

Diseño de estrategias alternativas para el aprendizaje de la historia y geografía. Caso: Telesecundaria en Tabasco

Design of Alternative Strategies for the Knowledge of History and Geography. Case: Telesecundaria in Tabasco

Desenho de estratégias alternativas para a aprendizagem da história e da geografia. Caso: Telesecundaria em Tabasco

Eduardo Jesús Gordillo Fuentes
Universidad Juárez Autónoma de Tabasco, México
eduardo.gordillo@ujat.mx
<https://orcid.org/0000-0002-0968-6526>

Resumen

Además de por sus transmisiones televisivas, el servicio de telesecundaria se caracteriza por ser un solo maestro el responsable del proceso educativo de todas las asignaturas de un grado. En este contexto se presenta un caso peculiar: la asignatura optativa “Historia y geografía del estado de Tabasco”, perteneciente al tercer grado del nivel secundaria y del subsistema telesecundaria, no tiene espacios destinados a la transmisión televisiva de sus contenidos educativos, ya que solo se cuenta con el material impreso, que es el libro editado por la Secretaría de Educación en el estado de Tabasco. En vista de este vacío didáctico, se planteó como objetivo de investigación diagnosticar la necesidad de diferentes apoyos didácticos para reforzar el desarrollo de los contenidos programáticos de la asignatura en cuestión. El trabajo de investigación se realizó específicamente en la telesecundaria Guadalupe Victoria, con clave 27ETV0099B, del poblado de Cúllico, ubicado en el municipio de Cunduacán, Tabasco. Esta es una institución de organización completa.

Se trabajó con el paradigma cualitativo y bajo el enfoque de investigación-acción, tomando en cuenta que se caracteriza por realizarse de forma participativa. Se seleccionó esta forma de trabajo para ser efectuada a partir de un taller. Además, se acompañó de asambleas

generales donde se presentó un proyecto metodológico para reforzar la forma de impartir esta materia. El programa fue elaborado en conjunto con los promotores del proyecto, quienes solicitaron el funcionamiento del taller y, a su vez, eran los maestros encargados de la asignatura. Los participantes fueron los profesores de la escuela y alumnos de la misma. Se integró un grupo operativo que, por sus características, es el que más se identificaba con el desarrollo del trabajo y, de igual forma, se trabajó con grupos constituidos por colegas que compartían un mismo rol y grupos formados por otras personas que (aunque en roles distintos) participaban juntos en alguna actividad.

A partir de la integración de los grupos, se pudo reflexionar sobre un gran número de creencias y comportamientos sobre la enseñanza y el aprendizaje que, en cierta manera, conforman una docencia de sentido común; en donde a pesar de que existe disposición a la mejora, se hace presente una fuerte resistencia al cambio, la cual se convierte en un obstáculo para renovar la enseñanza. Sin embargo, esta problemática solo es superable si se realiza un trabajo docente interactivo, colectivo, participativo, analítico, crítico, reflexivo e innovador.

Palabras clave: aprendizaje significativo de la historia, didáctica de la historia, educación, enseñanza-aprendizaje de la historia, telesecundaria.

Abstract

The Telesecundaria service is characterized by the fact that in this subsystem only one teacher is responsible for the educational process in all the subjects of a grade. In this educational context there is the need to teach the optional subject, "History and Geography of the State of Tabasco", in the third grade, of the secondary level in the subsystem of Telesecundaria, which does not have spaces destined for the television transmission of its contents for its teaching, since only printed material is available, which is the book published by the Secretary of Education in the State of Tabasco. In view of this didactic vacuum, the research objective was to diagnose, through the research team, the need for different didactic supports to reinforce the development of the program content of the subject "History and Geography of the State of Tabasco", in third grade of Telesecundaria. The research work was carried out in the "Guadalupe Victoria" telesecundaria, with code 27ETV0099B, located in the Cúlico

town, first section, school zone number 25, sector number 02, of the municipality of Cunduacán, Tabasco. This is a complete organizational institution.

We worked with the qualitative paradigm and under the research-action approach, taking into account that it is characterized by being carried out in a participatory manner. The way of working was selected from a workshop for participatory research instruction. It was also accompanied by general assemblies where a methodological project was presented to reinforce the way this subject is taught. The program was developed jointly with the project promoters, who requested the operation of the workshop, and who in turn were the teachers who teach the subject. The participants were the teachers of the school and students in it. An operational group was integrated, which due to its characteristics is the one that most identifies itself with the development of the work. Likewise, it worked with groups made up of colleagues who share the same role and groups formed by other people who (although in different roles) participate together in some activity.

From the integration of the groups, it was possible to reflect on a large number of beliefs and behaviors about teaching and learning that in a certain way make up common sense teaching, where, despite the fact that there is a willingness to improve, there is a strong resistance to change that becomes an obstacle to renew teaching. However, this problem can only be overcome if an interactive, collective, participatory, analytical, critical, reflective and innovative teaching work is carried out.

Keywords: meaningful learning of history, history teaching, education, teaching-learning of history, telesecundaria.

Resumo

Além de suas transmissões de televisão, telesecundaria serviço é caracterizado por um único professor responsável pelo processo educativo de todos os assuntos de um grau. Neste contexto, um caso peculiar é apresentada: a "História e geografia do estado de Tabasco" opcional assunto, pertencentes à terceira série do ensino secundário e telesecundaria subsistema, tem espaços para a radiodifusão televisiva de seu conteúdo educacional, como só o material impresso está disponível, que é o livro publicado pelo Ministério da Educação

no estado de Tabasco. Perante esta lacuna educacional, foi criado como objetivo de pesquisa diagnosticar a necessidade de diferentes material didático para reforçar o desenvolvimento do conteúdo programático do assunto em questão. A pesquisa foi realizada especificamente em telesecundaria Guadalupe Victoria, com chave 27ETV0099B, a cidade de Cúlico localizado no município de Cunduacán, Tabasco. Esta é uma instituição organizacional completa.

Trabalhamos com o paradigma qualitativo e sob o enfoque de pesquisa-ação, levando em conta que se caracteriza por ser realizado de forma participativa. Esta forma de trabalho foi selecionada para ser realizada a partir de um workshop. Além disso, foi acompanhado por assembleias gerais, onde um projeto metodológico foi apresentado para reforçar a forma como este assunto é ensinado. O programa foi desenvolvido em conjunto com os promotores do projeto, que solicitaram o funcionamento do workshop e, por sua vez, foram os professores responsáveis pelo tema. Os participantes foram os professores da escola e os alunos da mesma. um grupo operacional, por sua natureza, é mais identificado com o trabalho de desenvolvimento e, igualmente, trabalhou com grupos constituídos por colegas que partilhavam o mesmo papel e grupos formados por outros juntaram-lo (embora diferentes papéis) participaram juntos de alguma atividade.

A partir da integração dos grupos, poderíamos refletir sobre uma série de crenças e comportamentos sobre ensino e aprendizagem, de certa forma, tornar-se um senso comum de ensino; onde, embora haja vontade de melhorar, há uma forte resistência à mudança, que se torna um obstáculo para a renovação do ensino. No entanto, este problema só pode ser superado se for realizado um trabalho de ensino interativo, coletivo, participativo, analítico, crítico, reflexivo e inovador.

Palavras-chave: história significativa de aprendizagem, ensino de história, educação, história de ensino-aprendizagem, telesecundaria.

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Introduction

“Historia y geografía del estado de Tabasco” It is one of the subjects that generates the most polemic in the telesecundaria subsystem, since it lacks a television program. This causes the teacher to skip the subject of the annual program, despite being mandatory, and causes a lack of continuity in subsequent subjects, which results in poor performance in the teaching-learning process of the subject.

The research focused on the ineffectiveness of the teaching-learning process in the telesecundaria system. The lack of a television program with information that contains the topics included in the book, typical of the telesecundaria subsystem, as well as having strategies according to the student of the rural community -that often ignores the municipal seat of the place where he lives and the been in general- are topics to discuss in this investigation.

Therefore, it is necessary to arrive at a different conception of the teaching-learning process of the subject already mentioned, according to the approach proposed in the Secondary Education Plan and Program, designing and applying corresponding teaching aids, as they are. the books of the student and the teacher, the elaboration and projection of videos and the accomplishment of activities to encourage a greater participation of the students with the purpose that these are benefited through the acquisition of knowledge, where the teacher is the facilitator of the learning for students to find the historical-geographical relationship of the community, state, national and international (Rodríguez, 2011, 26).

Faced with this situation of uncertainty about how to teach the subject in question in the telesecundarias schools of the entity, the research exposed here focused on the fulfillment of the following objective: Diagnose through a research team the need for different teaching aids to reinforce the development of programmatic contents of the subject "History and geography of the state of Tabasco", belonging to the third degree of telesecundaria, including the realization of a pilot video of support for this.

Materials and methods

Throughout the history of science have emerged various currents of thought, such as empiricism, dialectical materialism, positivism, phenomenology and structuralism, all of which have originated different paths in the search for knowledge. Due to the different premises that sustain them, since the second half of the 20th century such currents have been polarized into two main paradigms: the quantitative and the qualitative of research.

Regarding the paradigm used in this research work, namely the qualitative one, it can be said that "usually, it is used first to discover and refine research questions sometimes, but not necessarily, hypotheses are tested" (Hernández, 2014 , twenty-one). It is often based on data collection methods without numerical measurement, such as descriptions and observations. In short, it uses data collection without numerical measurement to discover or refine research questions and may not test hypotheses in its interpretation process.

Within the variety of qualitative paradigm there is a common denominator that we could place in the concept of cultural pattern, which starts from the premise that every culture or social system has a unique way to understand things and events (Colby, 1996, 211).

This worldview or way of seeing the world affects human behavior. The study of cultural models that are frames of reference for the social actor and that are constructed by the unconscious, transmitted by others and personal experience are flexible and malleable entities that become the object of qualitative study.

In general terms, qualitative studies involve the collection of data using techniques that are not intended to measure or associate measurements with numbers; techniques such as unstructured observation, open interviews, review of documents, group discussion, evaluation of personal experiences, inspection of life histories, semantic analysis and everyday discourses, interaction with groups or communities and the introspection. For this reason, it is necessary, in part, the application of this approach in research (Hernández, 2014, 10).

Due to its own specificity, action research places emphasis on the qualitative analysis of reality. Being the subject his own object of investigation, he dumps a wealth of information about what he brings from his experiences, from his experiences (McKernan, 1999, p.25).

Now, what methodological and analytical implications does the break with the binomial subject-object of investigation, that is, with the studious and studied dichotomy?

The main object of action research is the awareness of a group for action and action, with the purpose of helping to transform reality. The group acquires its own identity based on the problem being investigated; thus, it has to become aware of its situation, its interests and its potential for change. As the subject itself is his object of investigation as an individual and as part of a group, he himself must take control of his situation.

One of the methodological considerations of action research is that it is confined to a social group and its development is aimed at solving problems identified by the same group. The identification of the problem, the systematic collection of data, the consensual interpretation of the same and the application of the results of the investigation imply a collective commitment.

One feature that makes research into action a very suitable procedure for working in classrooms and schools (as in other fields) is its flexibility and adaptability. Usually these qualities are revealed in the changes that may take place during their application, and in the form of experimentation and innovation that characterizes the method.

Group work receives great input from all the members; it deals with the study of the behavior of the groups as a whole and of the variations of the individual behavior of its members, of the relations between groups and of formulating the laws and principles that govern those variations, as well as worries about resorting to teaching methods and strategies that increase the efficiency of learners. Undoubtedly, this last precept was the one that most worried the team of this investigation.

Those involved in the diagnosis were, in the foreground, the third grade students of the Guadalupe Victoria telesecundaria, with code 27ETV0099B, from the Cúlico town, first section, located in the municipality of Cunduacán, Tabasco, in zone number 25, sector number 2, with a total of 3 groups, A, B and C, which in total totaled 82 students, corresponding 37 to the male and 45 to the female.

Undoubtedly the main objective for the integration of the research team was that the students of the school achieve satisfactory learning. And to achieve this goal, it was necessary for the principal, teachers and support staff to share educational purposes and common goals,

exchange experiences and comment on the teaching problems that arise in the classroom and at school to analyze their roots.

Once the research team was selected, they met to present and analyze the various strategies they use to teach this class; Later, the team proposed an educational model to work on the telesecundaria, which involved didactic and audiovisual material.

The strategies have the purpose of improving the use of the students, leading them to the analysis, criticism and reflection of the subject "History and geography of the State of Tabasco". Also, through analysis and reflection, make them aware of the relationship with the environment in which they operate, to give each of them their point of view and discuss the limitations that may be found, but also to predict the benefits with which you could count. "Most teachers have experienced the feeling that they are not going to a particular class, while they are considered, as in their own home with others, although other teachers have the opposite experience with the classes" (López, 1996, 18).

First of all, the process that has the greatest impact on the community is the teaching-learning process. The reason why this is said is that students are assigned a grade that is their knowledge, their parents and the educational administration. The latter collects grades at the school level and then at the zone level; and it is in this last instance that the Guadalupe Victoria telesecundaria presented a higher percentage of failed students in the optional subject of "History and geography of the state of Tabasco" -a success that has been repeated since previous school cycles, which indicates that the most significant problem of the school is the high grade of failure in this subject.

The director of the institution, at the beginning of this school year, invited the teachers to look for strategies that would reduce the high degree of disapproval. In addition, he considered that this was the main problem of Guadalupe Victoria within the area of the teaching-learning process. With this background, we proceeded to question the teachers of the campus and students about this problem.

In order to gather information and detect the problems that afflict the telesecundaria specified above, the following strategies were used: with the students, a brainstorm was held to know the concerns they have regarding the subject; with parents and teachers, surveys.

The methods, techniques and instruments with which the diagnosis was constructed were analyzed and developed. These two actions allowed us to offer the methodology to investigate the perspectives of the thematic concern and reach a deeper diagnosis.

In what corresponds to the teachers, nine teachers participated (six women and three men) plus the director of the establishment. In total, there were 10 participants who made up the research team. Also, ultimately, there were the parents of the third grade students, 72 in total, mostly peasants, with the exception of four traders and three professionals.

On the part of the group the form of work in workshop for the instruction to the participative investigation was selected. Thus, since April 2017 teachers, students, managers and parents approved and were involved in one way or another in solving the problem. In a general assembly a methodological project was presented to reinforce the way of imparting this subject.

The workshop was created expressly by the teaching staff of the Guadalupe Victoria telesecundaria, obeying a specific need for training within an educational research methodology with a participatory approach. The program was developed jointly with the promoters of the project, who requested the operation of the workshop and who in turn were the teachers in charge of the subject.

The teaching-learning process in the first session was done under the framework of the workshop. In work groups, first, second and third grade, the deficiency presented in the subject was discussed and in the same way it was done in plenary session to make the pertinent pedagogical proposals, taking into account, on the one hand, that it was a proposal of learning and, on the other, that the total population participated in it.

During the subsequent sessions, we worked with different techniques of group dynamics in the texts of the first and second unit of the book of the subject "History and geography of the state of Tabasco", belonging to the third grade of secondary education, interpreting them in light of personal experiences. From this discussion, the problem of group work was analyzed. The problem of communication and the responsibility involved in group work was presented. Teachers who had not done the activities during the week significantly delayed the group's work.

In the last session of the workshop, two activities were carried out: a socio-drama and a historical reflection on how the subject in question has been taught and the role of the teachers within this history.

Sociodrama

For this activity an assembly was represented with a view to discussing the problem or the benefits of collective work. The group was divided into three to characterize the following roles: 1) assembly leaders (one teacher and one student); 2) participants of the assembly (teachers and student), and 3) representative of the address (director). The aspects that were analyzed, with the feedback of the observer group, and that arose spontaneously in the sociodrama, are the following:

- Characteristics of the assembly and obstacles in the organization of this.
- Characteristics of the leaders.
- Relationship with the authorities of the community and the school zone.
- Student participation.
- Involvement of parents.
- Representative-participative concept.

The group reached two results regarding the activity:

- a)* About the technique of the sociodrama: This serves to socialize the information and promote the integration of the group, as well as to initiate the reflection and the analysis of the problematic one that it is wanted to investigate; propitiate the decision making in that essence problems are touched from the apparent.
- b)* Conducting a diagnosis of the assembly: It is a form of organization for decision making and to analyze the role of students, teachers, parents and their functions in it.

Historical reflection

Firstly, the origins of the subject "History and geography of the state of Tabasco" were remembered: why it was created, who created it and how it has been developed until reaching its current situation.

The contributions for this historical reflection were provided by the most senior professors, who, to a large extent, lived the situations and changes through which this subject has passed. The newly admitted teachers contributed their personal observations throughout the process about what they considered as experiences of the stages they had to live. The group was analyzing and understanding better the reason of the changes or didactic supports for the learning of the subject; the reason for the benefits that students and teachers had.

Together they came to the following conclusion: The activity of historical reflection is a technique that can serve as an auxiliary in the investigation of events that have taken place throughout the history lived by the investigating subjects in order to elucidate and clarify the origins and causes from what has occurred. Through this reflection, the current situation of the subject analyzed was understood.

Results and Discussion

In this section are reflected the most important points of this research and that, although some of them may seem trite and even obvious and although no new theoretical elements are provided, provide and validate evidence of how to proceed in the classroom. For this reason it is considered that this work can mean a real support for the teacher.

Today more than ever, it is necessary to carry out educational research that enables the approach and understanding of the complex interrelationships that occur in the educational reality. Significant reflections must be taken to guide the development of a better educational practice. This aspect requires to obtain a greater and better knowledge of the forms for the search and generation of new knowledge, an adequate management of the theoretical-methodological, technical and practical instruments that explore and deepen in the real, objective and subjective facts, as well as to undertake research in which the educational process is analyzed from different approaches and theoretical dimensions, considering the contributions that have been made to learning, because there are no absolute truths in science.

This is why the use of teaching materials will depend on the teachers, as well as the knowledge they have about the use of the same didactic materials and their respective

function, availability of the subject and the availability of resources for a better practice teacher.

The participants in this research were accustomed to individual, mechanistic and critical learning; but they became aware of the difference between group and individual learning and of the obstacles that arise when each of the educators bring their usual way of working the texts. Also, in that same line, they experienced the difficulty of doing the content analysis and agreeing on a way to impart it for the different teaching and methodological experiences of each one of them.

The group came to ask if traditional research could be considered obsolete. However, he came to the conclusion that it was not, but that the participatory approach completes the subject-object interaction, since the subject is its own object of investigation in a process of reflection-collective transformation.

With regard to the subject "History and geography of the state of Tabasco", the group observed the following:

- a) There is a need to work with didactic supports, within the subject.
- b) Change of attitudes must be provided.
- c) The role of education must be reconsidered by proposing it as a socialization of change.
- d) It was observed in the teacher a dissociation between the theoretical and the practical in the context of the student, which negatively affects the significant learning of the student.
- e) The need for an audiovisual program focused on the subject in analysis was detected.

The activities carried out in this workshop were designed by the members of the research team and its purpose was that the teachers renew their knowledge and didactic skills to permanently improve the quality of their work in the classroom..

Conclusions

In accordance with the qualitative paradigm and the research-action approach, the conclusions of the basic ideas involved in meaningful learning and teaching intervention are exposed, always in the context of a class climate that promotes the student's exercise of critical thinking, decision-making and other essential skills to perform in this globalized and complex world.

The most important contributions about learning-significant in the optional subject of "History and geography of the state of Tabasco", belonging to the third degree of the Guadalupe Victoria telesecundaria, under the design of alternative strategies for learning the subject analyzed created by The research team, are the following.

For meaningful learning to be effective, the teacher must be directly involved, since this will allow him to have a better attitude and develop skills with which he can motivate the student to a better construction of knowledge. Teacher and student will know their areas of opportunity and that will allow them to work together the contents of the curriculum.

As it happens when applying the qualitative paradigm, the working group detected that this tool allows them to know the real environment of the student and, at the same time, of the teacher, thus originating a flow of bidirectional information that allows interpreting the meaning of the phenomena that permeate the academic and school life of each one of those involved.

Qualitative research involves the use and collection of a wide variety of techniques. In this case, it was the meanings of people's lives that allowed obtaining information to be able to diagnose the problem that sustains the research, as well as propose and carry out alternative solutions. In this way, the first objective was met, namely to diagnose through the research team the need for different didactic supports to reinforce the development of programmatic content of the subject "Historia y geografía del estado de Tabasco".

After asking, examining, experimenting or living the strategies of the qualitative paradigm, the team worked, under the research-action approach, the participants committed to change and, with it, change their educational work.

It can be assured that one of the most important achievements was the realization of the workshops by the professors who teach the subject; workshops according to the proposals

and needs of the teaching process under the focus of meaningful learning in students, who, in turn, were participants in the dynamics and strategies contained in each of the topics addressed. Finally, another important aspect was the identification and creation of audiovisual support, previously nonexistent not only at the local level but also at the state level.

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