

En EDUCA y Universidad da Coruña, 1º Congreso Mundial de Educación. EDUCA 2018. A Coruña (España): EDUCA.

The Yellow Classroom.

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Cita:

Quiroga Sergio Ricardo (2018). *The Yellow Classroom*. En *EDUCA y Universidad da Coruña 1º Congreso Mundial de Educación*. EDUCA 2018. A Coruña (España): EDUCA.

Dirección estable: <https://www.aacademica.org/sergio.ricardo.quiroga/37>

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CÓDIGO: **C-CC28** (a rellenar por la organización)

Título del trabajo en español	El aula amarilla
Título del trabajo en inglés	The yellow classroom
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RESUMEN COMUNICACIÓN/PÓSTER EN ESPAÑOL E INGLÉS

RESUMEN ESPAÑOL COMUNICACIÓN/PÓSTER (Máximo 300 palabras o 20 líneas).
Introduce aquí el resumen del trabajo en español obligatorio para todos los participantes

Pese a que la escuela como institución sufre una profunda crisis, y la educación y sus resultados son motivos de múltiples debates, es posible alcanzar cuotas de innovación resignificando las rutinas y las prácticas escolares. La libertad y apoyo que expusieron las autoridades escolares permitió la realización de esta experiencia.

Durante el año 2017 iniciamos un proyecto, que buscó promover y desarrollar la cultura de la participación de los estudiantes de 4to año A de la Escuela EPA N° 10 M.E. Vicente Lucero de la ciudad de Villa Mercedes (San Luis), Argentina. Se propuso la realización de esta iniciativa en las clases de Tecnologías de la Comunicación e Información del Ciclo Secundario durante los meses de agosto, septiembre, octubre y noviembre del 2017, con el propósito de mejorar la práctica docente y promover un aprendizaje dialógico, cooperativo y participativo.

Buscamos incorporar un aprendizaje de la participación con una metodología cooperativa, gestado en el dialogo permanente, los debates organizados y las presentaciones de los estudiantes, tratando de transformar el tiempo, el espacio, los intercambios, los agrupamientos y el proceso de transmisión de la enseñanza que permitiría mejores aprendizajes.

Palabras clave en español (3-5 palabras):

Participación, Cooperación, Diálogo

RESUMEN INGLÉS COMUNICACIÓN/PÓSTER (Máximo 300 palabras o 20 líneas).

Introduce aquí el resumen del trabajo en inglés obligatorio para todos los participantes

Although the school as an institution suffers a deep crisis, and education and its results are grounds for multiple debates, it is possible to achieve innovation quotas by resignifying routines and school practices. The freedom and support expressed by the school authorities allowed the realization of this experience.

During the year 2017 we started a project, which sought to promote and develop the culture of the participation of the students of 4th year A of the School EPA N ° 10 M.E. Vicente Lucero from the city of Villa Mercedes (San Luis), Argentina. The implementation of this initiative was proposed in the Secondary Cycle Communication and Information Technology classes during the months of August, September, October and November of 2017, with the purpose of improving the teaching practice and promoting a dialogical, cooperative and participatory

We seek to incorporate a learning of the participation with a cooperative methodology, gestated in the permanent dialogue, the organized debates and the presentations of the students, trying to transform the time, the space, the exchanges, the groupings and the process of transmission of the education that would allow better learning.

Palabras clave en inglés (3-5 palabras):

Participation, cooperation and dialogue

TEXTO DEL TRABAJO

(Incorporar siempre que sea posible las siguientes secciones: Introducción, Material y Método, Resultados, Discusión, Conclusiones, Bibliografía y agradecimientos)

Recordamos que tanto si es póster como comunicación se debe enviar el texto completo del trabajo para su estudio. Rechazándose aquellos trabajos que sólo incorporen el resumen.

Title: The yellow classroom

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Introduction

The knowledge society of the 21st century offers a privileged place to information, science, technology, and the media (traditional and new). The immense wealth of knowledge present in our society generates a growing competitiveness and can stimulate the formation of selfish, individualistic, little tolerant people, expressed in the loss of values and in despair. This possibility almost forces teachers to resort to strategies that allow an integral formation promoting cooperative learning seeking to promote or resignify positive values such as solidarity, cooperation and honesty, among others.

We stand in the framework of the perspective of cooperative learning that proposes the participation of all the actors in the class. In cooperative classes, we can try to become more dynamic classes as a teacher, promoting student-student interaction.

In order to achieve personal goals, group members must collaborate with each other to achieve the group's success, and all at the same time have to encourage their colleagues to do their best to carry out the task. We set out as teachers, stop having low intensity, boring and routine learning and promote more and more tasks more linked to understanding than to the memory of students.

The realization of this initiative was favored by the climate of innovation and freedom that the school has, favoring the creative possibilities of its teachers and the improvement of teaching and learning processes.

Johnson & Johnson (1994) propose a set of characteristics to describe cooperative learning. They are positive interdependence, face-to-face interactions of mutual support, individual personal responsibility, interpersonal skills and social skills, frequent self-assessment of group functioning.

The school as an institution suffers a deep crisis. Their teachers are often disoriented by scattered students, drowsy and almost always bored. Their obsolete gears still work with analog instruments or at best, with a certain hybridity where the audiovisual content of the new media coexists with the

chalk and the blackboard. The low interest shown by students in school activities in general, the abandonment of classes and the school is notorious.

It is perceived in our classrooms, as highlighted by Cristina Correa (2000), the lack of communication after the exhaustion of the paradigm that served to think about the phenomena of meaning and the production of subjectivity. As noted by Sibilia (2012: 84) "*words do not knot or decant, they do not coagulate meanings ...*"

The Chair of Information Technology and Communication developed an initiative to promote the participation of 4th year students of the secondary cycle in the teaching and learning processes. It was also tried to re-establish the social conversation where the actors of these teaching and learning processes are recognized.

The EPA N°. 10 Vicente Lucero School is the educational institution that hosts the largest number of students in the province of San Luis with more than three thousand students of the initial, primary and secondary levels. The establishment is located in the city of Villa Mercedes in the province of San Luis, in the center of Argentina, with more than 120,000 inhabitants.

Project

During the year 2017, we initiated a project that sought to promote and develop the culture of the participation of the students of 4th year A of the School EPA N ° 10 M.E. Vicente Lucero from the city of Villa Mercedes (San Luis), Argentina. We do this initiative in the classes of *Communication Technologies and Information* of the Secondary Cycle, with the purpose of improving the teaching practice and promoting a dialogical, cooperative and participative learning. The group of students was less than thirty and showed great availability for the realization of this experience.

The incorporation of the learning of the participation with a cooperative methodology, gestated in the permanent dialogue between students and teacher, the search of ample consensus that favor the learning, the organized debates and the presentations of the students, trying to transform the time, the space, exchanges, groupings and the process of transmission of teaching that would allow better learning.

The search for a participatory-dialogical-cooperative model must promote the achievement of real impacts in the transformation and improvement of the teaching / learning processes, in such a way that the proposed innovations create a new culture of new routines that are maintained over time. .

Delgado (1991: 14) states that a teaching style can be considered as "*a peculiar way of interacting with students and manifested in both proactive decisions, during interactive decisions and in post-active decisions*".

The participation of students is a key factor in the development of a basic civic education and democratic culture. The promotion of lasting and meaningful learning is possible when looking for the autonomous and organized participation of the actors in the classroom, the organization of the space, the use of available technologies, exhibiting pedagogical strategies that promote cooperation, exchange and permanent collaboration.

The question here is to determine what type of participation students and professor's wants, what dynamics they will cope with and what substrates they reveal. Hernández (2006) states that the pedagogical approaches of the New School theorists such as Dewey and Kerschensteiner emphasize the participation and work of students as an essential element of the possibilities of learning and accessing authentic and scientific knowledge.

The New School emerged with the American philosopher and educator John Dewey (1859-1952), who initially stated that the main purpose of education and learning should be given by the interests of the students themselves, by their desire to search for knowledge and of the development of the capacitive abilities. Also from the school of situated learning (Lave, 1988, 1997, 2001, Lave and Wenger, 1991) and communities of practice (Wenger, 2001) the active and contextualized character of knowledge has been highlighted.

The professors must become a facilitator of learning environments or situations (Camacho and Noguera) in a way that promotes and promotes the learning of students. The use of diverse, motivating and challenging strategies in the classroom, the ability to accompany diversity in the modes and times of individual student learning, to make good pedagogical use of technological tools and to design planning based on inquiry and the generation of questions that invite reasoning, critical thinking and student participation is welcome in an education that pretends to be innovative. The classroom can be understood as an "*ecological niche*" from which to examine globally the dynamics of the interactions that take place in it (Doyle, 1977).

Johnson & Johnson (1994) presents a set of characteristics to describe cooperative learning. They are positive interdependence, face-to-face interactions of mutual support, individual personal responsibility, interpersonal skills and social skills, frequent self-assessment of group functioning.

Experience

We tried to make this classroom learning experience a time to remember and that motivated and captured the interest of the students, promoted the interaction between them, and the desire to learn. We consider that the participation of students is a key factor in the development of a democratic culture and the promotion of lasting and meaningful learning is possible when the autonomous and organized participation of the actors of the classroom (students and teachers) is sought, the organization of space, the use of available technologies, exhibiting pedagogical strategies that promote cooperation, exchange and permanent collaboration.

The use of diverse, motivating and challenging strategies in the classroom, the ability to accompany diversity in the modes and times of individual student learning, to make good pedagogical use of technological tools and to design planning based on inquiry and the generation of questions that invite reasoning, critical thinking and student participation

The generation of a culture of participation implies the organization of the dialogue between the actors of the classroom that allows the presence of a warm language, the generation of climate of trust, the development of an assertive communication that invites the exchange.

Methodology and Ways of Implementation

Participate in class means making verbal comments and getting involved in the conversation so that there is not only an exhibition by the teacher and promote communication between teachers and students.

- One way to do it is through raising doubts, questions that have not been made in class and comments through email or educational platforms, for example. Listening is also part of participation and it is necessary to develop that capacity.
- The students sought to achieve the objectives if, in addition, they get their peers and cooperate with each other so that everyone can learn more and better. Students must participate in decision-making about what to teach and how to teach, also participate in activities of management and control of the class (determination of norms) and solidarity activities and there should be greater autonomy of students
- Being present not only means being in the classroom physically, but also mentally. That is, it is necessary that the teacher pay attention to the interactions and interventions of each student.

- We should take into account nonverbal behaviors that convey confidence and comfort, such as a smile, a comment on time or a current event. All positive actions, as well as seeing that the teacher is committed to the content of the course and the learning of the students, will help to promote the participation of the students in the classroom.
- The connection of what is learned with its practical dimension is very important to capture the student's attention. Many times, the problem of lack of commitment to the class has to do with students not seeing the practical application or the importance of the topics of the class.
- It was sought to awaken in students the feeling of commitment to learning will be the task of the teacher.
- It is beneficial for students to contribute and decide on the method of learning, such as seeing what topics they want to address.
- We sought to design new tasks for students to participate in class.
- We also worked on the mistakes that arose, since they enrich learning.

In this experience, we seek to use some of the following procedures

- Agreement with the students of possible research topics that appear in the program of the subject.
- In informal groups, the students asked questions (whirlwind of ideas) about the general theme of the whole class.
- A committee was organized with a representative from each group with whom the teacher meets at the beginning and at the end of each session to coordinate tasks and times.
- The students in the groups organized the tasks that corresponded to each member.
- The students searched for the information with the help of the teacher.
- The students summarized the information and prepared a presentation in the group.
- Each group presented the information to the class.

Evaluations

The evaluation is a consubstantial element of the teaching practice; also it is of any educational process from which one wants to learn to effectively achieve the objectives that have been foreseen. It is necessary, therefore, that the students have a space for reflection so that they can assess, in the

group and / or with the whole class, how they have felt doing this work, what contributions have been useful and which have not; what behaviors should be strengthened or abandoned, etc.

The professor wants the students to be able to transfer or apply the knowledge and the best way to accomplish it is through an evaluation at the end of the classes. Each time a student re-exposes to a material already learned, it becomes easier to remember. The evaluation was procedural and with tutorials.

It was found in the participating students the enrichment in their ways of studying and understanding the texts, the progressive variety in oral language and a substantial improvement in their expository practices. This type of experience demonstrates that the incorporation into the teaching processes of participatory learning dynamics can promote greater understanding of the topics in students and arouse their interest.

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