

Challenges of Education in San Luis 2032. Schools, Teachers and New Technologies - Challenges of Education in San Luis 2032. Schools, Teachers and New Technologies.

Quiroga, Sergio.

Cita:

Quiroga, Sergio (2023). *Challenges of Education in San Luis 2032. Schools, Teachers and New Technologies - Challenges of Education in San Luis 2032. Schools, Teachers and New Technologies*. En Dr. Bahrullah Safi y Assoc. Prof. Dr. Muhammad Ali Tarar *7th Proceedings Book*. Estambul (Turquía): CEO Congress.

Dirección estable: <https://www.aacademica.org/sergio.ricardo.quiroga/235/1.pdf>

ARK: <https://n2t.net/ark:/13683/pgPS/UcH/1.pdf>



Esta obra está bajo una licencia de Creative Commons.
Para ver una copia de esta licencia, visite
<https://creativecommons.org/licenses/by-nc-nd/4.0/deed.es>.

Acta Académica es un proyecto académico sin fines de lucro enmarcado en la iniciativa de acceso abierto. Acta Académica fue creado para facilitar a investigadores de todo el mundo el compartir su producción académica. Para crear un perfil gratuitamente o acceder a otros trabajos visite: <https://www.aacademica.org>.



7th International CEO Communication, Economics, Organization & Social Sciences Congress

Challenges of Education in San Luis 2032. Schools, Teachers and New Technologies

ISBN: 978-625-99157-8-4

7th Proceedings Book

Editors

Assoc Prof. Dr. Sevda Aghamirza Aliyeva (Ahadova)

Dr. Bahrullah Safi, Dr. Maurey Bond

Lecturer Sergio Quiroga

ICAES University, Argentina

sergioricardoquiroya@gmail.com

Orcid: 0000-0003-2586-6321

ABSTRACT

This work describes the challenges facing the educational system in the province of San Luis at present and its future possibilities, which can place it at the forefront of the requirements of the 21st century. An open public ministry of education should be promoted with broad participation of the different educational actors, teachers, schools, unions, etc.

The report of the International Commission on the Futures of Education (2022) is a global initiative that advocates rethinking how knowledge and learning can shape the future of humanity and the planet. This report is an invitation to think and imagine and must be addressed in communities, countries, schools and educational programs and systems of all kinds around the world. The new social consensus for education must be based on founding principles that promote the right to quality education throughout life and the development of skills for the 21st century. In addition, it must address current and future challenges, such as environmental sustainability, social justice and cultural diversity, and involve citizens in its creation, maintenance and deepening, listening to the voices of all. This requires active and ongoing collaboration between governments, educational institutions, intellectuals, the media, teachers, students and society as a whole. Societies that expect positive transformations must renew social agreements for education, taking into account the multiple challenges facing today's society. Education in the province of San Luis, which registers international suggestions in the face of complex phenomena, must begin a process of progressive transformation seeking to provide answers to current growing challenges and emerging future ones. Initiatives that will be marked from December 2023 by the situation of child poverty that the children of San Luis have, which reaches 61.9 percent, and the growing level of unemployment and inflation that is not controlled.

Key Words: Education, San Luis, Challenges, Schools, Internationalization



7th International CEO Communication, Economics, Organization & Social Sciences Congress

Introduction

The adoption of the 2030 Agenda in September 2015, with 17 goals and 169 targets, has been a fundamental milestone in the international context and in the field of democratic multilateralism. An important innovation of this Agenda is that these goals are inextricably linked to social inclusion and good governance as an essential condition for sustainable development. The Sustainable Development Goals (SDGs) integrate three dimensions of development: economic, social and environmental, with an integral and indivisible nature, and provide peace and security as novelties. Many states in the global South need international cooperation in order to implement the SDGs. The principle of "common but differentiated responsibility" is therefore central to the 2030 Agenda (Sanahuja, 2018).

The 2030 Agenda is a global plan adopted by the Member States of the United Nations in September 2015. Its main objective is to address a series of global challenges, promote sustainable development and improve the quality of life of people around the world to the year 2030. One of the essential components of the 2030 Agenda is Sustainable Development Goal (SDG) number 4, which focuses on quality education (AQUA, ACPUA, 2019).

Quality Education: SDG 4 aims to “ensure inclusive, equitable, quality education and promote lifelong learning opportunities for all.” This means that countries commit to providing quality education that is accessible to all people, regardless of gender, ethnicity, disability, geographic location or other circumstances.

We can see education as a driver of Sustainable Development. Education plays a fundamental role in achieving all other SDGs. Quality education can empower people, foster gender equality, reduce poverty, promote health and well-being, drive climate action, and much more. In short, education is a key driver for sustainable development.

The 2030 Agenda also includes a series of specific indicators to measure progress towards SDG 4. These indicators cover areas such as literacy rate, participation in preschool education, gender equality in education and the availability of educational resources (Acaso, 2013).

The 2030 Agenda recognizes the importance of international cooperation in the field of education. This involves collaboration between countries to share best practices, resources and knowledge, and ensure that education is truly inclusive and equitable globally. Quality education within the framework of the 2030 Agenda is not limited only to the acquisition of knowledge, but also includes the promotion of global citizenship. This involves educating people about global challenges, such as climate change, inequality and sustainability, and encouraging their commitment to building a better world. Governments, educational institutions, non-governmental organizations and other actors in the field of education play a crucial role in the implementation of the 2030 Agenda in the educational field. They must work together to ensure that education-related objectives and goals are met (See document Derechos Humanos y la Agenda 2030 para el Desarrollo Sostenible).

The 2030 Agenda establishes a global commitment to quality education as a fundamental element to address global challenges and promote sustainable development. Education is seen as a means to empower people, promote equality and contribute to the well-being of societies around the world.

7th International CEO Communication, Economics, Organization & Social Sciences Congress

New Agreements in Education

The report of the International Commission on the Futures of Education (2022) is a global initiative that advocates rethinking how knowledge and learning can shape the future of humanity and the planet. This report is an invitation to think and imagine and must be addressed in communities, countries, schools and educational programs and systems of all kinds around the world. The document suggests the need to generate a new social contract for education that allows facing current and future challenges, and building a fairer, more peaceful and sustainable future for all. According to the International Commission on the Futures of Education, this social contract must be based on respect for human rights, non-discrimination, social justice, respect for life, human dignity and cultural diversity. To achieve this, the report suggests an ethic of care, reciprocity and solidarity, which reinforces education as a public project for the common good.

For this, it is essential to promote quality public education for all children, youth and adults, and to take full advantage of the transformative potential of education as a path to a sustainable collective future. For this, an education that promotes equity, inclusion, democratic participation and lifelong learning is proposed.

The idea of a great agreement, of broad consensus, is potentially beneficial to advance in the transformation of education with a democratic sense, it should focus on the development of skills for the 21st century that allow people to adapt to a constantly changing world and training better teachers. Skill development includes developing critical thinking, problem solving, creativity, collaboration, communication, global citizenship, and digital literacy. In addition, it must address the global challenges facing humanity, include skills for sustainability and environmental management, cultural diversity and peacebuilding. These skills are essential for people to fully participate in society and in the global knowledge economy.

The new social consensus for education must be based on founding principles that promote the right to quality education throughout life and the development of skills for the 21st century. In addition, it must address current and future challenges, such as environmental sustainability, social justice and cultural diversity, and involve citizens in its creation, maintenance and deepening, listening to the voices of all. This requires active and ongoing collaboration between governments, educational institutions, intellectuals, the media, teachers, students and society as a whole.

Societies that expect positive transformations must renew social agreements for education, taking into account the multiple challenges facing today's society, such as social and economic inequalities, climate change, biodiversity loss and disruptive automation technologies (Gros, 2012) The task of reinforcing education as a public and common good, and making society in general participate in public debates on education, is a clear challenge, understanding the importance of organizing education around the principles of cooperation, collaboration and solidarity, and the promotion of the intellectual, social and moral capacities of the students.

7th International CEO Communication, Economics, Organization & Social Sciences Congress

The schools

Schools must be spaces for creativity and learning that promote inclusion, equity, and individual and collective well-being. These organizations need to reimagine their architecture, collaborative work, creative time, and student schedules and layouts to encourage teamwork and collaboration. At the educational level we adhere to a disruptive education that proposes resounding changes in the organization of the classroom scene, in the participation of students and teachers, in creativity and in the construction of critical knowledge (Bower & Christensen, 1995, Burbules, 2014). The “ruck” methodology in social sciences (research-understanding-critical think and knowledge (new knowledge) needs to be deepened in schools by promoting microclimates of online learning.

We understand disruptive pedagogy as all those processes where technological integration creates “change in teaching approaches because it encourages new ways of teaching and learning” (Hedberg and Freebody, 2007 and Montes-Rodríguez, 2021). Soria Ortega and Carrió Llach (2016) maintain that disruptive innovation “promotes radical change, provokes new ways of learning, personalizes learning experiences and links reality with teaching” (2016, p. 5). The concept of disruptive pedagogy appears in scientific literature by Bower and Christensen (1995) who characterized “disruptive technology” as an artifact or value proposition radically different from what is available to date, which offers new features immediately appreciated by users, so that they modify the context and their needs. Hedberg and Freebody (2007) brought the term to the educational level and described as disruptive pedagogy those processes where technological integration creates “change in teaching approaches because it encourages new ways of teaching and learning” (p. 8). Vratulis and Clarke (2011) define disruption as a process where digital technologies are integrated to support classroom practices that are usually directed by teachers. The aim is to conceive of a network school, understood as an interface (Scolari, 2008), the Relationship, Information and Communication Technologies of Marta-Lazo (2016) and the idea of redarchy of Márquez (2008). A school-network that includes educational technology. A democratic school, whose extensions go beyond chalk and the blackboard and reach immersive environments, video games, film and television fiction narratives, and cell phones. The school-network conceives of communication and dialogue between human and technological actors as actors and managers of transformations, where teaching and learning processes with curricular engines, with collective productions, with social interventions and with ecological evaluations (Quiroga, 2019). It is relevant to guarantee the right to education throughout life, connecting different places and learning environments and taking advantage of the best characteristics of all people, seeking harmony between social commitment, public action and our opinions to achieve a new social contract for education, which overcomes discrimination, marginalization and exclusion.

San Luis, the educators and its struggles September 1983. After 40 years in San Luis, teacher complaints arose as consequences of weak or erroneous public policies towards education. Now, San Luis teachers encounter many difficulties and demand their rights.

7th International CEO Communication, Economics, Organization & Social Sciences Congress

The 2023 year finds teachers fighting for their demands that are now forty years old. The self-convened teachers of San Luis are organizing a march for September 21 in two different locations, San Luis and Villa Mercedes. These meetings are held as a form of protest and demonstration over various problems and discontents they have with the governor of San Luis, Alberto Rodríguez Saá, and his policies towards teaching.

The self-convened educators of San Luis seek to improve their salary conditions, the recognition of their work and respect for their work as educators. Their protest focuses on seeking changes in government policies that affect education and teachers in the province.

The main complaints of the self-convened teachers include:

- **Double Position:** Teachers criticize the creation of the double position by Governor Alberto Rodríguez Saá, since this results in teachers receiving only a percentage of their salary for their second teaching role.
- **Salary Increases:** Teachers are dissatisfied with the announcements of salary increases made by the governor on September 15, 2023. They argue that these increases are illegal, since they are paid "in the black" and are not added to the basic salary. Instead, they demand decent teacher salaries and that increases be applied based on a scale.
- **Non-Remunerative Items:** Self-selected teachers request that non-remunerative items be included in their basic salary, which would improve their bonuses and future retirements.
- **Recognition and Valuation:** Educators feel that their work is not adequately recognized. They ask that their responsibility, effort and dedication be valued when being in front of the classroom and in schools. They also request greater recognition of their teaching qualifications, continuous professional updating and training, and consideration of the expenses they incur in their teaching work, such as materials, time outside declared work hours, clothing, and compensation for the needs of students.

The teachers of San Luis have been one of the groups most punished by the successive governors of San Luis since the advent of democracy in December 1983. The public policies oriented towards the educational sector did not prioritize the teaching function, nor their salaries. Education is strategic in a country that wants to develop and have good schools, highly trained teachers with good salaries, transparency in government management towards education, in teaching competitions and in management positions, constitutes an unavoidable step towards that objective.

Challenges of Education in San Luis can begin a process of progressive transformation, although relevant initiatives will be marked by the situation of child poverty that the children of San Luis have, which reaches 61.9 percent, unemployment and inflation (Quiroga, 2023).

The proposals presented comprehensively address the challenges facing the educational system in the province of San Luis and that can place it at the forefront of the requirements of the 21st century. An open education ministry should be promoted with broad participation of the different educational actors, teachers, schools, unions, etc. These ideas cover various aspects of education, from basic education to higher education, and seek to improve both the quality of

7th International CEO Communication, Economics, Organization & Social Sciences Congress

learning and opportunities for students. It should be sought to guarantee and reach 190 effective days of class, promote the learning of English from first grade and favor the development of bilingual schools. Time and effort should be devoted to a critical review of the school formats that have appeared in San Luis in recent years (self-managed, digital, generative schools, etc.) Reading is important in children and young people and awakens the imagination. In this sense, it is good that there are policies to promote the reading and writing of primary school students, and the strengthening of training, in-service training and recognition of teachers in salary and incentives. It is useful and beneficial for students to carry out professional practices in the last year of secondary school, strengthening WI-FI in all classrooms, ensuring connectivity in all schools to guarantee access to technology and digital literacy (Ozollo, 2019, Ozollo y Leo, 2018).

In addition, actions should be promoted in these areas (Quiroga, 2023).

1. Infrastructure and School Resources:

- ❖ Carry out urgent infrastructure works to ensure safe and adequate conditions in schools.
- ❖ Maintain optimal hygiene and pest control in school buildings.
- ❖ Guarantee the necessary equipment, such as computers, books and a variety of teaching materials in all schools.

2. School Coexistence and Psychosocial Support:

- ❖ Promote a healthy coexistence environment in schools.
- ❖ Provide psychological and psycho-pedagogical support to students to face health and personal life problems.

3. Attention to Diversity and Specific Needs:

- ❖ Early identification of specific learning needs, such as dyslexia, attention deficit, dyscalculia, among others.
- ❖ Establish a care and treatment system that involves health and education professionals.

4. Early Childhood Education and Educational Care:

- ❖ Expand the offer of educational care for children from 45 days to 2 years.
- ❖ Have trained teaching staff and pedagogical supervision.

5. Strengthening of Academic Capacities:

- ❖ Improve expressive and logical-mathematical skills from initial education to high school.
- ❖ Implement team teacher training and playful platforms for learning and school support.

6. Vocational Guidance and Life Projects:

- ❖ Provide guidance beginning in seventh grade for students to discover their abilities and interests.
- ❖ Develop relevant skills for the world of work and plan a life project.

- ❖ **In Teachers and Professional Education:** Increase in technical-professional education.

7th International CEO Communication, Economics, Organization & Social Sciences Congress

- ❖ Update the educational offer in areas of labor demand, such as programming, biotechnology and clean energy.

8. Education for Youth and Adults:

- ❖ Expand coverage and termination at the secondary level for young people and adults.
- ❖ . Improvements and emphasis on the quality of adult education.
- ❖ Introduce hybrid modalities and professional training at these levels.

9. Teacher Professionalization:

- ❖ Improve the prestige of the teaching profession through salary increases and continuous training.
- ❖ Offer specialized training for school directors and recognition of good practices.
- ❖ 10. Improvement of Educational Management:
- ❖ Utilization and efficient use of the educational budget.
- ❖ Production and use of relevant information. Information and data transparency.
- ❖ Strengthening supervision and monitoring of educational policies.
- ❖ Improve communication with the community and promote continuous evaluation.

These proposals range from infrastructure to teacher training and the improvement of educational quality at all levels. Successful implementation will require close collaboration between different actors, such as authorities, educational institutions, teachers, students and the community in general. The San Luis school must stop being a ritual where students do not learn. We must stop manufacturing barracks schools and build creative schools where knowledge emerges in collective learning processes.

References

- Acaso M. (2013). *rEDUvolution. la revolución en la educación*. Barcelona: Paidós Contextos.
- Alfaro Amiero, S.; Arias Careaga, S. y Gamba Romero, A. (2019). *Agenda 2030: claves para la transformación sostenible*. (eds.). Madrid: Catarata.
- AQUA, ACPUA (2019). Propuesta de indicadores para incorporar los ODS a los procesos de evaluación institucional de la calidad. Available in https://acpua.aragon.es/sites/default/files/propuesta_indicadores_incorporar_ods_procesos_evaluacion_institucional.pdf
- Area, m. y Adell, J. (2009): —eLearning: Enseñar y aprender en espacios virtuales. En J. De Pablos (Coord): *Tecnología Educativa. La formación del profesorado en la era de Internet*. Aljibe, Málaga, pags. 391-424.
- Augutiene, I. et al (2020). *Global Education Goes Pop a Toolkit for Youth Workers*. <https://www.tdm2000international.org/digital-library/toolkit-global-education-goes-pop/>
- Bower, J.L., & Christensen, C.M. (1995). *Disruptive technologies: catching the wave*. Harvard Business Available from <https://hbr.org/1995/01/disruptive-technologies-catching-the-wave>
- Burbules, N.C. (2014). Los significados de “aprendizaje ubicuo”. *Archivos Analíticos de Políticas Educativas*, 22, 1–10. <https://doi.org/10.14507/epaa.v22.1880>
- Cobo Romani, Cristóbal; Moravec, John W. (2011). *Aprendizaje Invisible. Hacia una nueva ecología de la educación*. Col·lecció Transmedia XXI. Laboratori de Mitjans Interactius / Publicacions i Edicions de la <http://www.barcelonabartch.com/barcelonabartch.com>
- Cobo, C. y Mora (2018). (2014) *Introducción a la revolución digital del aprendizaje Invisible. Hacia una nueva ecología de la educación*. Col·lecció Transmedia XXI. Laboratori de Mitjans

7th International CEO Communication, Economics, Organization & Social Sciences Congress

- Interactius / Publicacions i Edicions de la Universitat de Barcelona. Barcelona. Recuperado de <http://www.razonypalabra.org.mx/varia/AprendizajeInvisible.pdf>
- Comisión Internacional sobre los Futuros de la Educación (2022). UNESCO. <https://acortar.link/mwZVlr>
- Corona Berkin, S. (2020). La producción horizontal del conocimiento. CALAS.
- Cosme Casulo, Jorge. (2018). Los Objetivos de Desarrollo Sostenible y la academia. *MEDISAN*, 22(8), 838-848. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S102930192018000800838&lng=es&tlng=es.
- Digital 2023: global overview report (2023). <https://datareportal.com/reports/digital-2023-global-overview-report>
- Freire, P. (2007). La educación como practica de libertad. Siglo Veintiuno Editores
- Gros, B. y otros. (2012) Sociedad del Conocimiento. Perspectiva Pedagógica. En: Aretio, L. “Sociedad del Conocimiento y Educación”. Bloque 1, capítulo 1. Pág. 17-40. Universidad Nacional de Educación a Distancia, Madrid. España. Recuperado el 27 de febrero de 2018 de: <http://aretio.hypotheses.org/325>
- Hedberg, J., & Freebody, K. (2007). Towards a disruptive pedagogy: Classroom practices that combine interactive whiteboards with TLF digital content. University of Melbourne.
- Herrero, Y.; Cembranos. F. y Pascual, M. (2019). *Cambiar las gafas para mirar el mundo: una nueva cultura de la sostenibilidad*. 4ª ed. Madrid: Libros en Acción,
- Jenkins, H. (2008). *Convergence Culture, La Cultura de la Convergencia de los Medios de Comunicación*, Barcelona, Paidós.
- Jenkins, H., Peters-Lazaro, G. y Shresthova, S. (2020). *Popular Culture and the Civic Imagination: Case Studies of Creative Social Change*. New York University Press, Nueva York.
- La OCDE y los objetivos de desarrollo sostenible: lograr metas y objetivos universales <https://www.oecd.org/dac/sustainable-development-goals.htm> Indicadores de ODS <http://unstats.un.org/sdgs/indicators/indicators-list/>
- La Plataforma de Conocimiento de Desarrollo Sostenible de la ONU <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>
- Lai, E. R., Viering, M. (2012). «Assessing 21st century skills: Integrating research findings», in Annual meeting of the National Council on Measurement in Education, Vancouver, BC, Canada.
- Márquez, M. (2011). *Liderazgo, gestión de equipos y redarquía*. Ediciones la Herradura Neuquén.
- Marta-Lazo, C. y Gabelas Barroso, J.A. (2016). *Comunicación Digital. Un modelo basado en el Factor Relacional*. Barcelona: UOC Press
- Misiones incorpora metodologías disruptivas al sistema educativo (s.f). Disponible en <https://www.escoladeroboticamisiones.com/node/128>
- Montes-Rodríguez, R.; Fernández-Martín, A.; Massó-Guijarro, B. (2021). Disrupción Pedagógica en Educación Secundaria a través del uso analógico de Instagram#Instamitos, un estudio de caso, *Revista complutense de educación*, 1988-2793, Vol. 32, Nº 3, págs. 427-438.
- Morán Oviedo, P. (2004). La docencia como recreación y construcción del conocimiento Sentido pedagógico de la investigación en el aula. *Perfiles educativos*, 26(105-106), 41-72. Available from 17 de mayo de 2020, de http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-26982004000100003&lng=es&tlng=es.
- Naciones Unidas. Noticias ONU (October, 3, 2019). *Los ocho obstáculos al desarrollo sostenible de América Latina*. Available from <https://news.un.org/es/story/2019/10/1463292>
- Navarro Lozano, J. (2009). Mejora de la creatividad en el aula de primaria. Proyecto de investigación. <https://digitum.um.es/digitum/handle/10201/3049>
- ONU Desarrollo Sostenible / ODS <http://www.un.org/sustainabledevelopment/sustainabledevelopment-goals>
- Ozollo, F. (2019). La Educación en tiempos de Conexión Digital y Des - Conexión de Derechos. Conferencia en el 30 aniversario de la Convención de los Derechos de Niños, Niñas y Adolescentes. Facultad de Derechos. Universidad Nacional de Cuyo. Vailable from <https://es.slideshare.net/fozollo/ozollo-la-educacin-en-tiempos-de-conexin-digital-y-desconexin-de-derechos>
- Ozollo, F. y Leo, V. (2018). Hacia una Pedagogía Emergente y Disruptiva: la caída de los muros en la cultura digital. Available from <https://www.calameo.com/books/001645260688f6ef46203>
- Pérez Martell, R. (2019). *Los objetivos de desarrollo sostenible*. Barcelona: JMB, Bosch Editor.
- Quiroga, S. & Thome, M. (2015). Educación Mediada por tecnologías: entre saberes deslocalizados y disruptivos. Available from <http://marisaavogadro.blogspot.com.ar/2015/10/educacion-mediada-con-tecnologias.html>.
- Quiroga, S. (2019) Capítulo: Escuela-Red, Interfax e Intertextual. En Libro *Dimensões Transmídia*. Fernando Irigaray, Vicente Gosciola e Teresa Piñero-Otero (Orgs.) edição: 2019. Pags. 289-309. ISBN 978-989-8971-15-9. Available from <http://www.rieditorial.com/index.php/dimensoes-transmidia/>
- Quiroga, S. & Thome, M. (2015). Educación Mediada por tecnologías: entre saberes deslocalizados y disruptivos. Available from <http://marisaavogadro.blogspot.com.ar/2015/10/educacion-mediada-con-tecnologias.html>.
- Quiroga, S. & Thome, M. (2015). Educación Mediada por tecnologías: entre saberes deslocalizados y disruptivos. Available from <http://marisaavogadro.blogspot.com.ar/2015/10/educacion-mediada-con-tecnologias.html>.



7th International CEO Communication, Economics, Organization & Social Sciences Congress

- Quiroga, S. (2022). *Disruptive Teaching and Comprehensive Processes. Network School*. Lambert. Chisinau.
- Quiroga, S. (2023). *Education: Between local and international scenarios*. Lambert.
- Siemens, G. (2004). Conectivismo: Una teoría de aprendizaje para la era digital.
- Soria Ortega, Vanessa; Carrió Llach, Mar (2016). Pedagogías disruptivas para la formación inicial de profesorado: usando blogs como e-portafolio Profesorado. *Revista de Currículum y Formación de Profesorado*, vol. 20, núm. 2, pp. 382-398 Universidad de Granada, España.
- Vargas, R. R. (2001). Niños creativos.
- Vratulis, V., Clarke, T., Hoban, G., & Erickson, G. (2011). Additive and disruptive pedagogies: The use of slowmation as an example of digital technology implementation. *Teaching and Teacher Education*, 27(8), 1179–1188. <https://doi.org/10.1016/j.tate.2011.06.00>.

