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## **ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA**

“Formar para transformar, con calidad, calidez y compromiso social”

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### **ASIGNATURA:**

HERRAMIENTAS PARA LA OBSERVACIÓN Y ANÁLISIS DE LA ESCUELA  
Y LA COMUNIDAD

**"WHO HAS STOLEN EDUCATION?"**

**(EVIDENCIA INTEGRADORA)**

**Eje 1. Bases teórico- metodológicas para la enseñanza**

### **SEMESTRE:**

PRIMERO

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## **VISIÓN INSTITUCIONAL**

En la Escuela Normal de Atizapán de Zaragoza, al 2030 nos vemos como una institución de Educación Superior Normalista formadora de profesionales de la educación, certificados y acreditados bajo estándares académicos y gestión de vanguardia; especializados en las licenciaturas de preescolar, primaria y secundaria con especialidad en inglés con una formación bilingüe, con un alto sentido humano, que mediante el ejercicio de la docencia, y difusión del conocimiento, contribuyen a la formación de redes de colaboración académica a través de la investigación educativa, que impacte con principios de inclusión, equidad, colaboración e igualdad y justicia social a nivel local, regional y nacional; fundamentada en una Educación Integral, que responda a los cambios, retos, expectativas y desafíos de la sociedad del conocimiento.

## **MISIÓN INSTITUCIONAL.**

Nuestra escuela normal gestiona las mejores condiciones de participación colegiada para asumir el desafío de la formación de docentes idóneos en el marco del servicio profesional docente, a través de una conciencia de frontera que responda a las exigencias sociales, culturales, políticas y económicas actuales. Para perfilarnos como una institución de prestigio por el desarrollo de los programas educativos que aquí se imparten y que impactan para transformar nuestro país, en un marco axiológico, de justicia, equidad, humanismo, ser inclusivos, que responda con calidad y calidez, con respeto irrestricto a los derechos humanos.

## **"WHO HAS STOLEN EDUCATION?"**

### **INTRODUCTION**

Freire (1996) says that “teaching is not transferring knowledge, it is creating the possibility of producing it”, therefore, from the current context, the following question arises: are students really learning with the distance modality from the pandemic? The answer is uncertain, since a television class does not allow interaction with students and does not directly resolve doubts.

Distance and online education has been imposed in Mexico as an alternative modality due to the spread of the “coronavirus”, as it is the main agent of all the changes that have arisen in the school environment. It has led the student to autonomy in learning, since it has turned him into a self-managing, independent, technological, empathetic, responsible, collaborative, strategic and self-regulated being.

As teachers it has not been an easy task either, because their role today is to be innovative in their practice, creative, inclusive and strategist to apply a hybrid teaching model (but at a distance and online, for the moment) as well as an empath.

This work will address the results obtained in the day of practice, from a theoretical-methodological axis in teaching and relating it to the different subjects, as well as the discovery of the initial question broken down in the title of this writing.

### **DEVELOPMENT**

The “Gabriela Mistral” Day High School No. 117 with C.C.T. 09DES4117H, is located at Calle José Zubieta No 54, in the Juan Escutia, C.P. 09100 of the Mayor's Office of Iztapalapa located in Mexico City, the school zone adjoins the Municipality of Nezahualcóyotl, State of Mexico (a municipality classified as criminal risk). Located next to the “Juan de la Barrera” Market and two blocks from “Ignacio Zaragoza” avenue.

The school is located in a popular area where its main economic activity is commerce.

In the CDMX ranking of schools, it is among the 10 best in school performance.

70% of the students (approximately) have nuclear families and professional parents or merchants and housewives. Few have a dysfunctional family or with economic problems that prevent them from developing their academic activities.

The teacher comments that in her groups she has a variety of learning styles and in some students more than one style, for example, taking as a reference the multiple intelligences of the psychologist Gardner (1988), there are students: “musical, corporal, naturalistic, linguistic , mathematical, spatial, interpersonal and intrapersonal ”and this allows creating different teaching strategies.

The range of learning styles is very varied, however, the distance modality focuses more on the visual and auditory, which can make it more difficult for kinesthetic students, since it is a system not suitable for this form of learning. study.

According to statistical data from the teacher, 90% of the students have at least one device at home and with internet (their own or family) to connect to their classes on Meet. There are students who connect with 2 devices (telephone and computer) and others only computer or only cell phone, however, 5 to 7 students do not connect because economic resources or various diseases (mainly coronavirus) do not allow them to take their classes, so the activities are sent by email or in photocopies.

The teacher uses the Classroom platform for distance classes and Meet for online sessions. According to the agreement drawn up in her school in the School Technical Council, she is working with the "flipped classroom" modality, based on the model of Bergmann and Sams (2014):

The flipped classroom is the conception that the student can obtain information in a time and place that does not require the physical presence of the teacher. It is a new pedagogical model that offers a comprehensive approach to increase the commitment and involvement of the student in teaching, making it part of its creation, allowing the teacher to give a more individualized treatment.

In other words, in this modality, the student is the one who reviews or conducts research on the topic and knows the materials sent in advance by Classroom. The Meet sessions are for the resolution of doubts about the topics that are being worked on, that is, the role of the teacher, in this case, is that of the student's guide or coach.

In addition, the “flipped classroom” model encompasses all phases of the learning cycle as marked by the cognitive domain of Bloom's taxonomy (1971):

Knowledge: Being able to recall previously learned information.

Comprehension: "Make our" what we have learned and be able to present the information in another way.

Application: Apply the skills acquired to new situations that arise.

Analysis: Decompose the whole into its parts and be able to solve problems based on the knowledge acquired.

Synthesis: Being able to create, integrate, combine ideas, plan and propose new ways of doing things.

Evaluation: Make judgments regarding the value of a product based on personal opinions based on given objectives.

And this allows the teacher to carry out other types of more individualized activities with the students during class, as well as a non-linear distribution of the tables in the classroom, which enhances the collaborative environment. It also encourages student collaboration and therefore reinforces their motivation since it involves families in learning and, finally, the contents are accessible by students at any time.

During the day of practice, the Likert scale allowed me to discover that the context is an important factor in the cognitive process of a student and that it greatly influences the development of a class, because remembering Lev Vigotsky and his "Sociocultural" theory in Daniels' words (1996) tells us that:

[...] Children develop their learning through social interaction: they acquire new and better cognitive skills as a logical process of their immersion in a way of life.

Those activities that are carried out in a shared way allow children to internalize the thought and behavioral structures of the society that surrounds them, appropriating them.

[...] The contextual perspective has been the emphasis on the social aspect of development. This theory defends that the normal development of children in a culture or in a group belonging to a culture may not be an adequate norm (and therefore cannot be extrapolated) to children from other cultures or societies.

On the part of the student interviewed, based on the open questions I asked, I was able to know that the online or distance modality does not please him, because the learning is different and does not allow him to understand 100% of the topics that are addressed and that generates a kind of frustration in his person despite the fact that he receives a lot of support from his mother regarding his study.

It was also possible for me to discover that this modality is difficult for students to adapt. They were used to the face-to-face system, in addition, the organization of time is not the same; the workload is complicated because apart from doing activities you have to research topics and process them on your own.

Stress in students has increased causing in some cases their grades to drop. There are cases in which students are affected by the economic situation of their parents, because in the face of the Coronavirus contingency, many of their tutors lost their jobs and the expenses of a distance education are not economic, since they require considerable time in the one they have to watch out for their children. Everything is linked; everything influences and affects the student.

On the part of the teacher, I realized that she is very involved with the context, because this intervenes in the student's learning. She says that the relationships of

respect between the school community influence to have a harmonious classroom and healthy coexistence.

The student learns through what is significant, therefore, the teacher relates the everyday with the topics of the study plan to lead the student to appropriate the knowledge in a relevant way and that only in this way they can understand the why and why of the topics that are seen, that is, it gives them a personal meaning and makes them see that everything they learn can help them solve the different problems that arise in their daily lives, as mentioned by Díaz (2002):

From these studies, it has been possible to identify that students who obtain satisfactory results, despite the didactic situations they have faced, have often learned to learn because: • They control their learning processes. • They realize what they are doing. • They grasp the demands of the task and respond accordingly. • They plan and examine their own achievements, being able to identify successes and difficulties. • They use study strategies relevant to each situation. • They value the achievements and correct their mistakes. Learning to learn implies the ability to reflect on the way in which one learns and act accordingly, self-regulating the learning process itself through the use of flexible and appropriate strategies that transfer and adapt to new situations.

The current situation is complicated, because since the Pandemic we are living in, teachers are immersed in a world of stress, of new tools that they must learn to use. It also shows a panorama in which the teacher is working more than before and his main obstacle is the economic part of the student and the apathy that he presents when participating in the sessions because they decrease; there are faces that cannot be seen and there are others that only enter without participating, becoming only non-existent entities and zero active in the sessions.

In short, working from home does not provide better motivation, neither for students, nor for parents, and much less for teachers. Everyone faces difficulties that are part of the context in which they live. A context that ignores the impact it generates in the school world. Since the adolescent's routine focuses on being behind a television or a computer, he does not have a face-to-face coexistence with friends.

Everything has focused on the virtual, on the distant and distant, and the emotional part is greatly affected since the adolescent reflects it in his study, in the number of hours that he is currently active in his social networks or in general, connected to internet. The television is the main friend and the most beloved, since platforms such as Netflix, Amazon and Disney are the "fashion" among young people, as it is reflected in their daily speech and the phrases that they take from movies, series or programs that they view at not have any other coexistence that is not with technology.

The current adolescent is vitiated with the deformations of language in his school writings, in his family speech and in his social networks, since the latter do not sanction the contractions of words or the use of popular jargon (only in cases where it is incited to hate).

On the other hand, the Pandemic leads us to another important concept "COMMUNITY", it is: "the territorial relations located and delimited that establish a bond of proximity between diverse subjects, generating feelings of affection and identification: it implies that individuals know each other , generate shared interests and their problems are solved together "(Krichesky, 2006) and why it is transcendental to mention it, because I discovered the importance of an educational community since they must work together for the well-being and integrity of the student so that he or she meets the basic education graduation profile and with the expected learning, as well as in the creation of an action plan to face and solve the challenges, not only cognitive, but also emotional and family, that the coronavirus has brought.

Currently, communities built on difference, that is, in plural and multicultural contexts, are defined as inhabited spaces, concretely or virtually, by various subjects who develop projects and build common goals that achieve mutual recognition by establishing certain goals that generate meaning of identity with the common. The meetings that are held virtually on Fridays allow the construction of strategies to support students, through a mission and vision they have as a school and community.

In the school environment there is a triad that must work together for the adolescent's collaborative and meaningful learning and, this is grouped with teachers, students and parents, where together the student is supported to promote their cognition. In this way, the community implies sharing a space, physical or virtual, intersubjectively constructed, whose purpose is to produce an identification with others and maintain a sense of "equality" (Krichesky, 2006).

From this conception of communities, concepts such as "learning communities", "educational community", "open school", "inclusive school", etc. have been developed in the educational field, which try to account for this phenomenon and develop intervention projects that allow to open and democratize the school space for citizenship training, improve learning and provide support to students and families living in conditions of

social vulnerability (Rivera and Milicic, 2006), sectors in which it would be urgent to move from a closed school –turned on itself– towards one open to the community, which recognizes the educational value of other social agents and which is assumed as a community space, allowing its members to actively participate in the design and construction of the usual.

## **CONCLUSION**

In short, the pandemic brought a revolution in the way of learning and teaching, since most students and teachers were used to face-to-face classes.

Despite the fact that the “flipped classroom” system had already existed since 2007, it became the most viable and functional milestone to bring education to life and not to be suspended altogether. Many parents initially did not understand the functionality that it had and asked for classes to be taught via Meet. The students did not understand that their main role was to be researchers and only come to the online sessions with questions that had arisen when reviewing the topics or exercises posed through Classroom.

This allows us to understand that each context is different, although change is difficult due to the re-adaptation process, the forms of learning become vitiated and when something new is presented we do not know how to act. Sometimes, we are immersed in conformity and getting out of comfort zones is not easy, as it is part of Mexican culture.

So, it can be said that the coronavirus was not the only one that stole education, but the lack of empathy for the new and the unknown, for change or, is it that those who have stolen education are those teachers who have not yet do you prepare your classes? Perhaps they are those who do not understand how a student learns according to her age and progress without changing the forms of teaching adapted to the context in which they live? Perhaps those teachers who send activities in droves without taking into account family and recreation have stolen education? Education has probably been stolen by those teachers who forget to empathize with their students without remembering that the raw material with which they work are human beings? This is exactly where I ask you, who is the true thief of today's education, the pandemic or the teacher without a vocation?



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