on YouTube on the use of these computer programs. Also being born in the Digital Age favors them to have a better command of software developed especially for citing and referencing research papers.

Regarding the most common errors that occur in the elaboration of the citations in the Degree Projects, the study identified the incorrect use of punctuation marks, erroneous ordering of the elements, omission or change in the data, absence of the year of publication of the source. Similarly, it was found an inadequate use of the Latin abbreviation *et al.* and sometimes substituted by the words *and others*.

In addition, there are notable citations with more than 40 words with quotation marks, other times they are not in block, and even textual citations of less than 40 that are not in quotation marks, authors cited, but not placed in the references, inappropriate use of corporate names. Likewise, subsequent citations with three or more authors are presented incorrectly. Other situations encountered, but less frequent, are adding the title of academic training, for example, "Doctor" to the author's last name.

As can be seen in the results presented, serious errors were found in the elaboration of the citations, such as the omission or changes in the source that make it impossible for the interested reader to locate the original document. This is because the APA, when making references in publications, uses the author-date citation system in the text. In this way, the reader identifies the author's surname and the date of publication in the text citation, which will make it easier to locate the document entry in the alphabetical list containing the references at the end of the article. When this does not occur, with the exception of classic works and personal communications that do not need to be referenced, the reader will not be able to locate the original source that served as the basis for the writer to make the citation.

The study also found another serious error and that is the non-inclusion in the list of references of some sources from which the information was taken to elaborate the citation. This situation may be associated with carelessness, lack of experience, or lack of knowledge of the regulations by the author. Frequently, one of the first actions of the reviewers of the Degree Projects is to verify the organization of the list of references, whether or not it is in accordance with what is established by the APA and if the cited authors are registered in it. When this correspondence is not perceived, the writers will have to correct the error, which will involve extra work and bear the tutor's perception that they do not check the references before handing in the assigned work. APA Style (2010) strongly emphasizes that the source is placed, both in the citation presented in the body of the paper and in the references, at the end of the paper.

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Regarding the errors identified in the references, the study revealed a combination of APA formats, specifically from 2002 and 2010, namely when adding the date of access to the document. It is also perceived the addition of information to the title of the source, incorrect use of period, colon, and comma to separate the elements of the reference. In other cases, they invert the order of the components of the references, incomplete URLs, entry of one source (journal) as if it were another (printed book), as well as omission of information. These results correspond to a similar study conducted by Peña Armijos (2018).

In general, 214 citations and 343 references with errors were found in the 83 Degree Projects (PG) reviewed, some of which are serious, making it almost impossible for the interested reader to locate the source. Each PG has a minimum of one error and a maximum of ten, both in references and citations. As for the source, the error is recurrent and consists of not referencing scientific journals according to APA regulations. Sometimes, if the journal has two or more publications in the year, the volume is omitted, but the most serious is not including the issue number and pages, which makes it difficult or impossible to locate it. These results are similar to those found by González Aguilar (2018).

These data revealed by the research regarding the errors that are presented in the Degree Projects when students try to reference academic journals should lead to reflection. This is because these sources are one of the most effective for promoting scientific knowledge due to their reputation and prestige in databases. Students need to learn how to handle them and, above all, to be able to reference them appropriately. Otherwise, as Sánchez (2013) explains, the chances of being able to publish their work in one of them will be extremely difficult.

In relation to the role assumed by the teacher in the formation of competent university students to present citations and references in an appropriate manner, the study showed that educators constantly promote the APA norms for citing and referencing research papers, at the same time, they provide guidance on plagiarism as a lack of ethics in research papers. In addition, for citations and references, they recommend the use of reliable sources of access to scientific knowledge. However, errors in citing or referencing are still present in the PGs reviewed.

The study also revealed that the teachers teach that the student is responsible and autonomous in the elaboration of citations and references, and at the same time, they demand that the academic papers contain in the references all the sources cited in the research. At the same time, they make sure that students do not make mistakes, either by excess or omission, when they elaborate citations and references, according to the APA Manual. At the same time, they follow up the academic papers, making sure, for example, that the citations and references have been done correctly. They also promote the participation of students in training programs to apply the APA style in citations and references.

The results shown above show that teachers are fulfilling their role in the formation of competent students to develop citations and references in the Degree Projects as established by the APA Style and required by the educational authorities of UTESA/GH. However, it is necessary to keep in mind that this should be a systematic work where all teachers are involved. The APA Style Manual incorporates changes periodically. The first edition was in 1952, and the most recent is the seventh edition in

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English, launched in 2019. From the latter comes the fourth in Spanish in 2021. This implies the need to keep updated, as UTESA/GH teachers suggest to students.

APA also has a variety of resources to keep in constant contact with stakeholders. On its website, https://apastyle.apa.org/, it keeps users informed about topics of interest, new products, shares style updates, and responds to inquiries. In addition, users can subscribe to the monthly APA Style newsletter. Here you can receive news, updates, and resources to the email address provided. On the institution's blog, https://apastyle.apa.org/blog, people can quickly and easily get answers to questions about citations and references. They can even ask questions in the comments that are later answered by the specialists. At the same time, they continue to answer questions through Twitter, Facebook, Instagram, and email. These resources should be known by teachers and used frequently by students.

Future studies could be oriented to know the causes associated with the low level of education that pre-university students in the municipality of Gaspar Hernández present at the end of their secondary level studies. Knowing this reality, concrete actions can be developed that contribute to minimizing the problem.

In addition, it is pertinent to develop studies with action research methodology, including the use of pretest and posttest. In this way, it would be possible to identify the specific weaknesses that teachers present in the elaboration of citations and references and work on their solution. Something similar can be done with Utesian students.

Finally, it would be relevant to replicate it in the other UTESA campuses in the country as well as in other contexts, such as, for example, the other universities that operate in the Dominican Republic. In this way, it would be possible to work together to solve the problems studied.

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THE CHALLENGES OF EDUCATION IN THE 21ST CENTURY IN THE MUNICIPALITY OF BAILUNDO (ANGOLA): A LOOK AT CURRENT DEMANDS USING NICT

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Abstract: The use of technologies in the educational sector is vital in these times. The research analyzes a quantitative-qualitative study that demonstrates the advances and importance of new technologies. The same aims to understand the challenges of education in the 21st century in the city of Bailundo, as well as the use of new information and communication technologies in education (NTIC), analyzing the historical trajectory in education in the aspects of learning and didactics. The possibility of including technologies in the classroom allowed advances and changes in the current requirements of the profile of teachers, managers and students in the 21st century, being a reality that is still little explored in Angola today, for several reasons that will be detailed throughout the article. The inclusion of NTIC in education constitutes a new challenge, and not only impacted on social and educational demands and needs, but also created new opportunities for teachers, improving and modernizing their pedagogical practice and the school. These new practices can contribute by offering students opportunities to access NTIC, thus preventing further social inequalities from being generated. Technologies are here to stay, and it is not a didactic tool, but a new concept that includes resources, learning spaces and interactive tools for the development of the teaching and learning process for this 21st century.

Keywords: Education, Internet, NICT, I teach apprenticeship, didactic.

OS DESAFIOS DA EDUCAÇÃO NO SÉCULO XXI NO MUNICÍPIO DO BAILUNDO (ANGOLA): UM OLHAR PARA AS EXIGÊNCIAS ACTUAIS USANDO AS NTIC

Resumen. O uso de tecnologias no setor educacional é vital nestes tempos. A pesquisa analisa um estudo quanti-qualitativo que demonstra os avanços e a importância das novas tecnologias. Esse estudo tem como objetivo compreender os desafios da educação no século XXI no Município do Bailundo, bem como o uso

das novas tecnologias da informação e comunicação na educação (NTIC), analisando a trajetória histórica na educação nos aspectos da aprendizagem e da didática. A possibilidade de incluir as tecnologias na sala de aula permitiu avanços e mudanças nas atuais exigências do perfil do professor, dos gestores e alunos do século XXI, sendo uma realidade ainda pouco explorada atualmente em Angola, por diversas razões que serão detalhadas ao longo do artigo. A inclusão das NTIC na educação constitui um novo desafio, e não só impactou nas demandas e necessidades sociais e educacionais, como também, criou novas oportunidades, para o docente, melhorando e modernizando sua prática pedagógica e da escola. Essas novas práticas podem contribuir oferecendo aos estudantes oportunidades de acesso às NTIC, evitando, dessa maneira, que sejam geradas mais desigualdades sociais. As tecnologias chegaram para ficar, e não se trata de uma ferramenta didática, mas um novo conceito que inclui recursos, espaços de aprendizagem e ferramentas interativas para o desenvolvimento do processo de ensino e aprendizagem para esse século XXI.

Palavras Chaves: Educação, Internet, NTIC, ensino e aprendizagem, didática.

LOS DESAFÍOS DE LA EDUCACIÓN EN EL SIGLO XXI EN EL MUNICIPIO DE BAILUNDO (ANGOLA): UNA MIRADA A LAS DEMANDAS ACTUALES A PARTIR DE LAS NTIC

Resumen. El uso de las tecnologías en el sector educativo es vital en estos tiempos. La investigación analiza un estudio cuantitativo-cualitativo que demuestra los avances y la importancia de las nuevas tecnologías. El mismo tiene como objetivo comprender los desafíos de la educación en el siglo XXI en la ciudad de Bailundo, así como el uso de las nuevas tecnologías de la información y la comunicación en la educación (NTIC), analizando la trayectoria histórica de la educación en los aspectos de aprendizaje y didáctica. La posibilidad de incluir tecnologías en el aula permitió avances y cambios en las exigencias actuales del perfil de docentes, directivos y estudiantes en el siglo XXI, siendo una realidad aún hoy poco explorada en Angola, por varias razones que serán detalladas a lo largo el artículo. La inclusión de las NTIC en la educación constituye un nuevo desafío, y no solo impactó en las demandas y necesidades sociales y educativas, sino que también generó nuevas oportunidades para los docentes, mejorando y modernizando su práctica pedagógica y la escuela. Estas nuevas prácticas pueden contribuir ofreciendo a los estudiantes oportunidades de acceso a las NTIC, evitando así que se generen más desigualdades sociales. Las tecnologías llegaron para quedarse, y no es una herramienta didáctica, sino un nuevo concepto que incluye recursos, espacios de aprendizaje y herramientas interactivas para el desarrollo del proceso de enseñanza y aprendizaje para este siglo XXI.

Palabras clave: Educación, Internet, NTIC, enseñanza-aprendizaje, didáctico.

Introduction

Since the year 2000, the advancement of Information and Communication Technologies (ICTs) has allowed its expansion in the most diverse segments of society, creating infinite possibilities and probabilities of use. The use of ICTs in education has allowed access to information in a quick and easy way, for the teacher to use it as a methodological tool to support the teaching and learning process, and the student to expand their knowledge by having quick and easy access to information.

As for technologies, today computers and other digital devices immediately come to mind. However, it is important to recognize that man has always used technology in education, according to his socio-historical moment, and we must remember that the organization of oral and written language is considered, according to (Lévy, 1993), "as an intellectual technology since it conditions the existence of various forms of thought," thus, writing and the creation of the printing press allowed the appearance of textbooks. It is certain that strengthening the technological competencies of teachers during their

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training, according to Zetina, (2017), will positively impact their professional development. For (Molenda and Boling, 2008), "educational technology always has a prospective vision in search of new pedagogical tools, instruments, and technologies offered by the field of education."

The use of ICTs, according to Yavorski and Santos e Campos, "has become extremely necessary in the daily life of the vast majority of the planet's citizens" and they are present in all environments, "which leads us to state that the use of ICTs already shapes the facilities of modernity, creating new ways of seeing the world, working, leisure, and study" (Yavorski and Santos e Campos, 2020, p. 90).

According to several authors (Ballesteros, Franco, Carañana 2012; Apud Yavorski, Santos, Campos 2020), "the integration of Information and Communication Technologies and the teaching and learning processes are one of the ancestries that have had the greatest impact in meeting the demands and needs of today's society."

In this aspect, Information and Communication Technologies acquire great importance in the educational context in all its segments: public, private, face-to-face, distance, because it allows the work of teachers and also the understanding of students, favoring the pedagogical work inside and outside the classroom, which contributes to make classes more attractive and stimulating, (Yavorski and Santos, Campos, 2020).

In this context, ICTs are not, therefore, a revolutionary contribution to education but should be considered as tools at the service of learning. They do not have an intrinsic value in education. Their contribution should be associated to the contents studied, to the planning of the subject, and their use should be that of an instrument that facilitates the teaching and learning process, allowing the student to access knowledge through a multiplicity of information sources. Therefore, ICTs assume the role of pedagogical instruments by facilitating access to knowledge through the promotion of learning tools and environments; in this sense, the framework of complexity and transdisciplinarity, technology embraces all the educational paradigms of the 21st century and offers theoretical and methodological options for all educational levels.

The challenge of using Information and Communication Technologies in education, in general, involves knowing the opportunities and ways of using them, the programs, applications, Internet, and its possibilities in the Angolan school, as well as knowing how to value and apply them in the different educational situations that we want to develop as teachers, whether in early childhood, primary, secondary, or even university education.

According to the above, the following questions were raised about the use of ICTs in Bailundo-Angola: What are the current challenges of education in the municipality? In relation to the new demands of the teaching labor market, what are the main difficulties faced by teachers in using ICTs in their teaching practice?

To respond to the research problem, the following objectives were formulated: To understand the challenges of education in the 21st century, as well as the use of information technologies in education, especially the use of the *Internet* in learning and didactics, in pedagogical practices, in order to meet the new demands of the market. Determine what competencies teachers need to work with new technologies.

The relevance is evident in the fact that, in the globalized world characteristic of the 21st century, the competencies of the digital era are being demanded of teachers, students, and principals in the municipality of Bailundo, Angola.

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The municipality has 144 public schools distributed as follows:

Primary Education: (preschool to 6th grade) (134); Secondary Education 1st cycle (7th to 9th grade) (08); Vocational Secondary Education, 2nd cycle: (10th to 13th grade), General Secondary Education, 2nd cycle (10th to 12th grade). Private schools, 1st cycle schools (2), 2nd cycle (2). Higher education: Polo Universitário do Bailundo, belonging to the Instituto Superior Politécnico Caála (01). In the country, educational policies are regulated by Law No. 32_20 of August 12, which amends Law No. 17_16 of October 7, Basic Law of the Education and Teaching System, in accordance with the Constitution of the Republic of Angola of 2010. Education around the world is currently undergoing reformulations and adaptations to keep up with industrial and technological evolution, and its insertion in the educational field has driven changes in methodologies, teachers, and student profiles. Among the changes that have taken place in recent times, it is worth highlighting the break with the paradigm according to which teachers abandon traditional models of teaching methodology in which the student was a passive being, and teachers were the sole possessors of knowledge.

The appearance of active methodologies increases the construction of knowledge, providing the student the opportunity to abandon the passive aspect of listener for the participative one, opening new fields of ways of teaching and learning in which the student becomes responsible for the construction of knowledge and its acquisition, as well as learning to investigate. These methods aim to develop students' autonomy, participation in the construction of knowledge, the capacity for analysis and synthesis, and learning in an integral way. Thus, access to information is much easier since it is possible to access information in a matter of seconds from their devices, such as computers, tablets, smartphones, etc. From this perspective, it is up to the teacher to teach them to recognize what is really relevant for their educational growth, to differentiate what they need to know in order to transform that baggage into knowledge for life, filtering and leaving aside *fake news.*

For Yayorshi, Santos, Campos (2021), "ICTs help teachers in their daily lesson planning, research, and content development." According to the authors, teachers must be aware and prepared to work within these new possibilities of education, and schools are responsible for enabling this renewal process by aligning the school with the current reality, so professionals, from school management to teachers, need to be open to training work, learning, and acquiring new functions in the action of teaching (Yayorshi, Santos, Campos 2020).

Given the multiplication of information sources, ICTs can help promote new methodologies, tools, and learning environments in Angola. Their use in education constitutes a new challenge as well as new opportunities. Schools can contribute by offering their students equal access opportunities, thus avoiding further social inequality in the country's education system and digital illiteracy.

In this sense, ICTs for education should be seen as tools at the service of learning. In all this context of transformations, the role of the teacher, therefore, assumes an intermediate character - which at no time means less important or dispensable. However, in the Bailundo region, the implementation of computer laboratories in schools depends to a large extent on the design of a municipal project for the implementation of laboratories, pedagogical and methodological planning, investment in the purchase of computers for schools, and training courses for teachers.

Faced with challenges of a social, economic, political, scientific, technological, and even innovative nature, the world and Angola, in particular, require educational

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institutions to adopt transformations that allow the use of differentiated methodological strategies that promote changes in teaching practices with a view to meaningful learning. The teacher must consider the teaching of curricular subjects and also the competencies to be developed demanded by today's society, which go through the Teacher Training Courses (Teaching), attend training courses in pedagogical and specific areas and the use of technology in education and includes aspects such as the skills necessary for their performance within the current requirements as well as creativity, empathy and communication, flexibility, collaborative spirit, leadership, among others. It is in this sense, that thinking about a model of continuous teacher training allows to provide quick and effective answers to the challenges faced by teachers, with students living in increasingly challenging and computerized environments. According to (Moran, 1994),

> (...) technologies, within an innovative pedagogical project, facilitate the teaching-learning process: they raise awareness of new subjects, provide new information, reduce routine, connect us with the world, with other schools, increase interaction (electronic networks), allow personalization (adaptation to the work pace of each student), and communicate easily with the student because they bring to the classroom the languages and means of communication of everyday life.

Information and communication technologies in the educational context

The demand and technological incorporation in all social and economic-industrial spheres has transfigured our societies completely changing the way subjects think, work, and live (Ghavifekr; Rosdy, 2015). Thus, as part of these transformations, the school and other educational institutions must prepare students for this new reality: the "information society," considering the incorporation of ICTs in their curriculum (Ghavifekr; Rosdy, 2015).

Generation - Z: is composed of students who have grown up in contact with new technologies, in this sense, Sabaityte and Davidavičius (2017) point out that, given this, there is a clear distinction between Generation Z and their predecessors, while the former act in network and are used to having total control over the flow of information, whether by mouse, remote control, or cell phone. Thus, Generation Z individuals are being sculpted by their dependence on technology. Thus, children are discovering and learning from a young age that there are numerous sources of knowledge whose truths may be disparate.

For (Tapscott1999, p.3), previous generations read the manual to install something. Generation Z is already out driving and has forums and information on the "O/Z" network, which comes from the expression "Zappear" and means to do something quickly and with enthusiasm. Individuals of the post-email generation, who communicate via (SMS), share their intimate life on social networks, stand out for the high level of digital literacy for not establishing divisions between the real and the virtual, living constantly online/offline (Linne, 2014). This is a connected Generation Z, active in social networks, users of MP4, Smartphones, photoshop, etc. They demand speed in connections and information as they need to be part of the event in real time because their world and their time are the present. This generation demands to be heard and to have their opinion respected, to be part of the processes, and to be connected (Linne, 2014).

The new profile of the teacher and the management of new educational practices

Today it is a challenge for parents and teachers to educate children and young people due to the digital environment that is in all social sectors, from home to life in society, including school. Not always the use of ICTs is positive, in this sense, Passero,

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Engster, and Dazzi (2016, p.2) explain that ICTs and its appearance in the educational environment becomes essential to study how to use them in a safe and beneficial way. In this aspect, teachers should assume the role of tutors, enabling students to learn how to work correctly and safely with new information and communication technologies. According to data obtained from the Bailundo Municipal Directorate of Education, on June 25, 2021, of the 1,828 teachers they control at the Municipality level, only 8.2% are computer literate, that is, they make use of the computer and digital phones. Of the 120 school principals in the Municipality, 25% manage to use the computer reasonably for typing various documents, and 8.33% also use it for research (Municipal Directorate of Education, 2021) (see graphs below).
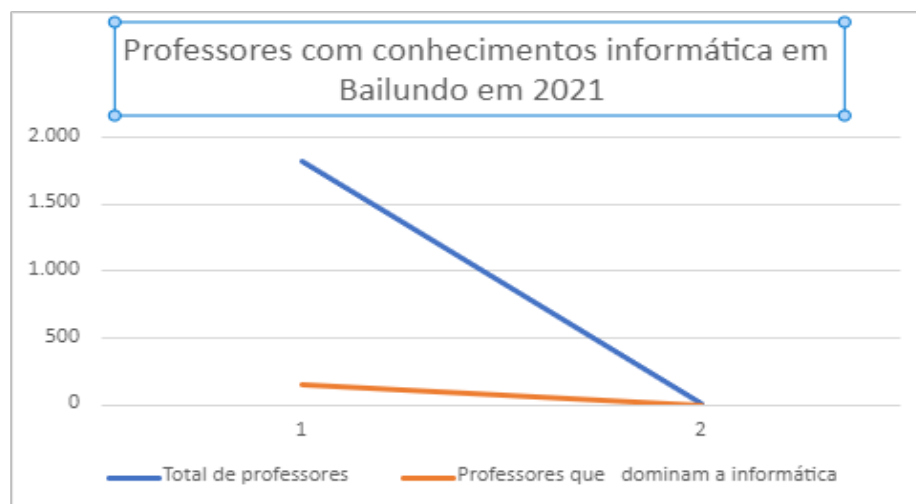

Figure 1. Teachers with *computer skills*
Note: Source: Bailundo Municipal Directorate of Education, June 2021.

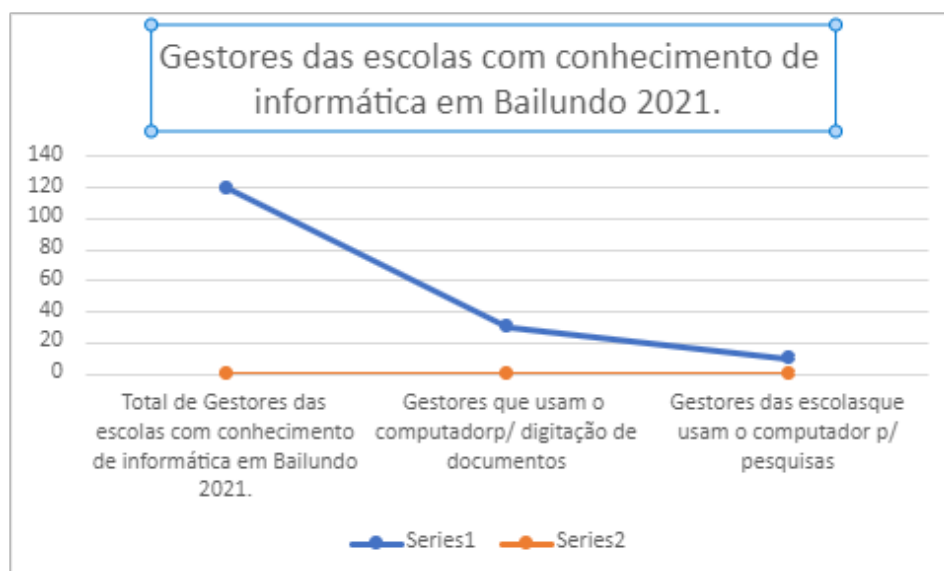*Figure 2:* School principals with computer skills

Note: Source: Data provided by the Bailundo Municipal Directorate of Education on June 25, 2021.

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In the context of Education and in relation to technological competencies Reyes and Rodriguez (2019, p.42), highlight the lack of studies on research competencies and use of new digital information and communication technologies in education. For the authors, "Digital information and communication technologies (TDICs) in recent decades have positioned themselves as a factor of transformation in all scenarios of human action". Therefore, the introduction of new pedagogical practices with the use of technologies today must be part of a pedagogical management project. In this sense, training courses in the use of ICTs should be implemented in order to overcome the barriers imposed by the inadequacy of the curriculum, the lack of preparation of the actors of the Angolan national education system. On the one hand, offering continuous training courses for teachers and, on the other hand, implementing computer classrooms in schools by creating an infrastructure with computer labs and digital classrooms in Bailundo schools. In this way, teachers and students can have and impart quality education oriented to the 21st century. An aspect of great concern to government agencies is the large number of teachers and school principals who are reluctant to use ICTs in schools and classrooms because they are not proficient in the use of technologies in education. It should be noted that the Angolan government's main challenge is to overcome these differences, train teachers, and improve the quality of teaching and learning processes throughout the country.

Nowadays, globalization and new technologies are integrated in all branches of society, turning the world into a global village, where information crosses thousands of kilometers in milliseconds. This fact demands the updating of professionals in all fields, including Education. In this sense, the adaptation of education professionals to such demands necessarily requires specific and constant training. Therefore, the continuous training of teachers and school managers is a necessity to solve these problems since the school must evolve to follow the technological progress of the XXI century, implementing the necessary tools for education with the use of digital technologies, such as laboratories or computer classrooms.

In this sense, we highlight the need for laws that organize and legislate on the functioning of computer classrooms in schools in Angola as well as the creation of the position of computer teacher for the digital literacy of students, allowing them a current learning space capable of offering possibilities of integral growth and alignment with the demands of today's society. It is important to highlight the need to create the position of technical pedagogical responsible for computer environments in schools and the selection through public competition of this professional, whose specialty is the management and counseling of the educational process that, in addition to working with students, can provide training courses and seminars for teachers of the schools.

Method

This qualitative and quantitative study aims to understand the challenges of 21st century education in the municipality of Bailundo as well as the use of new information and communication technologies, analyzing the historical trajectory in education in the aspects of learning and didactics.

Participants

The study included 10 teachers, 4 principals, and 1 Municipal Director of Education from the Bailundo Public Education system, making a total of 14 participants.

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Research instrument

A two-phase ad hoc questionnaire published on the *Googleforms* platform was used*,* containing questions on sociodemographic data and on continuing education and the use of ICTs in school spaces and pedagogical practices.

Data analysis

It consisted of the use of descriptive statistics measuring the results of the surveys applied, which according to Rudio (2000) is a methodological phase that aims to obtain information about reality. The data were tabulated and analyzed with Excel software; averages and percentages were used; they are presented in descriptive statistics.

Results

The results were analyzed and presented in tables and graphs. From the point of view of the teachers and principals interviewed, it was found that they consider important the use of information and communication technologies in the pedagogical practice of teachers because it increases interest, participation, and motivation favoring student learning.

In summary, as the problem and the challenges presented in the research, it was possible to realize that the use of ICTs, both in the pedagogical process - teaching and learning process, and in the administrative process - School Organization, generates a positive impact for teachers, school managers, since it allows multiple interactive and collaborative tasks with their students and other collaborators. On the other hand, for teachers, ICTs provide a new way of approach between teachers and students, creating new horizons, new ways of accessing knowledge quickly and efficiently, providing a fast and accurate management of students' doubts, thus contributing to the flow of information and improving the quality of the teaching and learning process. The challenge of this improvement is a great challenge among all those involved in education, some with less time of service and others with more time going together.

Therefore, this research aimed to analyze, based on sociodemographic data, teachers' knowledge of technological tools in the teaching and learning process (see Figure 3).

In relation to the seniority in teaching, it is observed that most of the interviewees have more than 40 years of teaching, a fact that leads us to reflect on what has been the professional training of these teachers and what competencies they need to work with ICTs in teaching.
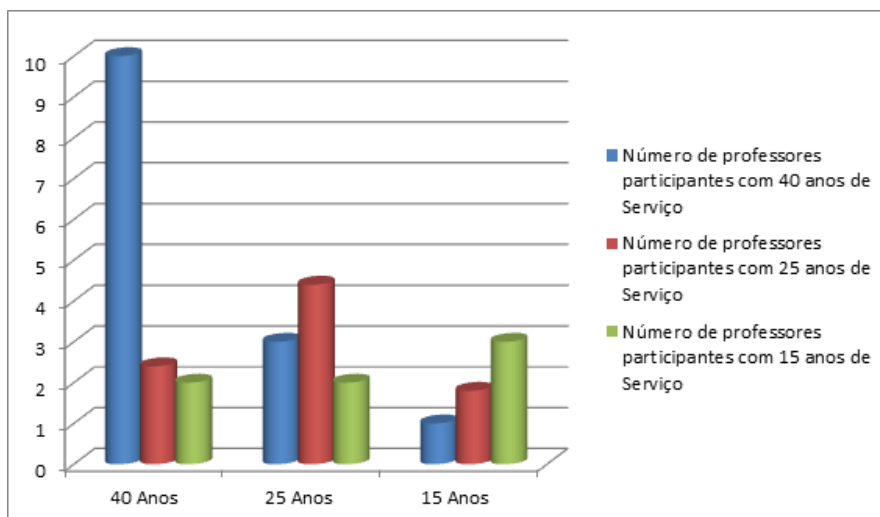
Figure 3. Seniority of teachers and directors of the Municipal Directorate of Education, sociodemographic data.
Note: Source: Own elaboration, 2021

It can still be seen that these teachers are on the way to retirement and are almost always resistant to the new technologies and active methodologies that are demanded today. In this sense, would they be willing to take training courses in computers, methodologies, and the use of information and communication technologies in the classroom, given that Information and Communication Technologies arrived to revolutionize education? This leads us to the results in Table 1.

Table 1 summarizes the main results of the questionnaire applied to the teachers of the Colégio Público Ekuikui II, Instituto Técnico de Saúde do Huambo - Extensão do Bailundo, Liceu Augusto Catchitiopololo Rei Ekuikui IV do Bailundo, belonging to the Municipal Directorate of Education and expressed in %, using a Likert scale.

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Table 1

Knowledge of the teachers interviewed about new digital communication and information technologies.

No.	Variables	Yes	%	No	%	I do not know	%	May be	%	Total
1	Have you heard about the use of NTICs in education?	5	25	10	75					15
2	Have you used active methodologies at least once in your classes?	3	25	10	70			1	5	15
3	During the teacher training course, did you have computer subjects with practical and theoretical classes?	2	10	10	75	3	15			15
4	Have you ever attended a workshop on the use of active methodologies in the classroom using ICTs?	2	20	13	80					15
5	Can the use of ICTs in the classroom and in school organization and management improve the teaching and learning process in the country's educational centers?	13	90	1	5	1	5			15
	Total:	25		44		4		1		75

Note: Source: Own elaboration, 2021

When analyzing the answers of the questionnaire made to the teachers and directors, it can be observed that 90% of the evaluated teachers present a level of dissatisfaction with the lack of continuous training and training seminars with active methodologies and Information and Communication Technologies. Among the participants, it was found that:

25% have ever heard of Information and Communication Technologies; there are three that have heard of ICTs. 20% have used it at least once in the classroom. 10% have had computer subjects in their VET courses, only 20% (2) of the teachers have attended seminars on the use of active methodologies in the classroom using ICTs.

These data point to the need to implement and start continuous education and training courses, from the governmental bases at the national, regional, and municipal

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levels that develop competencies that respond to the demands of the use of Information and Communication Technologies and active methodologies, which will allow training the employees of Bailundo's educational system, which will be reflected in the education quality of the students of all educational levels in the region, from primary, secondary, and higher education institutions.

The reality of the moment, created from the COVID-19 Pandemic, imposed on the world a redefinition of the ways of teaching, causing changes that included technologies as an essential didactic instrument for both the teacher and the student. This fact influenced the inclusion of technological tools used in distance classes to replace face-to-face classes, seeking the benefit of students, making the work of teachers possible. Indirectly, it has contributed to the emergence of the discourse of the use of technologies in the schools of the region, which can result in an improvement of the methods and consequently of the education of the Bailundo citizen. Technology has changed the teaching process all over the planet; however, on the other hand, traditional teaching methods (chalk, blackboard, textbooks, etc.) are no longer so attractive to today's students. According to (Tajra, 2012):

> The first great technological achievement was the book which, for years, has been the flagship of technology in education, and we have not seen that the book is the result of a technique. Why? Because we have already incorporated it in such a way that we don't even realize that it is a technological instrument. [...] technology is only technology when it is born after us. What existed before we were born is part of our lives in such a natural way that we don't even realize it is technology.

Discussion and conclusions

The interpretation of the percentages obtained with the quantitative instrument is related to the manifestations of the teachers in the focus groups, and it is possible to establish partnerships that include the experience of career teacher trainers in the area of Information and Communication Technology, with the perception of being good mentors and being part of the training that will be offered to the human resources of education in Bailundo.
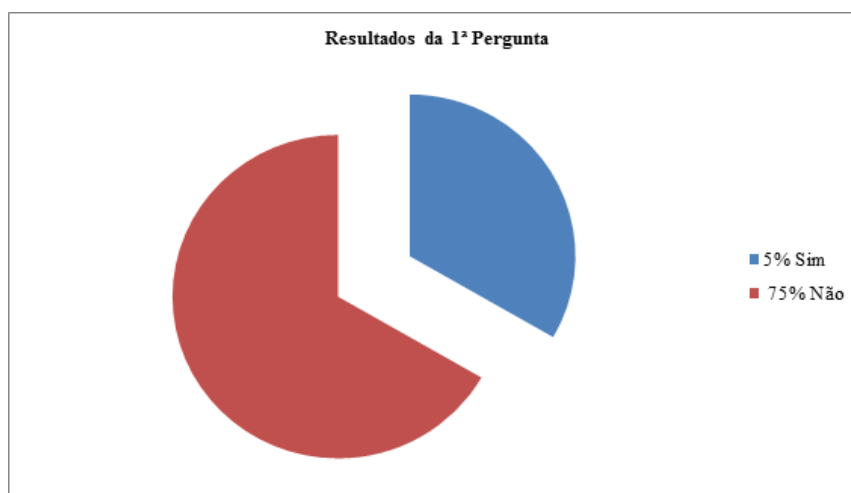
Figure 4. Results obtained in question 1.

Note: Source: Own, 2021

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The results of the first question show that 5% of the respondents have heard of the use of new information and communication technologies in education, and 75% have never heard of them, which denotes a great weakness and resistance in the use of technologies, a great and valuable tool in the digital era in Bailundo schools. The digital era has become one of the main challenges for teachers, who have to follow the rapid changes derived from the development of Information and Communication Technologies, as well as to insert them in their methodological practices.

For Brandão and Cavalcante (2016), it is not enough for the teacher to appropriate this vast variety of technological resources, but also to understand that educational technology is the innovative way to mediate knowledge, promoting learning situations that stimulate and challenge students, using the synergy of individuals in this technological era in favor of more creative and autonomous attitudes in the teaching and learning process.
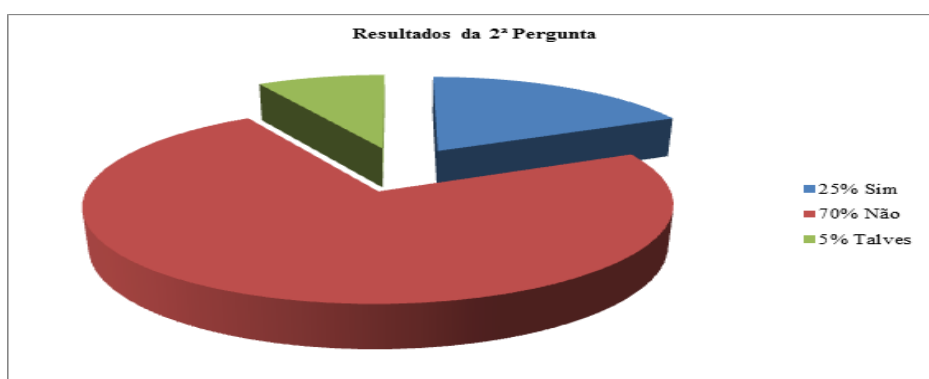
Figure 5. Results obtained in question *2*

Note: Source: Own elaboration, 2021

In the present graph, we have 25% of interviewees who have used active methodologies in their classes, 70% who have never used them, and 5% who say they have used them or not but did not know the name of the methodology, a fact that leads them to know with certainty whether they have used them or not. Figure 6: Representation of the results of question No. 3 of the interview questionnaire.
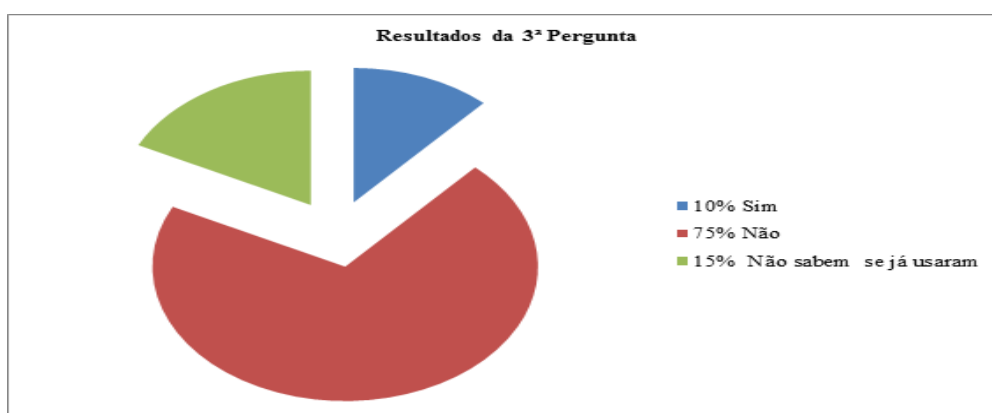
Figure 6: Results obtained in question 3

Note: Source: Own elaboration, 2021

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Figure 6 represents the results obtained in the survey applied to 15 teachers where 10% said yes; during their training they had Computer Science subjects with practical and theoretical classes, 75% did not have the discipline in their curriculum, and 15% did not know if they had it or not due to the time in which they did the training.
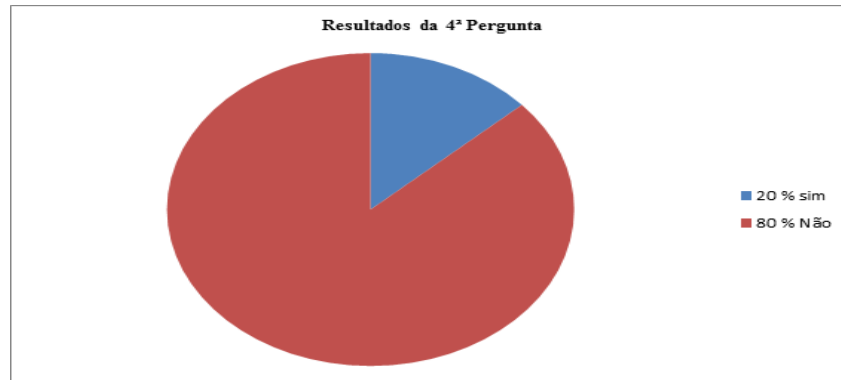
Figure 7. Results obtained in question *4*

Note: Source: Own elaboration, 2021

Figure 7 represents the results of the 4th question in which 80% of the survey participants stated that they had never participated in any workshop on the use of active methodologies in the classroom using ICTs, and 20% stated that they had already participated in gender workshops.
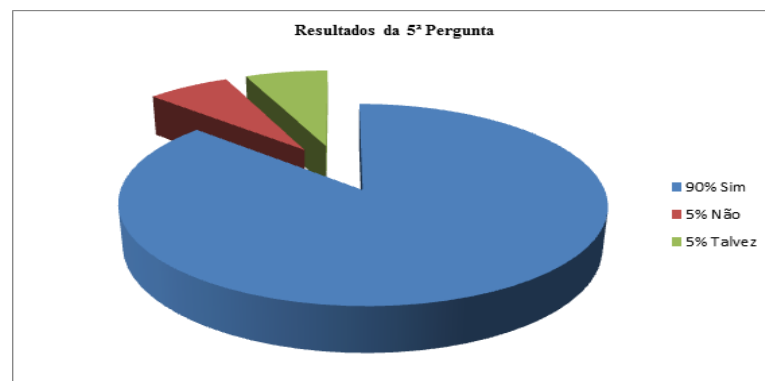
Figure 8. Results obtained in question *5*

Note: Source: Own elaboration, 2021

According to the results obtained in question 6, it can be seen that 90% of the teachers interviewed agree that the use of ICTs in the classroom and in School Organization and Management can improve the teaching and learning process in the country's schools, only 5% said no, and the remaining 5% expressed doubts about the use of ICTs in pedagogical practice.

The research data indicated that there is a percentage of teachers who already make use of new information and communication technologies as a pedagogical tool and to improve teaching strategies, but this occurs in a very restricted and slow way. This

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slowness in the insertion of ICTs in teaching may be a consequence of the precariousness and lack of availability of technological equipment and the *Internet* in most Angolan schools, as well as the lack of experience of teachers in handling computer equipment. In this direction, Chagas, (2010, p.16) explains:

> The teaching profession has always had a direct relationship with books, chalk, blackboard, and paper. In recent years, this has changed a lot. The teacher's universe of resources has expanded - he or she may not abandon the usual material, but today incorporates a direct relationship with technologies [...], bringing new perspectives to teaching.

It was observed that 75% have never heard of ICTs in education, 25% have; 70% have never used active methodologies in their classes, 25% already, 5% never knew because they have doubts; 75% of the teachers and principals during their training never had the discipline of Informatics, 10% have, 15% cannot say if they had or not; 80% of the teachers and principals have never participated in any training on active methodologies using ICTs, 20% have already done so; 90% of the respondents said yes, that the use of ICTs in the classroom and School Organization and Management can improve the teaching and learning process in the country's schools, 5% said no, another 5% said maybe. It should be noted that, based on these results, it is necessary to implement the continuing education project to increase the quality of the teaching and learning process needed in the coming years and to provide schools with computer equipment.

Therefore, when reference is made to quality school management, it refers to all those processes that make it possible for the school to achieve good learning outcomes for its students (Hendricks, 2000).

The results indicate that almost 85% of the population interviewed has no mastery of computers or the use of ICTs and their application in education, 10% have minimal mastery, and 5% are neutral. Thus, it can be concluded that the academic and professional training of school managers and teachers should be a main axis in the solution of these problems since the subordination of the qualitative method to the quantitative method allows relating the results of both investigations to obtain a more effective interpretation and mitigate the problems that afflict education in the municipality of Bailundo.

By analyzing the challenges of education in the 21st century in the Municipality of Bailundo, with focus on the current demands regarding the use of new information and communication technologies in the Education Sector of this region of Angola, in the proposal of continuous training of teachers and school managers using computer resources towards the upcoming challenges, it is concluded that Education cannot follow the institutional rules, curricula, and outdated pedagogical practices that do not correspond to the desires and needs of teachers and students, in the face of the undoubted transformations of today's world.

The teaching profession requires constant updating, knowledge, skills, scientific humility, and competencies that can only be obtained through academic, post-academic, and professional training, provided by professional and continuing education. In this sense, training should be understood as a permanent process of continuous education to provide the necessary support to the actors involved in the teaching and learning processes at all levels, contributing to the improvement in the quality of education and in the preparation of students and, consequently, in the professional valorization.

The results found in this study point to the urgent need to train and empower public school teachers in the region for these new times, hoping to improve pedagogical practice

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and the knowledge necessary to raise the level of learning obtained in the teaching-learning processes of students in schools, in general, with the updating both pedagogical and in the use of digital technologies, empowering their students so they can face the challenges of the digital era through computer classrooms, teachers who know how to work with the programs, active methodologies, ICTs. It is also expected within the school management that is updated and computerized and allows to register and update quickly and efficiently, documentation and legal procedures, as well as the work of monitoring and registration of the files of the students of the institutions, creating a system of monitoring and participation of the internal and external community, as well as the school through virtual environments and constituting the advancement of the educational system.

It should be explained that both the public and charter schools in Bailundo, as well as the teaching staff, carry out, as far as possible, actions to transform education and educational practice, taking advantage of the resources made available by the region's educational institutions, but there is still a long way to go to reach a level of both technological material and continuous teacher training and education that will allow the desired results to be obtained. To this end, it is necessary to invest in materials, technology and training courses as well as in teacher training. Thus, taking into account the results obtained, it is proposed to continue researching the issue and propose solutions.

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THE IMPACT OF GAMIFICATION USING ICT ON FOURTH GRADERS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES SUBJECT

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Abstract. The concept of gamification applied in the educational field has a positive impact in the students' motivation and behavior in learning. The purpose of this article is analyzing what was the impact of gamification using ICT on fourth graders' academic performance in Social Studies subject. In order to carry out this research, several pedagogical strategies and learning theories reviews were searched. The mixed-methods sequential explanatory design, that implies collecting and analyzing quantitative and then qualitative data, was chosen. This type of study has validity and reliability criteria. A group control was needed in order to compare pretest and posttest results. SPSS 11.0 software was used for the qualitative data analysis and Atlas.ti tool was implemented for the qualitative data analysis. The result demonstrated that there is a significant difference the means of the scores obtained in the pretest and the posttest. At the same time there is an improvement in the climate of the classroom, learners' participation in class was higher and they were more motivated. We highlight the teachers' proposal in regards to the use of gamification ICT tools for planning, motivating, learning and assessing along with the successful gamification experiences exchange in other knowledge fields. It is concluded that the use of gamified strategies represents a positive contribution to teaching dynamics, useful for improving academic results in social sciences.

Keywords: Gamification, motivation, ICT, learning, academic performances.

MLS Educational Research

IMPACTO DE LA GAMIFICACIÓN CON TIC EN LA ENSEÑANZA DE LAS CIENCIAS SOCIALES EN ESTUDIANTES DE CUARTO GRADO DE PRIMARIA

Resumen. El concepto de gamificación aplicado en el ámbito educativo, incide positivamente en la motivación y compromiso de los estudiantes en los procesos de aprendizaje. El propósito de este artículo consiste en analizar cuál fue el impacto de la gamificación con TIC en el desempeño académico en el área de ciencias sociales por parte de los estudiantes de cuarto grado de primaria de la institución educativa técnica Antonio Nariño de Moniquirá - Colombia. Metodológicamente se realizó un estudio de tipo mixto secuencial explicativo CUAN →CUAL →CUAN donde intervienen instrumentos cuantitativos y cualitativos, que cuentan con los respectivos criterios de validez y fiabilidad. La muestra quedó compuesta tanto por docentes, que participaron a través de la entrevista etnográfica y el cuestionario y facilitaron la observación del desarrollo de la propuesta de gamificación, como por estudiantes, que fueron organizados en dos grupos: experimental y control, para confrontar los resultados obtenidos en el pretest y postest. En el análisis de los datos cuantitativos se utilizó el *software* SPSS 11.0 y para el análisis de los datos cualitativos se implementó la herramienta *Atlas.ti*. Dentro de los resultados obtenidos se destaca que sí existió diferencia significativa entre las medias de los puntajes obtenidos en el pretest y el postest, tras la implementación de la propuesta gamificada, a la vez que se evidencia mejoramiento del clima en el aula, mayor motivación y participación de los estudiantes en clase. Resalta la propuesta de los docentes en relación al uso de herramientas TIC gamificadoras para planear, motivar, aprender y evaluar, junto al intercambio de experiencias exitosas de gamificación en otras áreas del conocimiento. Se concluye que el uso de estrategias gamificadas supone un aporte positivo a las dinámicas docentes, útil para la mejora de los resultados académicos en ciencias sociales.

Palabras clave: Gamificación, motivación, TIC, aprendizajes, desempeño académico.

Introduction

Gamification is a phenomenon of growing interest for practitioners and researchers. The definition of gamification refers to "the use of game elements and game design techniques in non-game contexts" (Werbach and Hunter, 2014, p. 28). The primary goal of gamification is intense engagement in the process of achieving habits and goals. Before entering education, gamification mechanics and dynamics were already impacting other sectors more related to marketing and economics, among which we can highlight the design of websites and human-computer interaction interfaces (HCI design, human computer interaction), the design of commercial products, marketing, and advertising. Although in these areas, gamification techniques, game mechanics, status, and rewards had already been implemented, it was not yet recognized as an engagement methodology for certain brands or products. However, in recent years, this type of theories and strategic operations of gamification of all types of environments and products, from *Facebook* to coffee shops like *Starbucks*, through some viral marketing campaigns, have taken the name of *gamification* (Scolari, 2013).

It is very common in the educational field to confuse, in practice, the concept of gamification with that of game-based learning (GBL) since it is considered, according to

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Reyes (2016), that "each approach can give the necessary motivation and inspiration to the target population; in fact, they can be mixed, commonly this combination is known as *Serious Games*" (p. 9)**.** For Gómez (2020), the main difference between these two concepts is that gamification incorporates the most effective elements of games in the teaching-learning process without committing to a specific game, while ABJ relies on a game to convey the content to the student. Also analyzed is what is written by Foncubierta and Rodriguez (2014) who define gamification as:

> The technique that the teacher employs in the design of an activity, task, or learning process (whether analog or digital in nature) by introducing game elements (badges, time limit, scoring, levels, etc.) and/or their thinking (challenges, competition) in order to enrich the learning experience, direct and/or modify student behavior in the classroom. (p. 2).

Therefore, it is intended through gamification to capture the attention of students through the use of playful elements since, according to Ramírez (2014), it is established that gamification "aims to entertain, build loyalty, and improve the experience in the teaching and learning process" (p. 28).

In this sense, gamification is intended to increase the intrinsic motivation of students to learn, which is the one that fixes their interest in study or work, always showing self-improvement and personality in achieving their goals, aspirations, and objectives (Gómez, 2000). Following Teixes (2015), it can be stated that gamification is the application of game resources (design, dynamics, mechanics, and elements) in non-game contexts, in order to modify the behavior of individuals, acting on their motivation for the achievement of specific objectives. This statement is confirmed by Contreras and Eguia (2017) when they specify that "Gamification is the use of mechanics associated with the video game, to present the student with a series of learning challenges, which when the student has fulfilled them, will generate a short-term reward" (p. 23).

In addition to the above, it should be noted that, just as society is computerized and demands from its members the management and rational or critical use of these media, in the same way, education must incorporate computer media and adapt to these needs (Bustillo, 2012). All the more reason to take into account during the planning of classroom moments, the insertion of Information and Communication Technologies (ICTs) together with the gamifying structures of the contents.

With the contributions of gamification to education, following Borrás (2015), the aim is to activate motivation to learn, obtain constant feedback, acquire meaningful learning, improve memory retention by being more attractive while promoting commitment to learning, class loyalty, measurable results (levels, points and medals), and the development of autonomous learning.

The rigorous review of the relevant literature has allowed us to recognize that gamification has been successfully implemented in different contexts, with the main objective of improving achievement motivation among participants. Likewise, what is presented by Suárez and Custodio (2014) is taken up again, regarding the fact that education as a relevant aspect in the life of the human being has given rise, together with ICTs, to a

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new teaching environment in which the student is able to become the protagonist of his own learning, where time and flexibility are considered relevant factors.

The study in reference, revolves around one of the most sensitive needs among fourth grade teachers and students of primary school of the educational institution (IE) técnica Antonio Nariño de Moniquirá - Colombia; because the constant evolution of technology, the internet, social networks, and its evident incursion in education, have contributed to the academic processes in the area of social sciences do not achieve the objectives set. This situation occurs because students lack motivation and interest in learning; they do not carry notebooks, they are easily distracted, and their attitude reflects lack of benefit from the activities proposed by teachers, and they prefer to be aware of their social networks through their mobile device. Little time is dedicated to the realization of meaningful educational experiences; likewise, during the evaluation processes, in many occasions such activity is focused on relating phenomena or concepts or in the realization of theoretical type activities; one of the most notable consequences of this wasted teaching - learning process can be evidenced in the academic records of the students, where it is observed that this area presents the highest degree of academic failure, with respect to its hourly intensity, with performance indicators: Low and basic in more than 48% in the 2019 and 2020 academic years, according to academic record database.

In order to analyze the impact of gamification with ICTs in the teaching-learning processes in the area of Social Sciences of the fourth grade students of the of primary school of the IE técnica Antonio Nariño de Moniquirá, a gamified didactic unit was designed and implemented in the classes in order to achieve the proposed objectives. Within these objectives, the main objective is to analyze how the use of gamification contributes to the improvement of academic performance and to the increase of motivation and participation of students in the social sciences classroom. Among the specific objectives, the following can be mentioned: The identification of the factors that affect the academic performance of students in the area of social sciences; the inquiry about the innovative methodologies implemented by teachers in the area of social sciences in favor of the improvement of students' academic performance; the identification of pedagogical strategies mediated by ICTs as well as the obstacles for their implementation. Finally, we verified the existence of didactic unit plans in the area of social sciences for the fourth grade of elementary school that included a gamification approach with ICTs.

Method

In the development of the gamification proposal with ICTs in the teaching of social sciences in the fourth grade of elementary school, an explanatory sequential mixed study was conducted, WHEN→ WHICH→WHICH. According to Creswell (2015), mixed methods research is one in which the researcher gathers quantitative and qualitative data, integrates them, and then makes interpretations based on combining the strengths of both. This type of convergence between these two methodologies is also present in studies that include methodological triangulation, as they are elaborated from the results found through various research methods and techniques that combine and complement each other in the different

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partial analyses of the discourses. This approach facilitates the contrast of viewpoints present in the discourses on the problem addressed (Amber and Domingo, 2021). Figure 1 shows the mixed sequential explanatory sequential design, WHEN→ WHICH→WHICH, that guided this study.
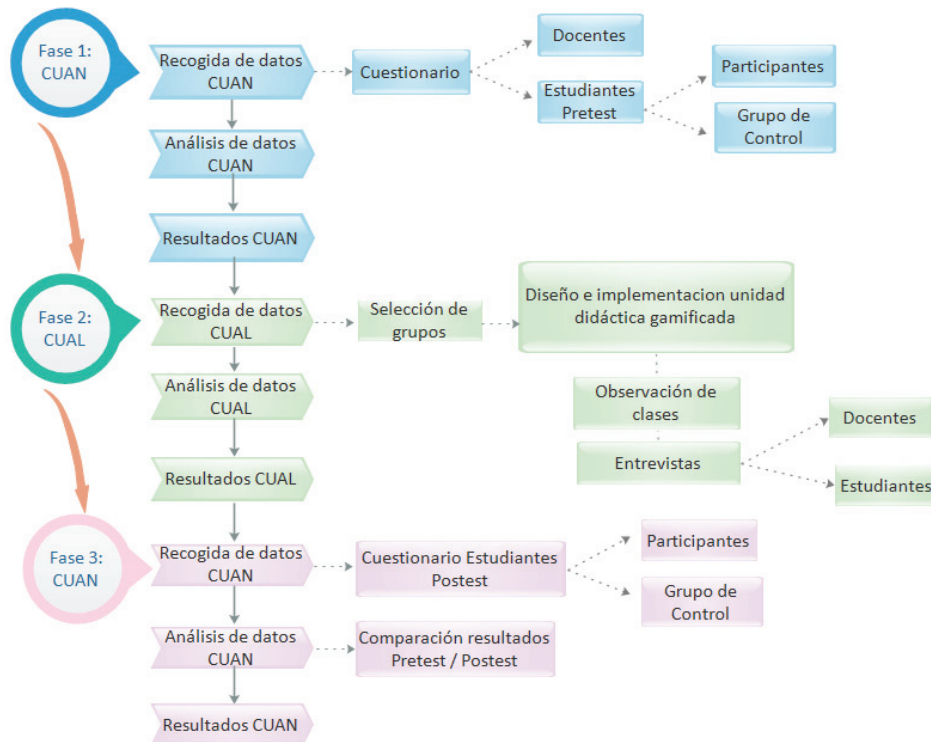
Figure 1. Diagram of the sequential methodology applied in the proposal.

Participants

The population of the present study consisted of 193 students in the fourth grade of the IE técnica Antonio Nariño de Moniquirá - Boyacá. Eighty-nine students are female and seventy-nine are male. Their ages are between 8 and 14 years old, and their socioeconomic stratum is between 1 (low - low) and 3 (medium - low). In Colombia, strata 1, 2, and 3 correspond to the population with fewer resources, while stratum 6 (High) corresponds to the most socioeconomically privileged population.

The type of sample used is probabilistic: simple random sample (SRS). The sample frame of reference used in phases 1 and 3 of this proposal (application of the questionnaire: Pretest and Posttest), corresponds to the SIMAT database (Registration Record) for active students in the educational institution, which are distributed in six courses of the fourth grade of elementary school as follows: course 4-1 with 31 students, course 4-2 with 31 students, course 4-3 with 33 students, course 4-4 with 31 students, course 4-5 with 34 students, and course 4-6 with 34 students; total of 193 fourth grade students. The selection of the sample

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corresponding to the 78 participating students was made randomly. The sample of teachers corresponds to 3 teachers, taking into account that they are the ones who directly guide the area of social sciences in the participating courses.

Instruments

In the quantitative phase, the questionnaires were applied taking as a basis what is stated by Osorio (2000), in relation to this type of instrument, whose purpose is to collect the opinion or characteristics of a group of people about a specific topic or theme with the intention of studying the fact proposed in the research or verifying formulated hypotheses. In the development and validation of these instruments, reference is made to the steps proposed by Supo (2013): Review previous literature, explore the concept, list the topics, formulate the items, formulate the items, select the judges, apply the pilot test, evaluate the consistency, reduce the items, reduce the dimensions, and identify a criterion.

The design of the questionnaire took into account its validity and reliability, according to Glasserman (2013). The questionnaire applied to teachers during the diagnostic stage indicated expectations about gamification, the importance of motivation in class, and the use and implementation of technological resources, such as devices and applications related to gamified and playful learning. Due to the confinement measures adopted by the national government due to the Covid-19 pandemic, this instrument was implemented through a form in *Google Forms*. As for the questionnaire applied to the students in the diagnostic phase, this is taken up again in Phase 3, when the progress in learning (academic performance) is compared after having implemented the gamified didactic unit. Figure 2 shows the quantitative data collection techniques.

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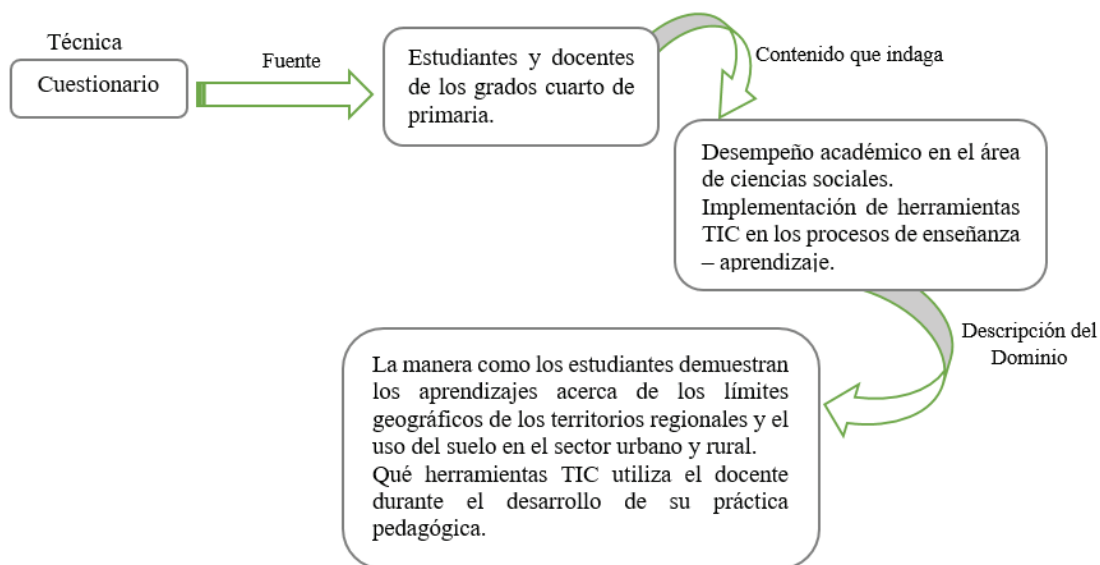
Figure 2. Quantitative data collection techniques.

In order to collect the qualitative data necessary for the development of this research, participant observation and ethnographic interview were used. Following Hernández, Fernández, and Baptista (2014), participant observation refers to the fact that the researcher is included in the group in order to keep (from the inside) a systematic, valid, reliable record of observable behaviors and situations. Along the same lines, classroom observation as an inquiry technique, according to Martínez (2009), is a practice for collecting information *in situ* and, in general, "is understood as an activity whose purpose is to collect evidence about the aspects involved in the teaching and learning process in the context in which it is exercised" (p. 65). Therefore, it can be carried out in different ways together with the application of an observation guideline. It is also necessary to emphasize that the annotations recorded through this instrument are undoubtedly marked by the new norms of social behavior due to the Covid-19 pandemic. In the schools, through the application of the alternation model (consisting of a combination of face-to-face and virtual learning with the permanent attendance of 50% of the students at the educational institution), the number of students per group has been reduced, and the use of ICTs in class has increased.

The interview designed for teachers and students revolves around the impression generated by the use of gamification tools and the implementation of the gamified didactic unit. The qualitative data collection techniques used in phase 2 of this study can be seen in Figure 3.

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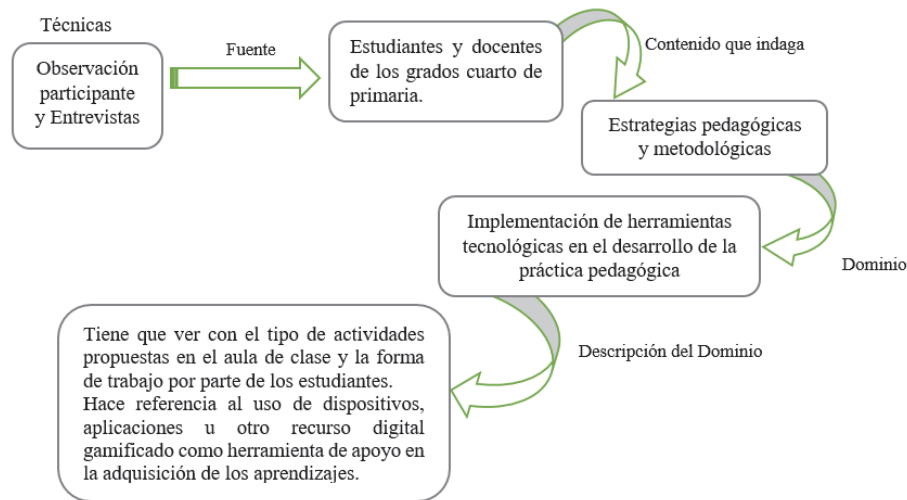
Figure 3. Qualitative data collection techniques.

Validity and reliability

According to Martínez (2006), the validity criteria that should be considered in a study are model or construct validity, internal validity, external validity, reliability, and triangulation. Figure 4 shows the validity criteria that were present in the research.
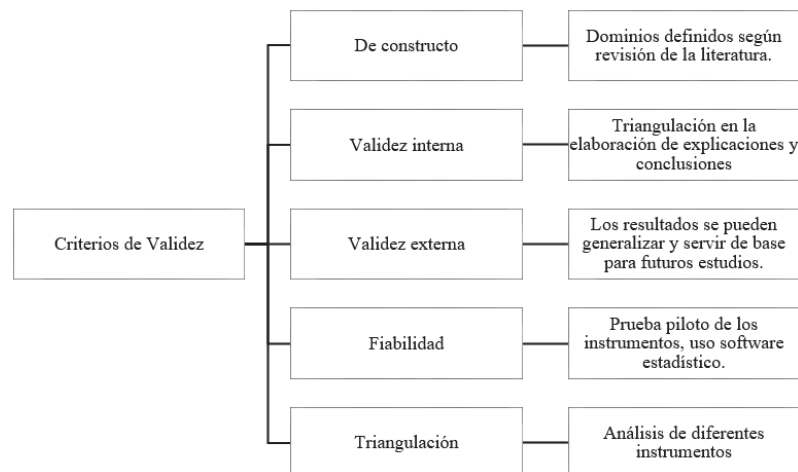
Figure 4. Criteria for instrument validity.

To ensure the internal consistency of the student questionnaire implemented in phases 1 and 3, Cronbach's Alpha was calculated in the SPSS application. The results are presented in Table 1.

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Table 1
Final statistics of the total number of elements

Scale statistics				Reliability statistics	
Mean	variance	Dev. Deviation	N of elements	Cronbach's alpha	N of elements
34,75	68,250	8,261	14	0,847	14

Thus, we have a Cronbach's Alpha equal to 0.847 for N= 50 tests evaluated, which indicates that the internal consistency of the results obtained with this test is moderate. Taking into account what was proposed by Oviedo and Campo (2005), Cronbach's Alpha values between 0.70 and 0.90 indicate a good internal consistency.

In relation to the validation of the instrument developed to learn about the teachers' approaches to the concept of gamification, the SPSS application was used to confirm its reliability. Table 2 shows the results obtained:

Table 2
Reliability of teachers' instruments

Scale statistics				Reliability statistics	
Mean	variance	Dev. Deviation	N of elements	Cronbach's alpha	N of elements
74,25	26,917	5,188	13	0.745	13

In the case of the questionnaire applied to teachers in phase 1, Cronbach's Alpha is 0.745 for N= 3 (3 social science teachers) tests evaluated, which indicates that the internal consistency of the results obtained with this test is moderate. Taking into account what was proposed by Oviedo and Campo (2005), the values of Alpha Cronbach between 0.70 and 0.90 indicate a good internal consistency.

For the validation of the qualitative instruments, the evaluation by means of expert judgment was used. This method, according to Robles and Rojas (2015) is a validation strategy that "basically consists of asking a number of people to demand a judgment towards an object, an instrument, a teaching material, or their opinion regarding a specific aspect" (p. 2).

At this point it is emphasized that validity and reliability are the two quality criteria that a measurement instrument must meet after being submitted to the consultation and judgment of experts, so that researchers can use it in their studies. Validity, defined as "the degree to which a measuring instrument measures what it actually intends to measure or serves the purpose for which it was constructed" (Martín, 2004, p. 5). In particular, it can refer to content or construct.

Research development process

The first phase consisted of a quantitative study that consisted of the application of a questionnaire to the students and another questionnaire to the teachers. Once the

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questionnaires were implemented, the respective analysis of the results obtained was carried out.

In the second phase, a qualitative study was carried out, which consisted of the design and implementation of a gamified didactic unit in the area of social sciences for fourth grade students. This gamified didactic unit consists of the following elements: Pdf documents, presentations, videos, maps, and interactive games that are hosted on the Classting platform, within a class created for the respective grade and in the indicated area. Students can access this class through a link generated by the same platform and that teachers share with the students enrolled in that class. Figure 5 shows the main screen.

Figure 5. Main screen of the gamified didactic unit.

The implementation of this gamified didactic unit was carried out in ten class sessions during an academic period in which school activities are developed with the following dynamics:

- The game progresses through a series of levels, which are related to the progress of learning about each of the provinces of Boyacá and the georeferencing of each of its natural resources.
- In order to reach each level, students will have to earn different badges (see Figure 6), which can be achieved by viewing and taking notes on videos and images, participating in activities or repeating positive behaviors.
- When reaching a new level, students will obtain one or more achievements, which will give them benefits in the classes or in the evaluation of the subject.

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Figure 6. Game badges for the gamified didactic unit.

Simultaneously to the implementation of the gamified didactic unit, a class observation guideline format was used to determine the students' attitude towards the acquisition of new learning in the area of social sciences. Once the application of the gamified didactic unit was completed, interviews were conducted with teachers and students to learn their impressions about this new teaching methodology. Once the results of this second phase were obtained, as in the first phase, the respective analysis of results was carried out.

The third phase consisted of reflecting on the results obtained. The academic performance of the students before and after the implementation of the gamified didactic unit was compared, for which the same questionnaire applied in phase 1 was applied to the students. In this phase, conclusions were drawn to support the improvement of learning processes and teaching performance.

Data analysis procedure

Hernández et al. (2014) point out that for data analysis in the mixed approach it is suggested "(...) to include a section where the method, collection, and analysis of both quantitative and qualitative data are presented" (p. 549). Following the aforementioned authors and taking into account that this is a mixed design study, the results are presented under the triangulation scheme. Consistency was sought between the results obtained from both approaches and possible contradictions or paradoxes were identified.

The analysis of data from the mixed method requires the use of specific techniques according to their quantitative and qualitative origin. Following Creswell and Plano (2007), the analysis of the information is carried out independently. In relation to the analysis of quantitative data, the following activities were previously carried out: data coding, organization of a matrix, saving the file, debugging of errors. Once the above was done, the statistical package Statistical Package for the Social Sciences SPSS® or PASW Statistics SPSS 11.0 was used. In the case of the questionnaire, the database of the questionnaires applied to the two samples (teachers and students) was created. This software was also used

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for the analysis of the results obtained in the post-test by the set of students designated as the control group.

As for the analysis of the qualitative data, i.e., the information collected in the participant observation and the interview, the following procedure was followed:

- Participant observation: The content of the transcripts was analyzed based on the categories of classroom factors previously established. Attention was paid to the emergence of elements that would make it possible to identify the presence or absence of the factors studied in classroom practices.
- Interview: The content of the interviews was analyzed based on the ideas and concepts that are part of the categories of analysis of the study.

For the analysis of the textual data collected through the interviews, the general process of qualitative data analysis described by Rodríguez and Gómez (2010) was followed, which is a flexible process that can be adapted to the different conditions of each specific research context. The scheme shown in Figure 7 was used as a reference.

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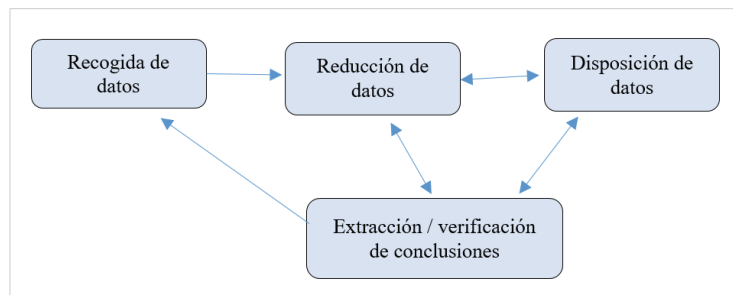
Figure 7. Tasks involved in data analysis.
Note: Villagrán (2020).

After collecting the data from the interviews, we proceeded to reduce them, taking into account that the length of the interviews and their qualitative nature, the amount of information obtained was high, so it was necessary to reduce it for its handling during the analysis. To this end, the most relevant data were selected and then simplified and summarized in a clear and precise manner. *Atlas.ti* was used as support *software* in this process, taking into account what was stated by San Martín (2014), who states that it is one of the most powerful programs for the analysis of qualitative data. This *software* contributes to the theoretical construction in educational research through the separation of units or categorization with the division of information into different thematic criteria. Once the information was reduced, we proceeded to what Rodriguez and Gomez (2010) call the arrangement and transformation of data.

The strategy used to obtain the conclusions was comparison since it makes it possible to clarify the relationships, discrepancies, and similarities that exist between the data that form part of the same thematic category. The conclusions obtained are verified through the strategies described by Flecha, García, Gómez, and Latorre (2009): critical judgment with other researchers, assurance of structural coherence, and checks with the participants.

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Results

The following are the results obtained in the implementation of the gamified didactic unit, according to the source (students and teachers), as shown in Figure 8.
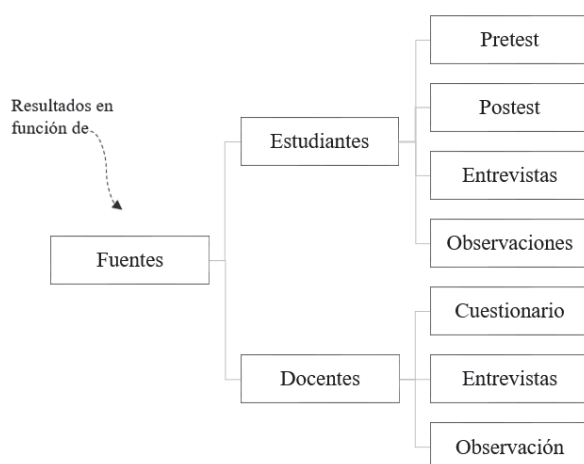
Figure 8. Results according to the sources of information.

In relation to the results obtained by the students, Figure 9 shows the results of the questionnaires (pretest and posttest) obtained by the fourth grade students who participated in the implementation of the gamified didactic unit in the area of social sciences. It was noticed that the learning oriented under the pedagogical strategy of gamification with ICTs showed better results, allowing a better development of the classroom programming intended in the established academic period. It can also be observed that the questions (2, 3, 4, and 5) that were not addressed in depth in the planning of the gamified didactic unit obtained a lower number of correct answers in the posttest, which allows us to indicate that the academic reinforcements supported by ICTs, and with the focus on gamification, allow us to strengthen classroom learning more effectively.
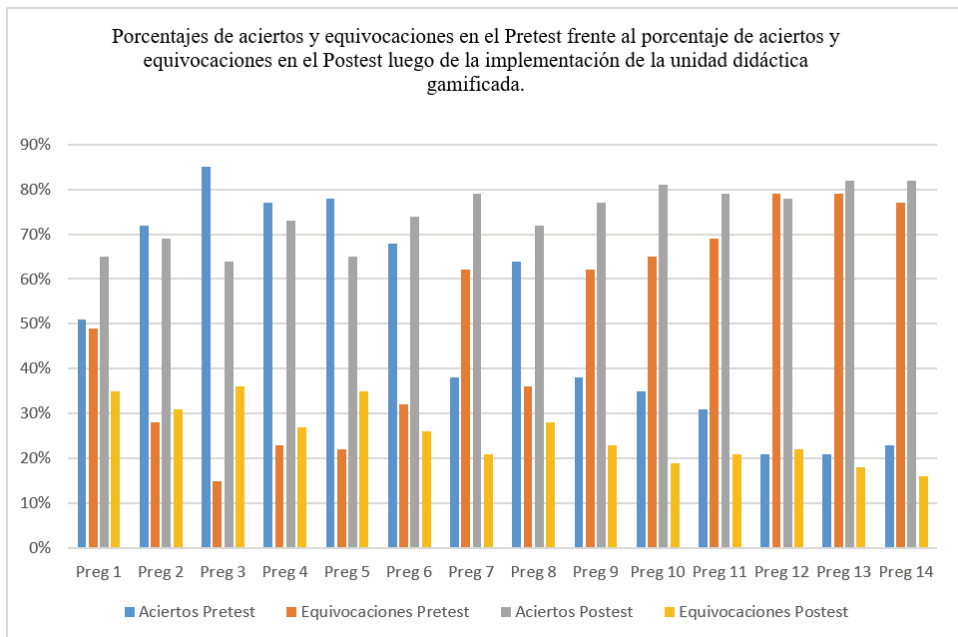
Percentages of hits and misses on the pretest versus the posttest.

Table 3 shows that there was a significant difference between the means of the scores obtained in the pretest and posttest because P(T<=t) two-tailed is less than Alpha, which allows us to affirm that the implementation of the gamified unit had a positive impact on the academic performance of the students. It can also be evidenced that the averages went up from 2.42 to 3.67.

Table 3
T-test for paired two-sample means

	PRETEST	*POSTEST*
Mean	2,424	3,677
Variance	1,629	1,715
Remarks	78	78
Pearson correlation coefficient	0,213507086	
Hypothetical difference of means	0	
Degrees of freedom		
T-statistic	-6,8216	
P(T<=t) one tail	0,0000	
Critical value of t (one-tailed)	1,6649	
P(T<=t) two-tailed	0,0000	
Critical value of t (two-tailed)	1,9913	

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Regarding the control group, the post-test was also applied in order to compare the learning progress of these two groups of students. Table 4 shows that there is a significant difference between the average results of the group of students who participated in the implementation of the gamified didactic unit and the average results obtained by the traditional teaching students.

Table 4

Independent samples test in SPSS control group

Test of independent samples									
	Levene's test of equality of variances		t-test for equality of means						
	F	Sig.	t	gl	Sig. (bilateral)	Difference in averages	Standard error difference	95% confidence interval of the difference	
								Inferior	Superior
Equal variances are assumed	4,818	,096	1,710	36	,036	-,59474	,34771	-1,29993	,11046
Equal variances are not assumed			1,710	28,747	,038	-,59474	,34771	-1,30616	,11669

In the interviews with the students, we inquired about the dynamics and mechanics designed within the gamified didactic unit (badges, point tables, game levels), some students stated that it is difficult for them to understand how to earn points, *"sometimes I do not understand quickly"* (EST.3_Ref.4), but that as they advance in the practices, they assimilate the mechanics of participation and how to obtain points. They also indicated that obtaining points is very simple and that for them it is more favorable that the area grades are the product of the points obtained in the course of each gamified lesson, *"it is better with points and not with evaluations"* (EST.2_Ref.6), *"I do better with points"* (EST.4_Ref.6), *"the points help me in the verbal report"* (EST.7_Ref.6). It was possible to corroborate that students consider favorable for their academic performance the development of classes with the use of gamification tools with ICTs *"that the computer and games are used more"* (EST.5_Ref.11), *"I wish the evaluations would not come back because they are very difficult"* (EST.9_Ref.11). The presence of game elements in the classes allowed the necessary spaces to advance in the pedagogical innovation in the development of evaluations through electronic devices and applications designed for that purpose. They considered that classes could be more enjoyable, *"that it had more games"* (EST.9_Ref.4) because the use of games motivates and awakens the interest in acquiring new knowledge, *"I think they are all good and better for learning"* (EST.6_Ref.10). The students expressed their interest for this methodology to be adopted by other teachers and implemented in other areas of knowledge.

As a result of the observation of the gamified class sessions, it is possible to highlight the active participation of the students and their constant interest in attending to the teacher's

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indications; some of the work done by the students is exhibited in the classroom. The treatment between the students and the teacher is maintained under the basic rules of respect and tolerance, showing warmth in their relationship. The scarce use of netiquette rules for virtual communication is highlighted.

In terms of teachers, Figure 10 shows the results of the questionnaires applied. The values highlighted in this figure are within the range of the scale established in this case (High - high from 91 to 100, High - medium from 81 to 90, High - low from 71 to 80, Medium - high from 61 to 70, Medium - low from 41 to 50, Low - high from 31 to 40, Medium - medium from 51 to 60, Medium - high Low - medium from 21 to 30, Low - low from 11 to 20, and Null from 0 to 10). However, teachers' perceptions regarding the implementation of gamification in the classroom are framed within the High - high and Medium - low levels. The importance of maintaining students' motivation is highlighted while they consider the game a motivating element in the classroom. However, class time dedicated to the game is moderate; although the use of technological resources is vital in the teaching process, their level of appropriation is basic and generates insecurity; perhaps for this reason, they make little use of them in class.

Figure 10. Results of the questionnaire to teachers.

The concept of gamification seems interesting to them, and although they have not used gamification tools for teaching social sciences, they agree with the implementation of a gamification technique, which requires training in these topics.

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With regard to the interviews conducted with teachers, once the different content units were analyzed and the proposed objectives were compared with the established variables, elements were found that show the interest of teachers in the area of social sciences in the implementation of gamified strategies in the classroom. In relation to the design of the sessions that make up the gamified didactic unit, it could be verified that "*The gamified didactic unit corresponds to the planning of our area is relevant, enjoyable, and entertaining for its development by the students; it is a very nice topic because it rescues our land and the value we should give to our department*" (DOC.3_Ref.7). In addition, they consider that "*Gamification brings curiosity, fun, or motivation to the classes and a novel methodology for teachers*" (DOC.2_Ref.3).

Regarding the attitudes of students and teachers towards the implementation of the gamified didactic unit. It is highlighted that "*The most outstanding result for me is the pleasure with which the children work in class; they have developed a lot of autonomy, they already know how the work strategy operates, and apart from learning, they also have fun and participate more in class*" (DOC.3_Ref.10). It is also noted that the use of ICTs allowed students to improve their behavior in the classroom and to take more care in the development of the proposed workshops, "*they like too much what has to do with ICTs, with technology and being told about games in class, much better, because they leave laziness behind and are more willing to do what they have to do, if they are more motivated and one does not make an effort to do (...), they already know how to do it*" (DOC.1_Ref.10). Autonomous and collaborative work was perceived among students based on respect and better participation in class, "*The development of the didactic unit has been very interesting because new things are learned, and the use of applications that motivates student participation in class is allowed*" (DOC.2_Ref.7).

The implementation of the gamified didactic unit contributed to strengthening the bonds of friendship and fraternity among the students, which generates satisfaction in the teachers "*to see the children happy, developing their tasks, without pressure and feeling that they are playing, but they are really in a class where they are learning several theoretical concepts that in another context would be very boring for them*" (DOC.3_Ref.13). These types of activities enrich soft skills and strengthen healthy coexistence among each of the members of the educational community because they are based on tolerance and respect for differences that promote the tireless search for peace that our country has long sought.

When observing the classes, the teacher constantly motivates the students and is very attentive to their questions, effectively accompanying them in the achievement of their learning. Sometimes there are verbal calls for attention related to the unpunctuality of some students, but there are justifiable reasons because in the midst of the economic recovery, the necessary school routes have not yet been assigned.

The moments of the class are presented in an organized manner by the teacher and the students correspond with good attitude and discipline in search of the satisfactory achievement of the proposed activities. The implementation of the dynamics and mechanics of the games in the class activities are successfully carried out, as well as the consistent use of ICT tools to evaluate.

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Discussion and conclusions

The fact of teaching with the characteristics of games and ludic practices in the classroom also enjoys a certain level of preference on the part of teachers. However, a clear (conceptual) difference between gamification as a technique and game-based learning (GBL) is not yet established. For Reyes (2016), "each approach can give the necessary motivation and inspiration to the target population; in fact, they can be mixed, commonly this combination is referred to as *Serious Games"* (p.9)*.* Despite the existing terminological confusion, after the implementation of the proposal, both teachers and participating students agree in highlighting the suitability of gamification strategies in the classroom for the improvement of motivation and learning, responding to the objective of this work.

Thus, when comparing the results obtained in the post-test by the control group with the scores obtained in the same test by the grades participating in the study, it became evident that the posttest results favor learning oriented under the gamification strategy with ICTs, in contrast to the scores obtained through the traditional methodology; also confirming that there is a significant difference between the averages of the experimental and control groups.

The classroom climate improved with the development of the gamification activities because, through participant observation, it was evident that the students were pleased when performing the proposed activities, as well as an improvement in the development of their autonomy, a better knowledge of the work strategy, and an increase in motivation and participation in class. In relation to classroom climate, for Arón and Milicic (2000), there are environments that allow the student to feel accompanied, safe, loved, calm, and that make possible a positive personal development; to feel that what they learn is useful and meaningful. In this aspect, the gamified didactic unit favored the strengthening of these characteristics of a positive classroom climate.

Students indicate that the use of points turns out to be a bit confusing at the beginning, but that, once they recognize the dynamics of the game, the points allow them to improve their academic results; which for Postigo, Barbosa, and Soto (2016) is framed in the concept of formative evaluation and is carried out through the acquisition of badges, and the accumulation of points for behavior based on the activities developed during a course.

While it is true that the pandemic boosted the use of applications from home, it was also noted that some children could not participate virtually in the development of the proposed workshops. Encouraged by this context, teachers recognize the importance of technological skills because they stimulate curiosity, fun, and motivation, corroborating what Borrás (2015) wrote. In this line, the teachers' proposal regarding the use of gamification tools to plan, motivate, learn, and evaluate stands out, together with other training or exchange of successful gamification experiences, also in other areas of knowledge.

The classroom observation guidelines also showed a clear need for change in the educational processes prior to the pandemic. Following this idea, there is a need to review and update the area plans and didactic resources, taking into account that the students' interest in games and technology should be used as a support tool to motivate students who for a long period of time were working at home and are now returning to school with great expectations and great challenges. In overcoming these challenges, teachers play a key role through their

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determination and innovative spirit in the search for strategies to improve pedagogical practices, as shown by the findings of this paper. These support what was presented by Suárez and Custodio (2014), considering that education, as a relevant aspect in the life of the human being, has given rise together with ICTs to a new learning environment. In this environment, the student is able to become the protagonist of his own learning, while time and flexibility play an important role in an education that, increasingly, tends to be virtual.

While it is true that different resources are required for the implementation of this type of projects in the educational institution, it is also true that, with a positive attitude, great improvement options can be generated, for which it is necessary to rethink methodological strategies but, above all, to learn to work as a team in search of a common goal: the success of the students.

In short, the implementation of the gamified didactic unit in social sciences classes has allowed teachers to develop the activities more fluently, generating a positive impact on the motivation and participation of students in class and, therefore, on the improvement of their academic performance.

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TEACHING CULTURE THROUGH FILMS IN THE EFL CLASSROOM

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Abstract. The present article aims to identify useful tips derived from an action research experience in teaching culture with films in an online high school class. To achieve this objective, an action research methodology was developed, in this sense, lesson plans were designed and implemented over four weeks through an academic intervention in first year high school students belonging to the "Luis Fernando Ruiz" Educational Institution. The data were obtained through some instruments applied, which included a teacher's reflection form, a peer observer´s table and a survey to students to obtain their comments. As a result, analysis of the data suggested some useful tips to teach culture with films in an online high school class, such as: a) Give clear instructions; b) Consider the length of the films; c) Use didactic material to attract students' attention; d) Motivate students; e) Select online tools carefully; f) Give enough time to complete activities, g) Analyze student's connectivity; h) Take into account the time; i) Promote students' participation; and j) Provide some feedback. These results are subjected to certain limitations: the number of classes taught to students, number of students who attended classes, and the number of students who completed the survey. From these results, it is concluded that the use of films in teaching English contributes to students´ cultural knowledge and reinforces language learning. By integrating these tips in the language teaching process, it is possible to teach culture to EFL students in a motivating way, achieving the lesson objectives and so improving cultural knowledge.

Keywords: Films, culture, language teaching.

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LA ENSEÑANZA DE LA CULTURA A TRAVÉS DE LAS PELÍCULAS EN EL AULA DE INGLÉS COMO LENGUA EXTRANJERA

Resumen. El presente artículo tiene como objetivo identificar consejos útiles derivados de una experiencia de investigación-acción en la enseñanza de la cultura con películas en una clase de bachillerato en línea. Para lograr este objetivo, se desarrolló una metodología de investigación acción, en este sentido, se diseñaron e implementaron planes de clase durante cuatro semanas a través de una intervención académica en estudiantes de primer año de bachillerato pertenecientes a la Unidad Educativa "Luis Fernando Ruiz". Los datos se obtuvieron a través de algunos instrumentos aplicados, entre los que se encuentran una ficha de reflexión del profesor, una tabla de observadores de pares y una encuesta a los alumnos para obtener sus comentarios. Como resultado, el análisis de los datos sugirió algunos consejos útiles para enseñar cultura con películas en una clase de bachillerato en línea, tales como: a) Dar instrucciones claras; b) Considerar la duración de las películas; c) Usar material didáctico para atraer la atención de los estudiantes; d) Motivar a los estudiantes; e) Seleccionar cuidadosamente las herramientas en línea; f) Dar suficiente tiempo para completar las actividades, g) Analizar la conectividad de los estudiantes; h) Tomar en cuenta el tiempo; i) Promover la participación de los estudiantes; y, j) Proporcionar alguna retroalimentación. Estos resultados están sujetas a ciertas limitaciones: el número de clases impartidas a los estudiantes, el número de estudiantes que asistieron a las clases y el número de los estudiantes que completaron la encuesta. A partir de estos resultados, se concluye que el uso de películas en la enseñanza del inglés contribuye al conocimiento cultural de los alumnos y refuerza el aprendizaje del idioma. Integrando estos consejos en el proceso de enseñanza del idioma, es posible enseñar cultura a los alumnos de inglés como lengua extranjera de forma motivadora, alcanzando los objetivos de la lección y por lo tanto mejorando el conocimiento cultural.
Palabras clave: Películas, cultura, enseñanza de idiomas.

Introduction

Today, we live in a completely diverse and, above all, multicultural world. Therefore, it is necessary to teach students that the world is not only what surrounds them, but that there is something more out there. This is often achieved through the teaching and learning of a foreign language because language is considered a fundamental component of any existing culture. To improve the teaching of culture to foreign language learners, several techniques have been devised, among which the use of films stands out, as it functions as a window through which it is possible to show more clearly what kind of behaviors, traditions and beliefs people from other cultures have (Yalcin, 2013).

Several studies have shown that the use of films in the classroom is an excellent teaching and cultural learning strategy for learners of English as a foreign language (e.g., Bottomley & Haill, 2008; Yalcin, 2013). However, there are no research studies reporting teaching tips derived from teachers and students' experiences and opinions about teaching culture by films in an online class. By analyzing this action research experience, EFL teachers can feel interested in teaching culture explicitly. The research question that guided the study was: What are some useful tips derived from an action research experience in teaching culture with films in an online high school class?

Language is considered a fundamental part of culture since it plays a very important role in it; through the use of language, essential characteristics such as history, customs and traditions that identify a people or community can be made known (Jiang, 2000). According to Lebrón (2013), "culture is defined as a set of values and beliefs, or a set of learned behaviors that we share with others in a given society, giving us a sense of belonging and identity" (p. 126). Therefore, culture is directly related to the ideological principles and behaviors that a

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community may possess, considering the above characteristics of great importance in determining the identity of each community (Krasniqi, 2019).

Evidently, culture is established as a system in which a large body of knowledge can be evidenced. It is made up of fundamental elements that are shared by the same community. These cultural elements are directly related to beliefs, values, customs, products that can be generated, and ways of communicating, which are characteristic within each society (Dema & Moeller, 2012). To understand the cultural elements, it is necessary to analyze the 3Ps model: Products, Practices and Perspectives. Frank (2013) defines each of the components as follows:

Products: The products created within a culture are all those things that are tangible and intangible. Some of the tangible products are paintings, clothing, literary works and even buildings. On the other hand, intangible products are oral stories, a dance, a sacred ritual, among others.

Practices: Cultural practices are all those forms people possess to interact socially. It includes behaviors and moral values, which help to define a culture. In addition, traditions and beliefs are also considered the way in which people react to each social situation.

Perspectives: Perspectives within a culture relates to the meanings, attitudes, values and beliefs that can be identified within the different communities and societies.

Culture is a set of elements that represent a city, ethnic group or social group; among these are immersed beliefs, customs, values, behaviors, language and so on. Therefore, language, being one of the elements that make up culture, is considered to be a relevant characteristic of one individual from another. Language and culture are closely related, it can be established that language helps to share each of the thoughts, traditions, beliefs and ideas belonging to a community (Heidari et al., 2014). Therefore, culture has a great impact on the life, development and identity of each individual. The implementation of culture in the teaching of a second language is necessary due to the relationship that exists between the two. Purba (2011) expresses two reasons for the inevitability of incorporating cultural matters into an ESL/EFL program:

- The premise that since language and culture are inseparable, language teaching is culture teaching.

- The fact that the major goal of a foreign language program is the mastery of intercultural communicative competence.

Second language learning is not only about students learning grammar for application in oral and written practices. Rather, it is about applying culture in a didactic way so that they are able to recognize the important relationship that exists, guiding them to reinforce and build their cultural identity (Alvarez & Bonilla, 2009). There are several techniques and strategies that help to increase cultural understanding in language classrooms, these strategies are the use of textbooks, stories, role playing and the use of films (Karabinar & Guler, 2011).

Films are tools to generate greater cultural awareness within English classrooms. They are considered as excellent tools to foster cultural learning within classrooms. This is because students can observe various gestures, reactions to different social situations, how other cultures celebrate holidays and some traditions (Pandey, 2012). Similarly, Nur, (2016) explains that films are of great help to learners of English as a foreign language due to the fact that they can learn from cultural situations that they cannot perceive firsthand. Films not only help to improve cultural knowledge but also listening comprehension, vocabulary, and pronunciation (Sommer, 2001). On the other hand, it is established that there are many advantages to applying this type

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of cultural learning technique. This is because it is an undeniable fact that movies are considered as an eye-catching, and authentic way of teaching (Argynbayev et al., 2014). Teachers use films in EFL classrooms for various purposes, such as generating discussions, teaching historical events and, above all, teaching the culture of a foreign country (Goctu, 2017). The main purpose of using films in EFL classrooms is to grant students a first glimpse of intercultural life, demonstrate to them the main characteristics of a particular culture and, in turn, enhance English language learning (Taulean, 2017).

The use of films within classrooms can be adapted to the time that a class lasts, usually the whole film is not used, but fragments of films that have more cultural value are selected (Champoux, 1999). In this way, fragments of a movie or television series can be selected that are more related to the topics that will be developed during the class, demonstrating through it what are the situations that people from other cultures face, how they celebrate their holidays, what kind of gestures or ways of speaking are more common for them (Pezdek et al., 1984, as cited in Kabooha, 2016)

In order to teach culture through the use of films, a process must be followed which consists of, first, looking for adequate material, that is, films that are appropriate for the students according to their age. Another important point when selecting the material is to select videos that are not too long, that is, a short film, an excerpt from a movie, series or cartoon that contains only the cultural part to be taught. In addition, films that deal with taboo topics of the students' culture should be avoided. Finally, appropriate activities should be selected according to the film presented, i.e., although its purpose is to entertain, the vocabulary can sometimes be complicated for the student, so the activities to be performed before or after watching films, should provide sufficient knowledge for a better understanding of the vocabulary used in the film. (Sherman, 2003 as cited in Yalcin et al., 2013)

Another aspect to take into account when planning a lesson with films is the time class. The number of learning activities for a lesson is subject not only to the students' comprehension but also for the time you actually have. It is true that the duration of a class is extended to meet all those needs that the student may have throughout the learning process (Joyner & Molina, 2019), but we have to respect the students' schedule. Therefore, excerpts from the films lasting between 1 and 3 minutes should be used, clearly these excerpts should contain a high load of cultural concomitance, moreover the scenes should be fully comprehensible (Argynbayev et al., 2014).

Moreover, teachers have to set the learning objective, what do you want your students to learn? Then select meaningful activities to achieve that goal. Any activity for listening lessons may be used: making predictions, filling in a chart, ordering ideas, etc. The way in which the teacher organizes his or her class can have positive or negative impacts, especially if the time scheduled for each class activity is not distributed correctly (Escabias & Ortega, 2006). Good distribution of time helps the teachers to plan increasingly entertaining activities, thus minimizing future dissatisfaction or complaints that students may express due to lack of time when performing some activity. The planning process is the stage where teachers make the most important decisions; selecting technological tools is part of it. Online tools allow students to improve skills related to the acquisition of a foreign language (Maridueña, 2019). If used properly, the teaching-learning process is strengthened and a more interactive and motivating educational environment is generated (Başal & Aytan, 2014). In order to select the appropriate virtual tools, the various technological problems that hinder the use of these virtual tools by students should be considered. One of the great challenges of virtual education focuses on the problems that students have during an online class. The main problem is access to a good

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internet network, which triggers other problems such as difficulty in downloading material, problems accessing virtual meetings and various setbacks in online exams; all this hinders the learning process (Mahyoob, 2020). On the other hand, teachers also suffer from these technological problems, which mostly fall on the lack of training courses and little technical advice, hindering their work within the virtual educational environment (Mohammed, 2020).

As aforementioned, teaching culture with films may be very similar to teaching listening. In order to achieve the proposed objectives throughout the teaching-learning process in EFL classrooms, the teachers must be aware of the importance of giving clear instructions so that students can do the activities successfully. When instructing the students, the teacher must use clear and precise language so that each activity to be developed is carried out in the simplest possible way (Kemma, 2019). Therefore, a good explanation and instruction by the teacher will determine the result of the work that students will perform throughout the class, being a total success or failure (Margaretha, 2015).

Even though the use of films is a good source of motivation (Xiaoqiong & Xianxing, 2008), it is necessary to use technological tools that will help the student to be motivated to learn within the virtual educational environment (Harbi, 2016). Within the virtual environment, motivation serves as an impetus for students to perform well academically in addition to ensuring that the online teaching-learning process runs as smoothly as possible (Eastmond, 2003). The process of motivation is not entirely easy, due to there are internal and external factors in the learner that must be fostered (Alshenqeeti, 2018). These factors are established as intrinsic and extrinsic motivation; intrinsic motivation being based on the learner's own autonomy and feeling of achievement, and on the other hand extrinsic motivation being based on the rewards that the learner can get from an external being, in this case the teacher (Bernard, 2018), however the virtual learning environment is completely based on intrinsic motivation, this is because students are interested in the use of technological tools which in turn fuels their own interest in learning (Hartnett, 2016). On the other hand, if the teacher uses various didactic resources creatively within the classroom, it will capture the full attention of the students and increase their motivation for learning (Benítes, 2018).

An important aspect to take into account when teaching culture with films is student's participation. Students' participation is a fundamental factor in education because learning becomes more effective, ensures the student's personal development and helps to clarify doubts (Abdullah et al., 2012). According to Chi and Mai (2020), there are some strategies that teachers can use to promote student's participation:

Employing cooperative work: Teachers can use paired and group work to provide learners with more opportunities to practice the target language. Cooperative work increases speaking time and creates a good learning atmosphere.

Creating a pleasant classroom climate: Teachers can create pleasant environment by using jokes, positive comments, and interesting activities. A pleasant classroom promotes s students' participation. . This motivates students to take the risk of speaking in the classroom, leaving shyness aside.

Including interesting learning tasks: To improve students' willingness to participate in class, it is necessary to engage their interest with learning tasks that are fun, useful or challenging so that students have the confidence to speak up during class.

Promoting students' self-confidence: Promoting learner self-confidence functions as one of the most important strategies that serve to promote and increase learner participation in

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the classroom. In addition, it is important to make learners aware that communication is more important than the correct use of grammar, which increases learners' confidence.

Providing positive error correction: A positive correction will help to increase the students' confidence. and participation. Culture based lessons with films can include pronunciation activities followed by corrections. This promotes a better understanding of the video and pronunciation development. In this context, Gilakjani et al. (2011) state that the lack of second language pronunciation development is not addressed in a completely important way. Thus, Ahangari (2014) suggests implementing different modes of correction:

Teacher's Correction: Within the English classroom, teacher correction or feedback plays a very important role in improving learners' pronunciation. There are different factors that teachers must take into account when correcting: the learner's level of English, the needs and expectations that are generated during the learning process, and the approach to feedback.

Peer Correction: It is considered a formative developmental process that offers students the opportunity to correct and learn from each other in a more comfortable environment where they can express themselves with more confidence.

Methodology

In order to answer the research question, a practical action research method was applied since this type of research "involves educators examining a school situation with a view to improving practice"(Creswell, 2012, p. 592). The study was developed in a public institution with 18 students (7 female and 11 male) between 14 and 15 years old. According the their English teacher, they have an A1 level according to the Common European Framework, which means that they are able to understand and use very frequently used everyday expressions to communicate about themselves. We used a convenience sampling (a non-probability sampling) technique. Students were selected because they were conveniently available to the researchers during their teaching practice..

This research study was based on six steps (Ferrance, 2000). First, identify the problem: where we observed previous classes to identify several shortcomings on the teaching practice, which helped us to identify the problem. Second, collect data: once the problem was identified, it means the students' low motivation due to the traditional strategy used in classes, and also that almost nothing of culture was taught, we did a bibliographic research in order to identify which strategy would be the best to apply in our culture classes, that besides being effective and motivating for learning. Third, interpret the data: according to analysis of the data collected, we decided to apply videos as a way to incorporate cultural knowledge and understanding in students since they almost never received this content and as a motivating and innovative strategy besides the traditional one. Fourth, act on the evidence: we decided to design four lesson plans including the pedagogical strategy (use of videos), the objective, the skills to enhance, the framework, the activities per stage, the cultural topics, the tasks or online activities, the time per stage and the assessing mode. Fifth, evaluate the results: we did a reflection process by using some instruments such as: the teaching reflection form, the peer teacher's observation form, and the students' open ended surveys to obtain different points of view of the pros and cons of each class. Sixth, next steps: according to the analysis of the results, we decided action plans to improve in the next lesson plans.

Data analysis

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We read the teacher and peer teacher reflection forms as well as the students' comments in the open ended surveys highlighting positive and negative points. We triangulated the information from different instruments and organized the extracts into categories: classroom instructions, technological tools, *didactic material, motivation. time management, participation, and feedback.* A thematic analysis was applied in order to infer those categories. Finally, we turned these categories into tips. Because of ethical considerations, we used codes to identify participants. The English teacher was identified as ET, the peer teacher as PT. We did not assigned any code to the students because the survey was anonymous.

Results and Discussion

To answer the research question about useful tips derived from an action research experience in teaching culture with films in an online high school class, we analyzed the excerpts from the Teacher's reflection, the Student's reflection and the peer teacher´s reflection form. These tips are:

Give clear instructions

Excerpts from the Teacher's reflection:

I explained how to do the activities in the best possible way. (ET)

Excerpts from the Student's reflection:

Amm, me gusta cómo explica la teacher, las clases son muy buenas. [Amm, I like the way the teacher explains, the classes are very good.]

Excerpts from the peer teacher´s reflection:

My partner knows how to explain the instructions in a very understandable way, which makes all students understand the topic and the instructions. (PT)

Teachers are encouraged to be as clear as possible when giving instructions, explaining ideas, and explaining activities in the learning environment. According to the excerpts from the teacher's reflection, the teacher explained the class in the best possible way. The student's reflection excerpts indicate that they like the way the teacher delivers the lessons and finally the teacher's peers' reflection excerpts show that their peer teacher explains the lessons in the most understandable way which makes all the students understand the topic and the instructions as a whole. These results show that a good delivery of instructions ensures understanding and engagement. A good explanation and instruction by the teacher will determine the result of the work that students will perform throughout the class, being a total success or failure (Margaretha, 2015).

Consider the length of the films

Excerpts from the Teacher's reflection:

I used only an excerpt from the TV series Friends to demonstrate cultural differences. (ET)

Excerpts from the Student's reflection:

Me gusta la utilización de vídeos en la clase. [I like the use of videos in the class.]

Excerpts from the peer teacher´s reflection:

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The Halloween short episode of Friends series helped them understand how October 31 is celebrated. (PT)

The use of films in online classes is recommended as this strategy has a great positive impact on the students. It is important to emphasize that the videos used should be short, maximum 3 minutes, or only excerpts of the video that emphasizes the cultural contribution. The purpose of this is not to lose the student's attention. According to the excerpts from the teacher's reflection, the teacher indicates that short videos were used to demonstrate cultural differences. The excerpts from the student's reflection indicate that they like the use of this strategy in the virtual environment and finally the excerpts from the teacher's peers' reflection show that the short films help to better understand the topic being taught. These results show that the use of the cultural teaching strategy proved to have great acceptance by the students, demonstrating that they even enjoy this form of teaching, besides improving the understanding of some traditions and celebrations in American culture. Due to the time duration of each class, excerpts from the films lasting between 1 and 3 minutes should be used, clearly these excerpts should contain a high load of cultural concomitance, moreover the scenes should be fully comprehensible (Argynbayev et al., 2014).

Use didactic material to attract students' attention

Excerpts from the Teacher's reflection:

I used eye-catching slides and included music to teach the class. (ET)

Excerpts from the Student's reflection:

Usar música hizo la clase más entretenida. [Using music made the class more entertaining.]

Excerpts from the peer teacher's reflection

By using didactic material, the students showed great interest and paid more attention in class, since music was included in some activities. (PT)

The use of didactic material that attracts the attention of the students is recommended, i.e., presenting the cultural theme in colorful and animated slides and accompanying the videos with entertaining music. According to the excerpts from the teacher's reflection, the teacher includes slides and music to make the class unique and eye-catching. The excerpts from the student's reflection indicate that the use of music made the class more entertaining and finally the excerpts from the reflection of the teacher's peers' reflection show that the students show more interest when these aforementioned didactic resources are used in the class. These results show that the use of didactic resources such as music and slides helps students pay more attention and show more interest in the development of activities and the topic itself. If the teacher uses musical resources creatively within the classroom, it will capture the students' full attention and increase their motivation for learning (Benítes, 2018).

Motivate students

Excerpts from the Teacher's reflection:

In class, I decided to give extra points to those who finish the activities first to motivate them. (ET)

Excerpts from the Student's reflection:

Que se realicen más actividades con puntos extra. [We want more activities with extra points.]

Excerpts from the peer teacher´s reflection:

The students were motivated and solved the activities quickly. (PT)

Students should be motivated to participate in class by rewarding their performance, i.e., awarding extra points. The reason why this is recommended is because, if there is no adequate motivation for the students, it has been evidenced that they do not participate voluntarily. According to the excerpts from the teacher's reflection, the teacher decided to implement these extra points to the students who finish the activities first. The excerpts from the student's reflection indicate that they want to do more activities that give them extra points and finally the excerpts from the reflection of the teacher's peers' reflection show that this type of motivation has a high impact on the students since in this way they do solve the different activities and participate in class. These results show that motivation in the classroom helps stimulate student learning and promotes interest in what they are learning. Extrinsic motivation was carried out within the English classes, resulting in students who worked more efficiently in terms of solving activities. Also, extrinsic motivation being based on the rewards that the learner can get from an external being, in this case the teacher (Bernard, 2018)

Select online tools carefully

Excerpts from the Teacher's reflection:

I used the "LearningApps" website to make the activities more interactive. (ET)

Excerpts from the Student's reflection:

Amm la página de las actividades fue muy cheveres. [Amm the activities page was very cool.]

Excerpts from the peer teacher´s reflection:

The activities carried out on the web page attracted a lot of attention, as well as the improvement of the virtual classes. (PT)

Online tools are recommended, i.e., applications or websites that allow interacting with students in a more dynamic way, this in addition to helping online classes to be more attractive, also help us to monitor the progress of students' work. According to the excerpts from the teacher's reflection, the teacher used the LearningApps website to create activities full of creativity. The excerpts from the student's reflection indicate that they find these online tools great for their learning and finally the excerpts from the teacher's peers' reflection show that conducting activities using these websites captures the student's attention and improves online classroom performance. These results show that online tools help to improve virtual learning, mostly used to develop interactive and entertaining activities, which will be applied during the class. Since education has taken a virtual modality, most English teachers have found it necessary to work with virtual platforms and online tools that allow students to improve skills related to the acquisition of a foreign language (Maridueña, 2019)

Give enough time to complete activities

Excerpts from the Teacher's reflection:

I allocate the time for the listening activities according to my planning and the time given by the platform used. (ET)

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Excerpts from the Student's reflection:

Falta tiempo para hacer las actividades. [Lack of time to do the activities.]

Excerpts from the peer teacher′s reflection:

Due to the time provided on the platform, students did not have much time for the listening activities. (PT)

Students should be given adequate and sufficient time to perform the online listening activities proposed by the teacher, that is, to plan well the time that the student needs to work in class, otherwise the student will feel frustrated for not being able to do it on time. According to the excerpts from the teacher's reflection, in certain classes the students cannot do the activities on time and that is why the time should be distributed in an adequate way. The extracts from the student's reflection indicate that a drawback is the lack of time and finally the extracts from the reflection of the teacher's peers' reflection show that it is true that students have limited time to develop the activities proposed by their teacher, so the time for each activity should be extended. These results show that students are not used to doing listening activities, the time is not enough for them. However, the way in which the teacher organizes his or her class can have positive or negative repercussions, especially if the time allotted for each class activity is not correctly distributed (Escabias & Ortega, 2006).

Analyze student's connectivity and technology problems

Excerpts from the Teacher's reflection:

I made sure that my technological equipment was in the best condition for teaching, but students have technological problems. (ET)

Excerpts from the Student's reflection:

No puedo escuchar bien. [I can't hear well.]

Excerpts from the peer teacher′s reflection:

Due to technological problems some students could not understand the class. (PT)

Technological equipment in use should be in good condition to ensure that there are no interruptions, audio or image problems, or interference due to technological problems. These technological interferences can be solved with anticipation by maintaining the equipment used to teach and receive online classes. According to the excerpts from the teacher's reflection, the teacher knows how to keep his equipment in good condition so that the class can develop normally, without any interference. The extracts from the student's reflection indicate that on certain occasions they have technological difficulties since they do not have the adequate equipment to receive online classes and finally the extracts from the reflection of the teacher's peers' reflection show that due to the technological problems presented by the students they cannot understand the class in its entirety. These results show that some students do not have a good internet connection and technological equipment, which is why they cannot listen, watch or have poor image quality online. These technological problems discourage students from attending and participating in classes. One of the great challenges is access to a good internet network (Mahyoob, 2020).

Take into account the time

Excerpts from the Teacher's reflection:

I conduct the class for as long as the Zoom platform allows. (ET)

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Excerpts from the Student's reflection:

Un poco más de tiempo. [A little more time.]

Excerpts from the peer teacher´s reflection:

The zoom platform does not allow to schedule classes longer than 40 minutes. (PT)

Class duration is recommended not to exceed 40 minutes, the reason being that if the class is too long, the student will feel exhausted and spending too much time using technological devices leads to health problems. According to the excerpts from the teacher's reflection, the duration of the class is 40 minutes as this is the maximum time that the Zoom platform allows, therefore the entire time allowed is used. The extracts of the student's reflection indicate that a small part of them want the class to be longer, however as mentioned above, this is not recommended, and it is not allowed by the platform used; finally, the extracts of the reflection of the teacher's classmate show that the aforementioned platform by which classes are taught does not allow long meetings, which is why 40 minutes for a well distributed class is enough. These results show that a small part of the students mentioned that they would like more class time. In some cases it is suggested that the duration of a class is extended to meet all those needs that the student may have throughout the learning process (Joyner & Molina, 2019).

Promote students' participation

Excerpts from the Teacher's reflection:

I get all students to actively participate in class even if they do not want to. (ET)

Excerpts from the Student's reflection:

No creo necesaria la participación. [I do not believe that participation is necessary.]

Excerpts from the peer teacher´s reflection:

Students who do not want to participate do not turn on their microphones or leave the meeting. (PT)

Given the pandemic that the world is going through, it is recommended to make the students participate actively in class, due to the fact that not all students are connected to receive their online classes, that is why it is necessary to make the students participate when they attend, in order to guarantee the learning of the students. According to the excerpts from the teacher's reflection, students are made to participate even if they do not want to do so, i.e. in a forced way. The excerpts from the student's reflection indicate that they do not believe that their participation is necessary, and finally the excerpts from the teacher's peers' reflection show that when students do not want to participate, they simply leave the class or do not respond to their teacher, which makes the class frustrating for the teacher. These results show us that students do not consider their participation in class to be important, however, the teacher should push the students to participate because if you do not do so, the class will not be productive and will not have beneficiaries. The participation of a student is a fundamental factor in education, this because learning becomes more effective, ensures the student's personal development and most importantly helps to clear the doubts acquired during the class (Abdullah et al., 2012).

Provide some feedback

Excerpts from the Teacher's reflection:

I repeat the words with the students several times in both languages to make it easier for them to pronounce correctly and the videos make them improve their pronunciation. (ET)

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Excerpts from the Student's reflection:

Algunas palabras son difíciles para pronunciar. [Some words are difficult to pronounce.]

Excerpts from the peer teacher´s reflection:

Students who have difficulty in pronunciation do not wish to participate. (PT)

Emphasis should be placed on the oral part of the students' learning, i.e., continually practicing the pronunciation of the English language. According to the excerpts from the teacher's reflection, the teacher repeats the difficult words for the students several times in both languages, with the objective that the students improve their performance in pronunciation. The excerpts from the student's reflection indicate that some words are difficult to pronounce, and finally the excerpts from the teacher's peers' reflection show that the students have difficulty in pronunciation and that is why they sometimes do not want to participate. These results show that some students find it difficult to pronounce certain words, this is due to the fact that the emphasis was not placed on the pronunciation part before, which is why this activity is strange and they do not want to participate. This idea is supported by (Gilakjani et al., 2011) by stating that "Lack of emphasis on pronunciation development may be due to a general lack of fervor on the part of the second language acquisition researchers, second language teachers and students, that pronunciation of a second language is not very important." (p.77).

Conclusions

Language and culture are closely related, so it is important to consider these two elements in the second language teaching, since the interconnection among them will permit to share aspects such as thoughts, ideas, beliefs and traditions between the first and second language culture.

This action research suggests that some useful tips to teach culture with films in an online high school class are: a) Give clear instructions; b) Consider the length of the films; c) Use didactic material to attract students' attention; d) Motivate students; e) Select online tools carefully; f) Give enough time to complete activities, g) Analyze student's connectivity; h) Take into account the time; i) Promote students' participation; and, j) Provide some feedback. By integrating all these tips in the teaching process, it is possible to teach culture to students in a motivating way, permitting to achieve the lesson objectives about improving cultural knowledge.

These conclusions are subject to certain limitations such as: Number of classes taught to students, number of students who attended the classes, and number of students who completed the survey. A deep classroom action research needs to be conducted to investigate students' improvement in oral and cultural competences through teaching culture with films.

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EDUCATION, TEACHING, SCHOOL AND PHYSICAL EDUCATION: SENSES, RELATIONSHIPS AND MEETING POINTS IN THE LIGHT OF TEACHING PRAXIS

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Abstract. Physical education, as a culture of movement, is a complex teaching and research practice that develops historically and therefore must be analyzed as a situated practice that occurs between subjects who also have their own historical, social and political sense. Education in school is the privileged space for teaching physical education for social transformation, that is, for praxis. Based on these considerations in this article. I propose some reflections on the importance of the study of teaching praxis in a broad sense, as well as the place of the physical education teacher as a subject involved with the education of the new generations and therefore responsible for, not only generate spaces that circulate the knowledge of physical education, but also to enable collective reflection in an attempt to overcome the technical perspective of teaching. First the concept of education and school and the sixes that have historically assumed are presented, then the institutionalized teaching practices are presented, and finally some aspects of the current situation of physical education in relation to the subject are presented, that is, the relations between education, school and school physical education.

Keywords: education; teaching; school; physical education; praxis.

EDUCACIÓN, ENSEÑANZA, ESCUELA Y EDUCACIÓN FÍSICA: SENTIDOS, RELACIONES Y PUNTOS DE ENCUENTROS A LA LUZ DE LA PRAXIS DOCENTE

Resumen. La educación física, como cultura del movimiento, es una práctica compleja de enseñanza e investigación que se desarrolla históricamente y por tanto hay que analizar como práctica situada que ocurre entre sujetos que también tienen su propio sentido histórico, social y político. La educación en la escuela es el espacio privilegiado de enseñanza de la educación física para la transformación social, es decir, para la praxis. A partir de estas consideraciones en este artículo propongo algunas reflexiones sobre la importancia del estudio de la praxis docente en sentido amplio, así como el lugar del profesor de educación física en tanto sujeto involucrado con la educación de las nuevas generaciones y por tanto responsable de, no solo generar espacios que circulen los saberes

propios de la educación física, sino también de habilitar la reflexión colectiva en un intento por superar la perspectiva técnica de la enseñanza. Primero se presenta el concepto de educación y escuela y los sentidos que han asumido históricamente, luego se presentan las prácticas de enseñanza institucionalizas, y por último se presentan algunos aspectos de la situación actual de la educación física en relación con la temática, es decir las relaciones entre educación, escuela y educación física escolar.

Palabras claves: educación; enseñanza; escuela; educación física; praxis.

Introduction

In this article we invite to reflect on education, teaching, school and physical education, their relationships, and meanings for the school education system in particular. The analysis is carried out understanding theory and practice in dialectical and dialogical dependence, that is, attending to the relationship between theory and praxis. The only way to overcome a practical interest in the production of knowledge is to build for the collective social project, starting from the dialectical overcoming of teaching practices but teaching for praxis and producing knowledge for praxis. In the words of Althusser (2015), practice is praxis; here it is no longer the object that is transformed by an agent and its external means, but the subject itself that is transformed in its own action, its own praxis" (p. 99). The aim is to reflect on the value of the place of the teacher in the construction of the meanings and forms of physical education in the first instance but also of the school culture, as well as of the culture of movement for the educational system and to generate a collective space for debate on the subject.

At the same time, we propose a theoretical review of education, teaching, school, and physical education from the reconstruction of the state of the art, advancing from European perspectives of reference and progressively approaching the region to be located in the framework of the local reality in terms of the object presented: school physical education. In this way, we put education, school, and school physical education in dialogue with the teaching praxis, that is to say, with the contingency of the practice and the decisions that define its action framework, delimiting roles and senses on the conscious doing.

In summary, the work aims to generate a space for dialogue and transformation of practice where teachers are aware of their cultural and political intentionality at the time of planning their teaching. On the other hand, it is necessary to reflect on its social character, contextualized in a dynamic, mutable, and continuously changing historical-cultural and social moment. The school as an educational center and the teachers, who work in it, have historically had the mission of teaching. In this sense, it becomes necessary to think about the articulation of the various functions of this practice without forgetting its institutional and pedagogical character.

Education and school

To speak of education implies, from a critical perspective, defining aspects that transcend the use of the term itself. It implies, and therein lies the commitment to define it, to think about the ethical, political, and ideological aspects that configure it as a socially accepted and socially constructed practice. It even implies thinking about it and understanding it as a

conscious and, at the same time, unconscious practice, often undefined given its simplistic allusion but loaded in any case with a unique weight that the culture itself assigns to it.

Albornoz and Leymonié (2018, p. 17) express, "Education supposes the bet on full human beings from a personal and collective perspective and spills over into an educational practice understood as a transforming action of reality with perfective intentionality."

In that sense and beyond the diverse historical variations, and accepting in a certain way the (un)questionable polysemy of the term, it is necessary to problematize education from the analysis of the term itself in the strict sense and essentially alluding to aspects of a hermeneutic order until reaching the diversity of the product, essentially of the political and ideological approach in which it is framed. For the Royal Spanish Academy (RAE, 2018), education is the "action of educating, the upbringing, teaching and doctrine given to children and young people or the instruction by means of the teaching action".

This definition presents a type of education related to an ideology, in particular surely the one that crosses the dictionary of the RAE, the same alludes to an idea of education as a practice at the service of the reproduction of certain elements of doctrinal order. In this way, the question could be established as to its relation with teaching since the definition understands and makes explicit that there will exist objects of teaching that, due to their indoctrinating features in a certain time and space, would then be objects of education. That is, there would be certain things that are taught, for which the very action of teaching would imply education. The debate in this sense would involve asking ourselves whether education is always being taught, or whether, on the contrary, education would be a teaching practice necessarily charged with certain particular and/or special constitutive features.

Darder (2017), in an attempt to contribute to the analysis of education and its historically constructed meanings, points out:

> Freire helped us understand how the hegemonic culture of schooling socializes students to accept their particular role or place within the material order —a role or place that has historically been determined by the colonizing forces of the dominant society, based on economic policy and its ordered structures of oppression... As such, schools are political sites that participate in the construction, control, and containment of cultural oppressed populations, through their legitimizing function, with respect to discourse, meaning, and subjectivity (p. 21).

It can be asked in another way in the service of what educational practice will be put into play. This debate is also political and ideological. We must, in this sense, also think that each teaching object designed for education has been configured in different historical times in order to implicitly transmit a particular educational discourse. Bruner (1997) already stated that education:

> Always has a consequence on the subsequent lives of those who receive it. Everyone knows this, no one doubts it. We also know that these consequences are instrumental in the lives of individuals, and we even know that, in a less immediately personal sense, they are instrumental to the culture and its various institutions (p. 45).

We can then avoid the disturbing need to define education as something that it is, trying to determine its essence and assuming the need to define an education for each era, or we can, in another sense, try to construct a discourse in terms of a necessary and imperative duty to be for a historical space. In order to focus this analysis, we will limit the field and refer strictly to formal education and the school in particular. The school as we know it today, the modern school, has been the product of innumerable criticisms due to its essentially reproductive

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character. Its forms have been linked in every sense to the reproduction of relations aimed at maintaining structures in their original forms. Those who define what is done in schools and what it is done for will be, in this sense, those who control education. They will be then who will say which teaching object will have to circulate in this space of education, in such a way, that certain functional and fundamental structures for them are not altered. Althusser (2005), who refers to the school as one of the ideological apparatuses of the state, describes them as follows:

> If the ideological apparatuses of the state function in a predominantly hegemonic way, what unifies their unity is their very functioning, insofar as the ideology on which they function is always, in fact, unified - despite its contradictions and diversity - under the dominant ideology, which is that of the ruling class (p. 118).

Beyond the various nuances, the meanings of education have been and are basically the same and are directly linked to the preparation that individuals receive in order to live together in a particular social space subject to certain cultural and therefore particular traits. In this way, and in relation to the above, the differences lie in whether education limits the subject to simply reproducing or whether, on the contrary, it frees him/her to reproduce, produce, and modify these cultural traits. Bruner, (1997) states that:

> Schools have always been highly selective in relation to the uses of the mind they cultivate: which uses are to be considered basic, which are uniform, which are the responsibility of the school and of others, which are for girls and for working class boys, and which are for the gifted. Undoubtedly, part of that selectivity was based on notions about what society required or what the individual needed to get ahead (p. 45).

For this author, there has been a natural link between the aims of the school, social needs, and the forms of work required for each individual. What is interesting is to ask whether these needs contemplated the growth or change of power structures or whether, on the contrary, they kept those at the bottom down and those at the top up in the search to maintain the status quo.

In the words of Díaz-Barriga (2015), "surely it is these old concepts that allow us to once again recognize what education is about: training a human being, a citizen, a social subject and, in the case of higher education, a professional" (p. 13). Jackson (2015) defines education as:

> A socially facilitated process of cultural transmission whose explicit aim is to effect lasting change for the better in the character and psychological well-being (personality) of those who receive it and, indirectly, in their wider social environment, ultimately extending to the world at large (p. 135).

The same author affirms, "That is why a good education, faithfully followed, helps us to understand" (p. 136). It is appropriate to reflect on the aims of the education system in today's society and to recognize it as a center of cultural transmission, of that knowledge considered valuable, which responds to political, theoretical, social, and linguistic meanings, and which also keeps pace with political, educational, and social changes. This is the challenge facing education in general and physical education in particular. Thus, Acosta (2018) states:

> To face the hope of education is to think seriously about what the school should do and how it should do it in order to change (pedagogical reflection dimension), but fundamentally, the school must be convinced that it can and should do it (ethical/political dimension of education) (p. 35).

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It is thus expressed, on the one hand, the importance of reflecting on and in education by all the actors involved (especially teachers) in order to build a more just, democratic, and supportive society, and on the other hand, the need for research in education. And for this, training in the disciplinary field, in didactics, and pedagogy, as well as in research, is key. It is understood that collective participation is essential in order to build the culture (of that time and space) that will resinify the possibility of a dignified life for all, and it is in education that we find the right place for such an important challenge. In the same sense, Albornoz and Leymonié contribute (2018). They point out:

> We understand the role that teachers play in the transformations of the educational system to be especially relevant. Thus, training in the field of research is vital as an instrument for collective reflection and shared improvement of practices through the development of spaces for participation and action. These spaces involve training, a critical view, understanding, action, and collaboration. To know, to participate, and to transform in a permanent cycle that does not recognize a single beginning, that propitiates, with our commitment to change, other changes to come (p. 19).

For his part, Ocaño (2021) brings to the analysis the relationship between education and academic culture since education has the challenge of socializing culturally legitimated contents and meanings, at the same time that they question and relax society. Thus, he considers it important that education recovers its social value, that it signifies the place of the student and the teacher. In this regard, he considers that:

> It is necessary for the school to once again play a relevant political role in the struggle for democratization. Perhaps this struggle today involves less the formation of intelligences at the service of production, the labor market, or the economy, than the formation of conscience by offering the conditions for the emergence of a language that conceptualizes society and makes possible political subjects in the organization of dignified work (p. 32).

Likewise, it makes explicit the need to focus on the contents and their cultural significance in universal terms, but also particular to the society to which they belong, once *schooling* is guaranteed.

It is important to note that for this analysis we start from understanding and analyzing the concept of school in the framework of modernity, that is, the modern, mass school, and in that sense, Ocaño (2017) expresses the following:

> We can place the creation of the first schools around 3000 B.C.[1] as a consequence of the development of writing in the Sumerian culture. Since then, many school forms have been tried and tested following the social transformations in different societies. But the public, secular, free, compulsory, universal school, as we know it today, corresponds to the culture of industrial societies, it is the typical expression of modernity. We could say that today's school is the direct heir of the bourgeois public school, one of the most important modern creations - a product and at the same time a driving force of the modern condition (p. 29).

The school is constituted, in its historical development, as a valid space of circulation of certain knowledge, determined at a level of political decision, dedicated to the task of facilitating those subjects, the youngest, the adaptation in their social relations at the same time that the interpretation of a certain code of rules, uses, practices, and changing expressions that

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[1] 3000 B.C.: 3000 years before Jesus Christ.

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make up the culture. The school enables the subject who goes through it, who passes through it, to live in society. The school diploma is signified by granting the subject validity in terms of the incorporation of a minimum, unquestionable, and necessary cultural capital. What we cannot ensure, and the school has not been able to ensure, is that all subjects have the same possibilities of access to that capital because it is the structure itself, tinged by an unquestionable but, at the same time, imperceptible -because of its implicit character- class struggle, which conditions the subjects in terms of the appropriation of that capital. The school title hides then behind that disguise, a model of subject constructed by the dominant class that, under that cloak of genuine equality that simulates the school, describes the standards of success and failure, taking care almost without intending it, to promote the structures of inequality. In the words of Ocaño (2020):

> The same school created to ensure the transformations that led to the democratization of society according to the interests of the bourgeoisie turned out to be the ideal structure for the conservation and subsequent maintenance of the new *status quo* achieved. In other words, the school has been used for the transformation of society but also for the preservation of the established order (p. 20).

Thus, the concept of cultural capital (in the sense of Bourdieu, 2011) imposes itself, in the first place, as an indispensable hypothesis to account for the differences in school results that children from different social classes present with respect to school success, that is, the specific benefits that children from different classes and class fractions can obtain from the school market in relation to the distribution of cultural capital between classes and class fractions. This point of departure signifies a break with the assumptions inherent in both the common view that considers school success or failure as the result of natural aptitudes, as well as in theories of human capital. (Bourdieu, 2011).

It is possible then to define the aims of the school by describing the meanings assigned to it, and in this framework, it seems imperative to start from the analysis of the objective and self-validating intersubjectivity of a sector, which structures the forms of the school and which, in turn, is structured by them.

Following Bourdieu (2011), at least three axes are recognized which, in their articulation and joint construction, delimit the functional role of the school. In the first place, a personal axis, essentially linked to the individual development of the subject in terms of his or her own particular abilities; an instructive one, oriented to the construction of social links that facilitate the subject's interaction in a given social and cultural space; and a third social axis, linked to understanding the relationships that the school itself establishes with the context and the way in which this context is conditioned by these influences.

For his part, Tarabini (2020, p. 146) ratifies two of the functions of the school that are still valid today, "Since the creation of modern educational systems, they have had two major complementary functions along with that of custody: the training of new generations to exercise a profession and their preparation to develop life in society." On the other hand, Masschelein and Simons (2014) already pointed out the importance of conceiving the school in a public sense:

Reinventing the school involves finding concrete ways to provide "free time" in today's world and to bring young people together around a common "something," that is, around something that manifests itself in the world and becomes available to a new generation. In our opinion, the future of the school is a public question (or rather, with this apology we want to make it a public question) (pp. 13-14).

It can be said, then, that the purposes of school are intimately linked to the political, ideological, and cultural ways of thinking about education -particularly formal education- at a

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given historical moment. Just as the need to define an education for each moment and space is assumed, we assume that there will be different ways of thinking about the aims of the school, although the basic discourse may coincide in the instructional need that is attributed to the institution itself as a preparation for the life of the new subjects.

Sarni (2018), concerned with education and evaluation in school education systems in relation to policy, provides:

> In these times, producing and circulating knowledge in and about the subject requires a careful balance, if the intention of the writer or the teacher (who is sometimes the same) is to contribute from his or her political place to that *legitimate rage that* has often fallen into disuse, which, according to Freire, implies the permanent search for social transformation, I add, in favor of all subjects and not just some of them: in favor of equity (p. 119).

In the same sense, and in favor of equal opportunities for subjects, regardless of their social and cultural class, Masschelein and Simons (2014) reaffirm:

> We also hope to make it clear that many of the allegations against the school are motivated by an age-old fear (and even hatred) of one of its most radical but essentially defining characteristics: that school offers "free time, that it transforms knowledge and skills into "common goods" and thus has the potential to provide everyone, regardless of background, aptitude or natural talent, with the time and space to leave their known environment, to rise above themselves, and to renew the world (to change it in an unpredictable way) (p. 12).

Institutionalized teaching practices

Following Noble (2019):

> In this approach, teaching is considered to be the phenomenon centered on the teacher, in particular, on his/her theories, knowledge, actions, procedures, functions, and purposes, whose search is to generate the adequate conditions for the learning of other subjects, in relation to a certain knowledge (p. 9).

It is a social practice, which as such, is explained "from the apprehension of its historicity and its production, which is referring to the possibility for the agents to restructure what is incorporated, although always limited, and to fight for the possession of the capital that is at stake" (p. 21).

In other words, depending on how each actor conceives the practice, what objectives he or she proposes, as well as how he or she perceives himself or herself and others, is the behavior he or she will develop in a specific practice, giving the practice itself the condition of social. Thus, teaching practice is considered as a social practice, which is not limited to teaching practice, although it includes it.

As a social practice, teaching practice, according to Steiman (2018), has the following characteristics:

a) It is the result of the dialectical relationship between a situation and a particular context.
b) It is, like representations, the product of practical sense.
c) It is full of uncertainties and vagueness, a product of having as a principle not conscious and constant rules but practical principles subject to change.
d) It occurs to a greater or lesser extent in the framework of institutions, among which formal educational institutions stand out for their relevance.

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It can be said that pedagogical practice, understood as the relationship between teaching practice and learning practice, is part of teaching practice and that both are social practices, which merit their own reflection, in and for practice. In the following figure, they are represented for a better understanding.
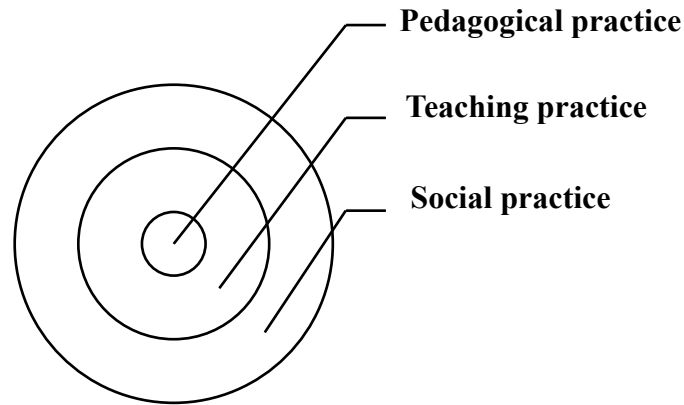
Figure 1. Teachers: Social practice, teaching practice, pedagogical practice.

Note: Source: Steiman (2018, p. 27).

For this purpose, teaching is conceived as an intentional social practice of intervention, from understanding the "school" as a place of circulation of knowledge. In which the singular takes relevance, both in the sense of the context and the subjects who participate there, as well as the uncertainty and diversity of individualities is part of this practice. This complexity leads us to adopt the concept of broad professional, coined by Fiori and Leymonié (2020) and described as an education professional who:

> He engages in an aspect that helps him to achieve the desired coherence between theory and practice: he approaches his teaching within a framework that goes beyond his own classroom to include the rest of the school, the community, and society as a whole. This broader view enables teachers and researchers to unite experiences from their respective fields of action in the search for solutions to concrete didactic problems (p. 9).

Steiman (2018) characterizes the practice of teaching, based on a synthesis of Davini (2008), Jackson (2002), Feldman (2010), Edelstein and Coria (1995), Edelstein and Coria (2002), Davini (2015), Edelstein (2002), Litwin (1996), and Meirieu (2001), referent authors in the thematic, as follows:

a) It is an intentional activity of cultural transmission.
b) It is a contextualized practice, in relation to a particular space, as well as to a cultural context.
c) It is a regulated practice because it takes place in education systems controlled by the State.
d) They express the intertwining of different kinds of questions: epistemological, political, social, ideological, ethical.
e) They obey a logic that defines them and gives them a singularity

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f)   They suppose a type of pedagogical mediation between educational intentions, the contents that are taught, and the characteristics of the subjects.

g)   They imply some kind of rationality, a particular way of standing in front of the world.

h)   They are imbued with uncertainty, vagueness, and ambiguity and involve the apprehension of the social world.

i)   It presupposes an epistemological positioning that makes teachers structure the fields of knowledge in a particular way.

j)   They are inscribed in the type of practices that promote the human and build humanity.

This characterization leads him to problematize a category of analysis widely used as a synonym of teaching, the didactic transposition (Chevallard 1992). In his words, "...if we conceive teaching practices as an intentional intervention from knowledge in the world of others, it is not possible to characterize them as a mere transposition" (Steiman, 2018, p. 32).

Assuming all these characteristics of education, school, and teaching practices, in the framework of educational institutions, we refer to the analysis of the justifications of physical education teaching in and for the educational system, that is to say, as schooled practices.

Education, school, and school physical education

Before analyzing the impact of the notions of education and school on school physical education, it is important to point out that in Uruguay physical education (equated to Gymnastics) was constituted as a compulsory discipline of the school curriculum to be at the service of citizen training, in response to the needs of the foundational state already at the end of the 19th century. This configuration changed partially, expanding its functions in the welfare state, in response to the national project of social democratization, in the first decades of the twentieth century. At present, there is a radical change in the configurations of the discipline in epistemological terms that responds to a new social model that privileges autonomy, criticality, and diversity. In any case, the hygienist tradition installed since the end of the 19th century is still present and stresses the field, as Sarni points out (2018):

> It has commonly been tied to reductionist positions, associated with physical education, physical activity, physical exercise, a means of education of the body, education of movement or through movement, motor education, body training, gymnastics, sports (p. 27).

Like any discipline, its history is a game between tradition and novelty, giving different answers in each period to questions such as why physical education in school, what physical education, what physical movements/body practices in them, and what does teaching in/of physical education implies? The same author contributes by indicating:

> In this sense, physical education calls upon a field of power and knowledge in which the subjects of certain societies and of certain historical times propose and signify human movements that emerge from the resolution of conflicts proper to the struggles between hegemonies and counter-hegemonies of those same times. From this counter-scene constituted by a field of struggles that are not always visible, although always political, arises as a result, for that time and for that space, the physical education that will be the main protagonist of the era (p. 28).

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In this discussion, the role of the physical education professional becomes the axis of the debate from his or her participation as a political subject. This is made explicit by Corbo et al. (2020, p. 523):

> The presence of Physical Education in schools dates back two centuries. From its beginnings to the present day, it has been shaped by the discussions of each era. Its constitution, its justification, and its didactic actions have varied as a consequence of the different societies.

Based on Aisestein (2007) and Devis-Devis (2018), they point out that school physical education is the result of a particular cut, from the tensions at a given time, between the physical culture of a country and the scientific justifications that legitimize it. Thus, what is pedagogically necessary to circulate in the school is defined for that particular culture, for its particular project, which it inscribes in a specific society.

In short, in order to understand the forms and meanings that physical education assumes in the educational system, it is important to analyze the teaching of physical education in a broad sense, that is why it is important to reflect on physical education as an object for its teaching, starting from the recognition that "The history of physical education has been directly or indirectly related to movement and the body in movement as a central theme, both at the level of its discourses and its practices" (Sarni, 2018, p. 27).

Traditionally, expressions such as physical exercise, physical activity, sport, a means of educating the body, gymnastics, sport, among others, are used as synonyms to refer to physical education. This situation not only shows a reductionist view of physical education itself but also the difficulties of defining it, conceptualizing it, and establishing its object of study.

Rodriguez-Norma (2015) points out in this regard:

> The disciplinary territory has been historically crossed by discourses and practices coming from different fields - pedagogical, health, sport, psychology, media, fashion, aesthetics - a matter that has been addressed by the main contemporary theorists. That is to say, derived from different logics, from divergent questions that can only be understood within the framework of the fields in which they originated. It is equivalent to saying that it is traversed by practices and theoretical traditions that may not only contradict each other but are often openly incompatible (p. 2).

It can be said that from what is considered teaching in general and in physical education in particular, both at the level of public policies developed in different periods of the country, as well as by the institutions and teachers who carry out this task, certain contents are selected for teaching, which are also named in a certain way, reflecting an indistinction between physical education, body practices, physical activity, sports, and physical exercise, among other aspects. This tension goes beyond the educational system itself, that is, it is manifested in other state and private organizations in the country. By the way, it would be interesting to analyze if the state and the educational actors consider this discussion and also to what extent the academy contributes to this debate, from research, extension and, of course, teaching.

An attempt will be made to clarify this vagueness, starting from the theoretical position assumed, establishing some criteria presented by Sarni (2018, pp. 27-28) to characterize education in general:

a.   Arises from some human activity.
b.   It is a historical and social activity constructed by man in a particular framework of time and space.
c.   It is inscribed in the culture of each society and each epoch.

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d.   It is the result of the concretization of disputes, both theoretical and practical.

Applying these criteria to physical education, it can be said that it is not possible to speak of physical education in general but rather of the meanings and forms that physical education assumes for a particular historical moment and context, based on certain political disputes about the validity of its object of study and then of certain significant movements for that space and time, which will vary the way in which this object of study is justified and constituted, as well as the didactic actions around its teaching in order to construct a singular and unique view of it, which legitimizes a certain physical education from that political discussion and the tension between the academic and professional field.

Incidentally, Devís-Devís (2018) groups the justification of physical education into two major moments, each of which represented an identity crisis for the field:

a)   Education of the physique and the development of the physical body, characterized by extrinsic justifications. For example, improvement of health, moral sense.
b)   Training through the physical, characterized by intrinsic justifications. For example, the socializing function of physical education, aesthetic development, and cognitive learning.
Corbo et al. (2020, p. 524) incorporate new elements and perspectives to be considered from this crisis, which they classify into different types:

• Elements of a purely hedonistic basis. They locate here authors such as Huizinga (1972) and Caillois (1986), who find in play the intrinsic value of the discipline.
• Elements of a culturalist base, which maintain that the school, as a representation of culture, must cut out from it certain physical practices to be studied. (Thompson, 1980), (Almond, 1987) as a way of life of humanity, which includes the idea of cultural transmission and transformation.
• Those of physical literacy, (Whitehead, 2010) which emphasize the importance of embodiment for the holistic development of the person.

Based on the contributions of Devís-Devís (2018) and Corbo et al. (2020) pointed out, and taking into account what was raised earlier by Arnold (1991), three variations (with their variations) can be recognized in that in contemporary physical education:

a)   Physical education "through movement." It configures a physical education with extrinsic purposes, such as emotional, moral, for health, or the occupation of free time.
b)   Physical education "about movement." It forms a physical education with intrinsic purposes, such as theoretical knowledge, based on health or physical culture.
c)   Physical education "in movement." It defines a physical education whose practical value is assumed from the physical movement, also from an intrinsic perspective with the characteristic of allowing the subject the possibility of knowing himself and the environment and implies knowledge and understanding.

In the words of Devís-Devís (2018):

> This three-dimensional structure of Peter Arnold, in spite of its usefulness for the cultural selection of the curriculum of the subject, presents the contents in a neutral way and in a socio-cultural vacuum that may end up reproducing the status quo. For this reason, it is necessary to adapt to the current needs of a highly complex society while respecting the public service character of physical education. This means, according to several authors, such as Professor José Gimeno Sacristán (2000) or Raewyn Connell (1997), to focus on the processes of socio-cultural transformation, in particular the reconstruction of knowledge and attention to social justice (p. 127).

It becomes important to consider the inclusion of physical education in the educational system, in relation to movement, recognizing that it is not synonymous with physical activity, or physical experience, or sport, but that physical education in the educational system is a
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subject with its own value and teaching objects. It also becomes relevant to understand that this movement, as announced by Arnold (1991), is the nature of the subject, as well as the formation of the intelligent practitioner (not mechanical), as Velázquez-Buendía points out (2004). In the same sense, Devís-Devís (2018) proposes that this movement must be reconstructed in a complex way, in relation to other structures of action in order to connect them among their parts, and with activities of daily life.

In turn, Corbo et al. (2020, p. 526) add that it is essential to understand the movement from certain dimensions that constitute it:

- A particular cultural dimension and marked by it. The movement that enters the school conforms to that which is found in society, representing a part of its culture.
- A historical dimension whose meaning has varied with the society in question and responds to moral, ethical, and aesthetic variations that will have to be taken into account. It requires attention to the formation of the consumer of the movement.
- A political dimension, perhaps the most present although the least visible, and undoubtedly the most important for the future in a world in which the movement is more than ever, underhandedly, a vehicle for social domination.

Sarni (2018) delves into the conception of physical education at school, with the understanding that it should be different from that outside the school; that is, it is a cutout of culture, insofar as it assumes the purposes of a socializing and transforming school:

> This physical education, that of the school, is significantly different from that produced outside of it and that necessarily must be so and not otherwise because what happens and builds the school culture is not what happens and builds the academic culture. (p. 28).

If we think of the school as a space built by all and for all, we need an emancipatory social project built collectively from the tension and democratic questioning of what culture builds in order to transform it and thus cement the school culture of and for the school. This implies recognizing the school as a place of circulation of knowledge in the field of physical education, which is configured from the field of education in general and, in the best of cases, in dialogue with academia as a producer of specialized knowledge about the field.

Likewise, it is possible to identify two places of the school in relation to knowledge. On the one hand, it decontextualizes and contextualizes for its teaching knowledge that it does not produce (didactic transposition), and on the other hand, from the encounter between students and teachers, it generates a type of collective knowledge as a result of its own teaching practices. In the case of physical education, this dynamic is particularly relevant because the shaping of physical education knowledge did not come from its own questions but rather arose as an eventual crossing of questions from other fields. This is how Rodríguez-Norma puts it (2015):

> Physical Education will be able to find or, even more, build its space, as long as it assumes the challenge of understanding that its identity (or identities), as a process, is constituted as a social and historical practice, that is to say, political. In this sense, an analysis of languages, and of the identification of the categories that are fundamental to think ourselves, becomes essential since it is from them that discourses with the effect of truth are constituted. The innovations that are produced in the disciplinary field will be possible only from the study of the conditions of constitution of the historical discourses that shape their practices and also from the study of the ways in which practices shape discourses (p. 3).

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In synthesis, physical education is constituted according to Leymonié (2018, p. 9), "from its characteristics as an activity proper to the human being, a social and cultural construction historically situated and, as such, subject to political, theoretical, and practical disputes."

Conclusions

Education is a set of practices that are in themselves social. Everything that happens "outside" the educational institution also happens "inside" it, but education also contributes to forge in some sense the social whole. All dimensions of education are social practices historically constructed and situated in a given political, cultural, and economic context. This means that none of them has a unique, neutral, timeless, and spatial meaning, but that it is necessary to reconstruct it in a historical, theoretical, and ethical-political key. This is what happens with physical education. But on the other hand, it is not possible to approach the teaching of physical education in isolation from the rest of the educational dimensions or independently of the ethical-political and economic framework constructed over time.

Whoever plays the role of physical education teacher, and whatever the explicit reference on the basis and treatment suggested by the educational system for school physical education, deploys his intentions in the course of some didactic configuration. Thus, it can be recognized that when analyzing the ways of approaching the teaching of the disciplines, it is essential to place in a central plane the debate on the historical and political context in which it is developed. This is the necessary epistemological task that teaching demands, through which we analyze how pedagogical decisions are constructed, what have been the historical-social determinants that have generated or facilitated their production, what are their limitations, and what kind of human being they promote. The answers to these questions will allow the teacher to develop a conscious vision of the decisions taken, which will enable him/her to validate them or to opt for the search for alternatives.

In the same sense and in relation to teaching carried out from an ethically responsible perspective, Darder (2017) states:

> All educators perpetuate political values, beliefs, myths and meanings about the world. Thus, education has to be understood as an institutional process of politicization (or depoliticization) that conditions students to ascribe to the dominant ideological norms and epistemological assumptions of the prevailing social order (p. 21).

Following the author, it is then that it makes sense to think about the relationship between education, teaching, school, and physical education, as practices that are configured in a proposal that is constructed and re-constructed in the classroom, in the encounter between students and teachers in a particular historical context and moment as teaching develops. It would be pertinent to ask the question, why educate? What education? For what society? That is to say, to make explicit the meanings and forms of education as well as, why teach? What to teach? For what society? For what physical education in school, what physical education, what physical movements/body practices in them, and what does teaching in/of physical education imply? The answers to these questions will imply making explicit the meanings and forms of teaching, and with it, the meanings and forms of education in general and physical education in particular.

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TEACHER PERFORMANCE ASSESSMENT AND PUBLIC MANAGEMENT MODULE: CASE OF A HIGHER EDUCATION INSTITUTION IN MOZAMBIQUE

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Abstract. This article seeks to present the assessment made by the Master's students to the discipline (module) of Public Management taught in the Master's in Public Administration at the Catholic University Extension in Gurué in the province of Zambézia in Mozambique. The purpose of this is to understand how the subject was taught, which positive aspects can be maintained and which should be improved. Given the pandemic situation of COVID-19 that affects the world and Mozambique in particular, the module was taught virtually, using the Microsoft team platform and supported by the Moodle platform. To carry out the study, a quantitative approach was used, for data collection we used a questionnaire, prepared and made available through Google forms. A total of 14. The results show that the evaluation made is positive. However, aspects such as: the time (length of the module), digital literacy of the master's students, poor internet and little culture of learning participated in the study, reading of some students had a negative impact in some aspects.

Keywords: Performance evaluation, teacher, public management.

AVALIAÇÃO DE DESEMPENHO DO DOCENTE E DO MÓDULO DE GESTÃO PÚBLICA: CASO DE UMA INSTITUIÇÃO DE ENSINO SUPERIOR EM MOÇAMBIQUE

Resumo. O presente artigo, procura apresentar a avaliação feita pelos mestrandos à disciplina (módulo) de Gestão Pública ministrada no mestrado em Administração Pública na Extensão da Universidade Católica de Moçambique em Gurué, na província da Zambézia em Moçambique. O Objectivo deste é perceber como a disciplina foi ministrada, que aspectos positivos podem ser mantidos e os que devem ser melhorados olhando para o processo de prestação de contas. Dada a situação pandémica de COVID-19 que assola o mundo e Moçambique em particular o módulo foi

lecionado virtualmente, com recurso a plataforma *Microsoft team* e com apoio da plataforma *Moodle*. Para a efectivação do estudo,recorreu-se a abordagem quantitativa, para a recolha de dados recorreu-se a um questionário , elaborado e disponibilizado através do Google *forms*. Participaram do estudo os mestrandos do curso em alusão, no total de total de 14. Os resultados apontam que avaliação feita é positiva.No entanto, aspectos como: o tempo (duração do módulo), alfabetização digital dos mestrandos, fraca internet e pouca cultura de leitura de alguns estudantes impactaram negativamente em alguns aspectos.

Palavras Chave: Avaliação de desempenho, docente, gestão pública.

MÓDULO DE EVALUACIÓN DEL DESEMPEÑO DOCENTE Y GESTIÓN PÚBLICA: CASO DE UNA INSTITUCIÓN DE EDUCACIÓN SUPERIOR EN MOZAMBIQUE

Resumen. Este artículo busca presentar la evaluación realizada por los estudiantes de Maestría a la disciplina (módulo) de Gestión Pública impartida en la Maestría en Administración Pública en la Extensión de la Universidad Católica en Gurué en la provincia de Zambézia en Mozambique. El objetivo de esto es entender cómo se impartió la materia, qué aspectos positivos se pueden mantener y cuáles se deben mejorar. Dada la situación de pandemia del COVID-19 que afecta al mundo y a Mozambique en particular, el módulo fue impartido de forma virtual, utilizando la plataforma Microsoft Team y apoyado en la plataforma Moodle. Para llevar a cabo el estudio se utilizó un enfoque cuantitativo, para la recolección de datos se utilizó un cuestionario elaborado y puesto a disposición a través de formularios de Google. Participaron un total de 14 estudiantes. Los resultados muestran que la evaluación realizada es positiva. Sin embargo, aspectos como: el tiempo (duración del módulo), alfabetización digital de los estudiantes de maestría, internet deficiente y poca cultura de aprendizaje. La lectura de algunos estudiantes incidió negativamente en algunos aspectos.

Palabras clave: Evaluación del desempeño, docente, gestión pública.

Introduction

The evaluation of the performance of teaching and modules (disciplines) in Higher Education Institutions (HEIs) is similar to the evaluation of the performance of any professional in the various fields of action and in the various systems and production processes and in various other organizational aspects. It has a fundamental importance for the professional development of teachers and institutional growth, contributing to ensure the achievement of qualitative and quantitative objectives expected by students and HEIs.

Education professionals are nowadays under pressure from an increasingly competitive society that addresses Educational Institutions (HEIs), demanding results that are not only framed in a perspective of efficiency as a social control of the investment made. In fact, the current demand goes beyond this vision and the effectiveness of HEIs is expected to be hyper-efficiency, forming citizens endowed with a set of competencies and skills that allow them to do everything or almost everything. The apparent passage from the idea of the specialized individual to the idea of the individual specifically capable of doing many things is not so simple and involves another educational engineering, as far as formal education is concerned, the school. To understand this phenomenon, it is necessary to integrate the various factors involved in the formal educational process in a model of analysis that allows us, in complementary and successive approaches, to

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scrutinize the real and effective role that the various actors play in the process of curriculum development in the school (Nobre, 2015).

This study is driven by the need to know the assessment that the master's students of this institution make of the teaching and learning process in this module in reference but to strictly follow the evaluation indicators already foreseen. Although not formal, it is understood that practices of this nature can improve the teaching and learning process, especially in the 2nd cycle courses that are taught intensively. For the institution (Catholic University of Mozambique in Gurué) and the master's students, the evaluation will help in the *accountability*[1] of the work developed by the professor of the public management module, thus providing the managers of the institution and the master's students and other interested persons with a greater demand in the improvement of the work of this(ese) professional(s), so that the improvement of quality in the teaching process can be glimpsed.

Evaluation is an "increasingly indispensable scientific field and social practice for identifying, understanding, disseminating, and improving a wide range of problems affecting contemporary societies, such as the quality of education and teaching, health care delivery, resource distribution, and poverty" (Fernandes, 2006, p. 5).

For Hadji (1994), there is a consensus in the literature that evaluation is interested in collecting useful information, but the purposes for which the information is used constitute a point of divergence among various conceptions of educational evaluation. It is a dilemmatic process that becomes very complex when it comes to the evaluation of the performance of educational actors, "academic development in the case of students and professional development in the case of teachers and other personnel involved in educational practice" (p. 74).

In Caldas (2014), the purpose of evaluation is to improve the performance, accountability, and responsibility of teachers; to improve practices and procedures in educational institutions; to understand the experiences of those involved in a given social practice. The purposes are achieved, in general, with systematic or formal evaluations framed in a given theoretical model, but informal evaluations are also used, which exist among themselves and drive certain studies and reflections.

For Scriven (1994),

> "Teacher evaluation is part of staff evaluation. Connections are made between all practice areas to link them together. The principles, approaches, and contents of student learning assessment need not be different from those we use in teacher evaluation, school evaluation, or program evaluation while safeguarding some contextual specificities. Some scientific communities deny the existence of a science of assessment (p. 7)."

In agreement with Scriven (1994), when he states that performance evaluation (PE) "is a difficult process to conceive and implement, and a complex social construction given the diversity of those involved in the process, and consequently the diversity of visions of teaching, of each educational institution, of education, or of the present society" (p.12). But PE can be a powerful process in the service of improving pedagogical quality and the quality of teachers' teaching, generating environments conducive to innovation, professional development, and improved student learning (Scriven, 1994).

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[1] Accountability process (one of the topics covered in this discipline).

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In Teaching Institutions, teacher performance evaluation has been used to assess/verify the level of student satisfaction in relation to the subject content, the teacher's tasks, and the teaching and learning process (Santo & Santos, 2010).

According to Santo and Santos (2010), the teaching evaluation process can be based on the evaluations made by the students, the direction and pedagogical coordination of the course, and the self-evaluation of the teachers, using evaluation instruments in order to assess the teacher's work in the classroom (students' evaluation), the performance in the institution (direction and pedagogical coordination), and to analyze the teachers' perception of the work they develop in the classroom and in the institution (teachers' self-evaluation). For this research, the evaluation was carried out only by the students, which in some way can be configured as one of the limitations of this research.

It is perceived that performance evaluation is a mechanism or process that companies or organizations, including those of education, as in this case study, use to verify the level of execution of tasks by employees, with the purpose of achieving the previously mentioned indicators (constructivist perspective) and not necessarily with the objective of punishing employees.

In addition to this introductory note, the article includes methodological procedures, presentation, analysis and discussion of the results, and final considerations.

Methodological procedures

The quantitative approach was chosen to carry out the study. The questionnaire was used as the data collection tool. This approach is characterized by objectivity, probabilistic criteria for sample selection, structured instruments for data collection, and statistical techniques for data processing. The generalization of results is sought (Vergara, 2008).

In nature, the study is exploratory-descriptive. In exploratory research, it is possible to obtain familiarity with the problem, while the descriptive study allows the creation and structuring of specific ways of measuring information about the practices of a given group (Gil, 2010; Anderson, Black, Hair Jr.& Tathan, 2005).

The research was conducted at UCM-Gurué, located in the province of Zambézia, central Mozambique, a private institution of higher education belonging to the Episcopal Conference of Mozambique, with headquarters in the city of Beira. The study population consisted of all students of the Master's Degree in Public Administration in the discipline of public management, with a total of 14, which in turn constituted the sample, considering the small number of the study population.

The data collection instrument was a questionnaire designed to meet the overall objective (to evaluate the teaching process of the Public Management Module). Sending the questionnaire prepared in *Google Forms* to the respondents was used to administer the questionnaire. Some questions were based on the *Likert* scale ranging from 1 to 5 with the following classification: (1) totally disagree; (2) partially disagree; (3) neither agree nor disagree (neutral); (4) partially agree; and (5) totally agree. Data processing was done through Google forms.

One limitation was the narrowing of the data collection instrument, which left out some questions that respondents were to ask. The study has a minimal scope (Gurué Extension); however, it can be replicated in other courses in other educational institutions.

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This part presents the results of the study. The results show that of the respondents, 57.1% are men and 42% are women, which highlights the predominance of men in the master's degree class in Public Administration taught at the Gurué Catholic University Extension. As can be seen in Graph 1.
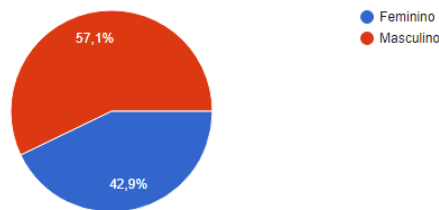

Figure 1. Gender of respondents

Has the course (module) achieved its objective?

We sought to understand whether the module achieved the stated objectives, and all respondents indicated that it did. In other words, 100% of the respondents stated that the module achieved the objectives they had set. The responses to this question are summarized in Figure 2.
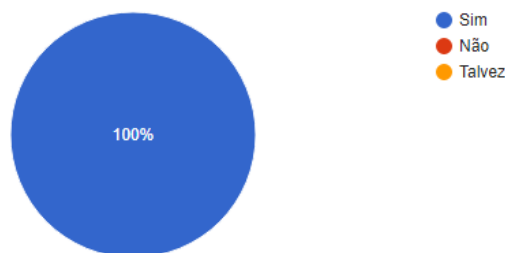
Figure 2. Has the course achieved its objective?

Has the established program been fully developed?

Regarding compliance with the established syllabus, all respondents responded positively. That is, all 14 respondents, with a weight of 100%, were unanimous in stating that the subject syllabus was fully complied with. Graph 3 shows the responses on the aforementioned topic.
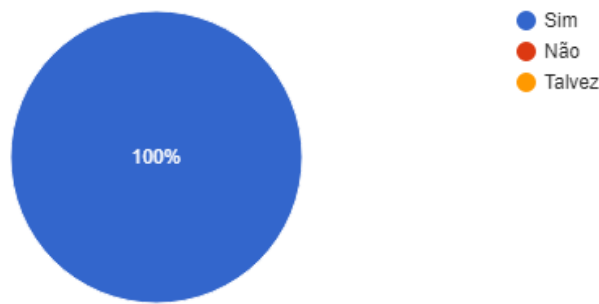
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Figure 3. Has the established program been fully developed?

Was the practical approach sufficient?

When asked if the practical approach was sufficient for learning, all 14 students responded that yes, it was sufficient. In this practical approach, the discussion forums and the privilege of the student-centered methodology, which provides a space for debates and discussion of ideas and points of view, stand out. Graph 4 shows the results on the practical approach of the course. This result agrees with the statements of Caldas (2014), who reasoned that each teacher should create their own learning environments as a personal task; should induce strategic thinking in students through different activities; should develop the ability to issue personal opinions; should implement group/team work and project development; should encourage the use of Information and Communication Technologies (ICTs); should accept criticism and alternative opinions from students; should share work and experiences; should engage and monitor innovative projects.
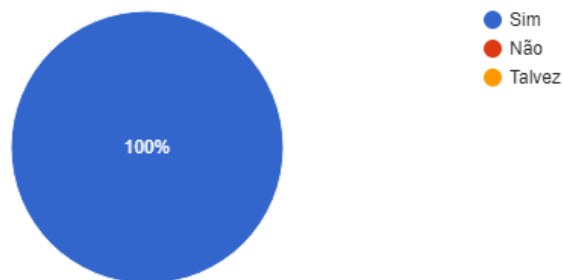

Figure 4. Was the practical approach of the course sufficient?

Were the resources used adequate?

On the adequacy of the resources used in the teaching process, 7.7% of the participants in the study said they partially agreed, and 92.3% of the respondents said they fully agreed, i.e., they stated that the resources used were adequate. As advocated by Souza (2007), "the didactic resources used in the classroom should help students in the future to deepen, apply their

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knowledge, and produce others from it" (P. 113). Silva, Soares, Alves, and Santos (2012) argue that, for this to happen, it is necessary for the teacher to give significance to the content being taught, showing the student practical applications of the content in their daily life, so that, from a scientific perspective, they can interfere in their environment in a positive and conscious way, thus characterizing meaningful learning.
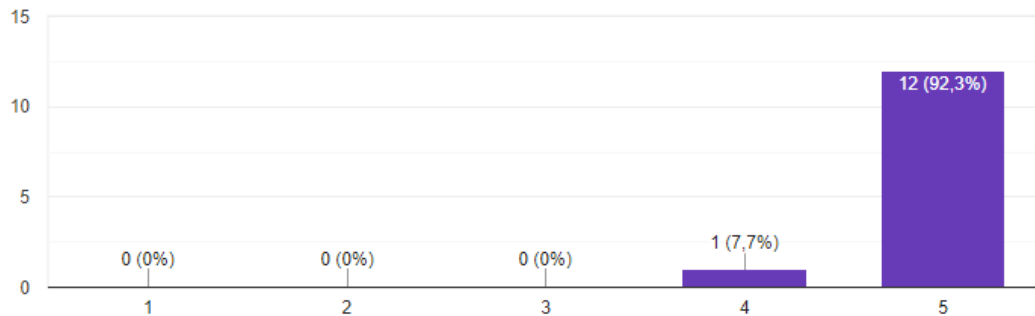
Figure 5 presents the results on the adequacy of the resources applied.

Figure 5. Resources applied were adequate

Performance of master's students in the course module

When asked if the students considered their performance to be good, 38.5% said that their performance was partially good, and 61.5% said that they totally agreed with their performance. In view of these results, it can be stated that the Master's students assume a good use of the course. It should be noted that this question was answered by 13 master's students.
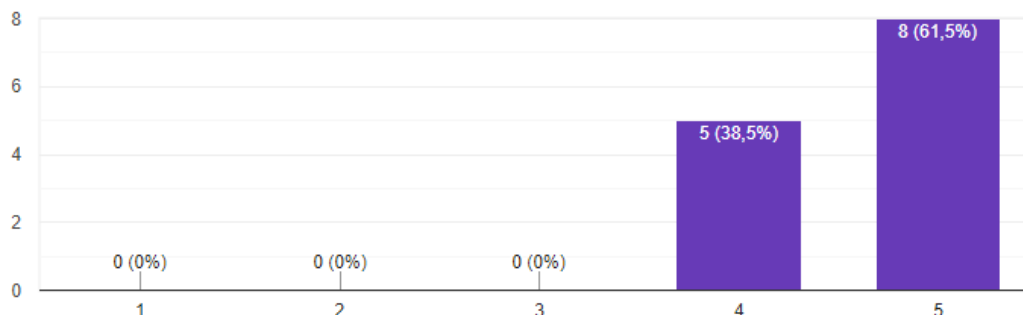

Figure 6. Performance of master's degree students.

Do you think you will be able to apply the knowledge acquired during the course in your professional practice?

Regarding the applicability of the knowledge acquired in the course, 13 master's students answered that they fully agree that the knowledge acquired will be very useful in their professional activities, and 1 did not answer this question. However, knowledge in itself is not enough to guarantee its use (application). For knowledge to acquire social relevance and respond to the needs of the organization, the commitment of both its holders (in this case the master's students) and stakeholders, such as public managers, is necessary. From the holders, in the sense of transforming this knowledge into practical and useful applications for society, and from public

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managers, as well as other interested institutions, in the sense of planning and evaluating the formulation of programs to operate the social use of the knowledge produced (Marteleto, 2009).
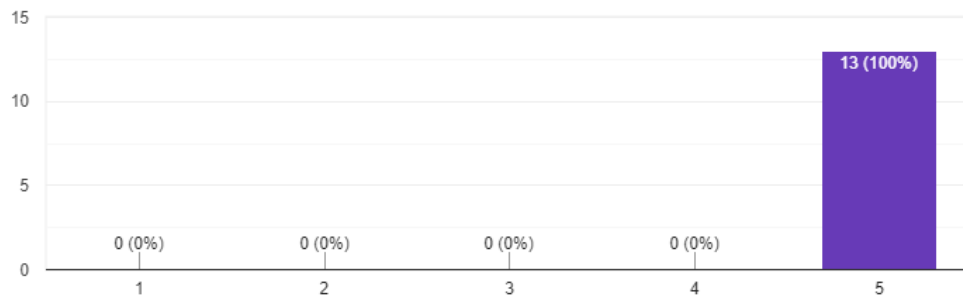
As can be seen in Figure 6.

Figure 7. Application of the knowledge acquired in the course

Was the teacher clear and objective in his or her presentation of the subject?

Regarding clarity and objectivity in the presentation of the topics, all 13 respondents indicated that there was clarity and objectivity. In the teaching and learning process, it is important to have clarity and objectivity in the presentation of topics to facilitate understanding. Graph 7 shows the results of this questionnaire.
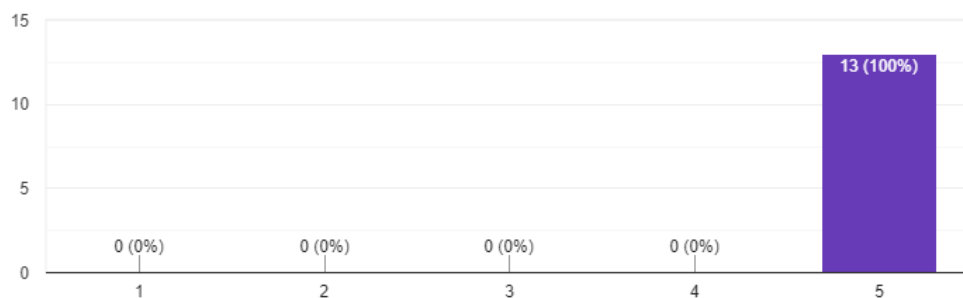

Figure 8. Clarity and objectivity in transmission

Was the teacher skilled in the use of teaching methods and techniques?

Of the 13 respondents to this question, 7.7% (1 respondent) said they partially agreed with the statement, and 92.3% said they strongly agreed with the statement that the teacher had skills in using teaching methods and techniques. Figure 8 presents the responses:
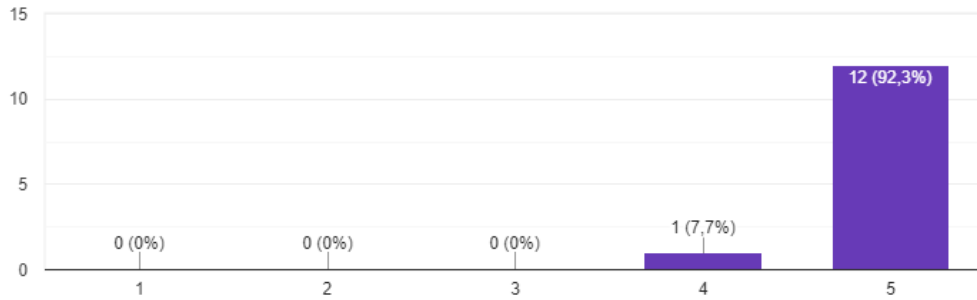
Figure 9. Ability to use teaching methods and techniques

The teacher has demonstrated knowledge of the subject matter

When asked if the teacher showed mastery of the subject matter, of the 14 respondents, 13 categorically (strongly agree) stated yes, and 1 person did not answer the question.
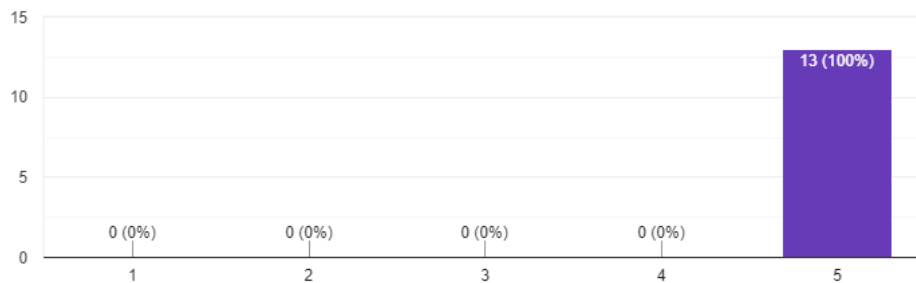

Figure 10. Ability to use Teaching Methods and Techniques

What could be improved in the programmatic contents of the module?

We tried to understand what could be improved in the program contents of this module. 11.1% answered that they would like to incorporate topics with a legal basis (more grounding in law), 55.6% answered that they would like to study Mozambican public management and not general management as it currently appears in the contents and because of the time of the Master's modules, it is sometimes difficult to create spaces for more debates on the historical evolution of national public management. Another 11.1% said they would like the module to incorporate field activities, and finally the remaining 22.2% pointed to contents linked to the decentralization models underway in the country. It is important to note that of the 14, only 9 responded to this question.

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Figure 11. Improvement in the pragmatic contents of the course.

General comments on the teaching process and the class of the Public Management module 2021

This question was intended to provide a space for master's students to comment on the teaching of the module in question. It was found that aspects related to time (1 month), digital literacy (use of digital platforms), and Internet quality had a negative influence on this process, as can be seen in the speeches of some respondents.

> Respondent 1 (R1). "The programmatic contents were broad. This is because it was possible to make a triangulation in a brief way, between other realities, the Mozambican reality, and our vision (students/observers/curious). Otherwise, a little more time would be necessary to allow the reduction of our degree of abstraction and open space for a perfect fit between science and our current reality because it was all very rushed. A less important fact that deserves to be highlighted is precisely the dynamism of the professor, who made the classes basically interactive. Our biggest enemy was the oscillation of the Internet, which unfortunately is a reality not attributable to any of the participants in this teaching and learning process, but not for that reason, we lost the rhythm because it is a reality imposed by the pandemic."

"I suggest that group classes be extended to Saturdays" (R2).

> R3. "The module was well presented; the professor was really well prepared to moderate the contents; I was able to achieve the objectives of the module; I learned a lot about what it is to be a good manager both public and private; what I can do to work with a team and achieve the expected results in both public and private organization."

> "The chair of Public Management certainly constituted the expectation that I will make use of in the exercise of my duties in the workplace. The classes were interactive between the students and the professor" (R4).

Concluding remarks

From the results, it can be concluded that the evaluation of the professor and the module by the students of the master's degree is positive. Respondents indicated that the contents were clear and objective, that there was assimilation of knowledge, and that they could apply it in their

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professional activities. Weaknesses pointed to poor digital literacy of master's students, poor internet, and environments not conducive to *online* studies as factors for improvement. As mentioned above, the study is applicable internally and in one course and one module, and it can be replicated for other realities. The data collection instrument was limited and limiting, and another one could be made capable of incorporating more questions also in future research. Comparisons of disciplines and the use of evaluation indicators already identified in the various literatures can be made and include the evaluation of the management of the course or educational institution.

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