


Project of implementation strategies formation by alternation in education media técnico profesional

 <https://doi.org/10.56238/sevened2024.003-045>

José Manuel Salum Tomé¹

ABSTRACT

Technical-vocational education is one of the fundamental pillars that governs the educational system, and its strengthening is a task assumed by the Ministry of Education through the implementation of the National Policy on Technical-Vocational Training implemented through the National Strategy for Technical-Vocational Training. There are multiple challenges involved in carrying out actions to promote and generate instances of participation and decision-making that enable the involvement of all actors to articulate the educational system and economic development. In this sense, professional technical high schools with a specialty in preschool care assume a strategic and preponderant role in the education sector, since the young people who study the specialty put into practice what they have learned in classrooms and workshops allow them to effectively insert themselves into the world of work, access their professional practice and insert themselves into higher education. And, in most cases, to be an agent of change at the family level to improve the socioeconomic reality of their homes. For this reason, Chile needs to have technicians in the care of middle schools that will allow it to address the challenges of its own development and its growing participation in the preschool care system, with demands of greater added value, dynamic and challenging. In this scenario, alternation training will not only strengthen the specific technical competencies of the specialty, but also the capacity for innovation, entrepreneurship, teamwork, and a set of transversal competencies that will prepare students to work in multiple areas of education.

Keywords: Technical Education, Alternation, Business, University.

¹ PhD
Doctor of Education
Catholic University of Temuco
Chile
E-mail: josesalum@mail.com



INTRODUCTION

Technical-vocational education is one of the fundamental pillars that governs the educational system, and its strengthening is a task assumed by the Ministry of Education through the implementation of the National Policy on Technical-Vocational Training implemented through the National Strategy for Technical-Vocational Training. There are multiple challenges involved in carrying out actions to promote and generate instances of participation and decision-making that enable the involvement of all actors to articulate the educational system and economic development.

In this sense, professional technical high schools with a specialty in preschool care assume a strategic and preponderant role in the education sector, since the young people who study the specialty put into practice what they have learned in classrooms and workshops allow them to effectively insert themselves into the world of work, access their professional practice and insert themselves into higher education. And, in most cases, to be an agent of change at the family level to improve the socioeconomic reality of their homes. For this reason, Chile needs to have technicians in the care of middle schools that will allow it to address the challenges of its own development and its growing participation in the preschool care system, with demands of greater added value, dynamic and challenging. In this scenario, alternation training (2) will not only strengthen the specific technical competencies of the specialty, but also the capacity for innovation, entrepreneurship, teamwork, and a set of transversal competencies that will prepare students to perform in multiple areas of education.

Thus, this alternating training such as Internships in IES, as a learning modality, brings students early to the labor field in activities with children under 6 years of age (pre-school stage in its three levels of care), allowing them to put into practice the knowledge, competencies, skills and aptitudes that are being acquired both in technical training and in the general plan and that given the pandemic and distance education, have been hit hard. (1) National Strategy for Technical-Vocational Training, 2020. (2) REX 1080/2020: Alternance training strategy.

The advantage of internship training allows students to learn, interact and develop in a higher level educational context with professors and student mentors of higher level technicians, acquiring skills for their professional training and for the transition to higher education and future employment.

In this way, we present an alternation plan, aimed at students of 4th grade, first semester, focusing on module 7 of the specialty of preschool care "**Literary and Theatrical Expression with Preschoolers**", with its respective learning objective: **OA 1:** "Carry out and evaluate educational activities with preschoolers of different levels, creating pedagogical environments appropriate to their needs and cognitive development, emotional, social and psychomotor, in accordance with the Curricular Bases of Early Childhood Education and the guidelines and



instruments received from the educators"., expected learning and evaluation criteria linked to the experiences that the students will live. These curricular components will be addressed in a total of 16 pedagogical hours distributed in 4 face-to-face days at the Pontificia Universidad Católica, Villarrica campus. The name of the alternation experience designed by PUC is "**Explore, experiment and create, strengthening tools of artistic expression for early childhood**".

Participating directly and in person in the activities at the higher education institution will allow the students, together with the tutor teacher, to appropriate the contents and see their comprehensive training complemented. On the other hand, this strategy allows them to apply the techniques and skills proposed by the specialty program to meet the graduate profile; In addition, to establish an early relationship with higher education, in order to strengthen knowledge and technical skills by generating learning experiences that favor the development of language, creativity, and emotional bonding through the expression of emotions and feelings of children in their different stages of development.

To this end, the proposed program encourages students to delve into 2 expected learnings corresponding to OA 1, plus all the collateral benefits (hidden curriculum) of face-to-face learning and interaction with the higher education institution. Thus, you will be able to:

To offer comprehensive pedagogical instances for the promotion of literature with relevant resources to children under six years of age, applying methodology according to the characteristics of the preschoolers, according to criteria agreed with the educator and pedagogical principles.

To offer pedagogical experiences that favor children's creative expression, applying theatrical techniques according to the interests and artistic possibilities of children under six years of age and implementing pedagogical principles in an environment of hygiene and safety.

This is essential for the professional training of students in the theatrical and literary area, creating simple dramatizations and learning to use different resources to represent artistic expressions, in order to offer pedagogical environments that favor the integral development of children in the field of literature and theatrical expression.

The Monsignor Guillermo Hartl Educational Complex has the following institutional hallmarks:

- **Educational formation based on Christian-Catholic values**, open and dialoguing that recognizes diversity, in harmony with the family and the community.
- **Comprehensive and Inclusive Education**, which promotes various educational practices for the development of students, ensuring contextualized, meaningful learning experiences that favor integration, access, permanence and participation.



- **Active and Innovative Training**, through the implementation of methodological strategies that favor the educational trajectory, based on innovation and contextualized curricular management.
- With values such as respect, solidarity and autonomy.

From the above and according to the educational policy, the establishment puts its work and resources in pursuit of effective, innovative learning that achieves significance for the life projects of the students

Finally, this teaching strategy provides opportunities for students to develop and perfect their knowledge and technical skills, in such a way that they will be better prepared, since they will have more experience and more elements for vocational decision-making, about their career path and/or to continue studies in higher education.

Finally, this internship at IES has a workshop-type methodology, where students are the protagonists, based on different learning methods, such as:

- The contents will be taught in this context, and the following activities will be carried out:
- Interactive exhibitions by teachers (spaces for comments, questions and answers).
- Theoretical - practical classes with the support of audiovisual resources.
- Demonstrations and role-playing.
- Workshops for the development of body expression.
- Representation and simulation exercises.
- Workshops on the creation of theatrical resources: scripts, scenography, make-up, costumes.

METHODOLOGY

The curricular analysis of the Modules of the Specialty must enable the selection of the Learning Objectives, both Generic and Specialty, which will be addressed **in the Lyceum and which in the alternation institution**, considering the number of hours corresponding to the Module.

Repeat the following table according to the number of Specialty Modules defined for the alternation strategy. (A table must be prepared for each Module ordered by course).

COURSE	Fourth year				
MODULE NAME	Literal and theatrical expression with infants	N° OF HOURS	228 hrs.		
LEARNING OBJECTIVE	EXPECTED LEARNINGS	EVALUATION CRITERIA	Generic Objective	ANNUAL HOURS	
				INSTITUTION	HIGH SCHOOL



(excerpted from the syllabus)	(excerpted from the syllabus) NOTE: You can generate new evaluation criteria	(excerpted from the syllabus) NOTE: You can generate new evaluation criteria	(excerpted from the syllabus; note letter only)		
Carry out and evaluate educational activities with preschoolers of different levels, creating pedagogical environments appropriate to their needs and their cognitive, emotional, social and psychomotor development, in accordance with the Curricular Bases of Early Childhood Education and the guidelines and instruments received from the educators.	1. Offers comprehensive pedagogical instances for the promotion of literature with relevant resources for children under six years of age, applying methodology according to the characteristics of the preschoolers, according to criteria agreed with the educator and pedagogical principles.	1.1 Contributes to the design, development and evaluation of comprehensive learning experiences that include the promotion of literature in children under six years of age.	C-J	6hrs.	68 Hrs.
		1.4 Selects and uses a variety of literary texts in learning experiences with children, according to their stage of development and the agreements made explicit in the planning, mediating their use according to pedagogical principles.	B-C		
	2. AE2 Offers pedagogical experiences that favor children's creative expression, applying theatrical techniques according to the interests and artistic possibilities of children under six years of age and implementing pedagogical principles in an environment of hygiene and safety.	1.5 Prepares the physical space and learning resources for educational experiences that include the use of a variety of literary texts in print or digital format.	H		
		2.1 Applies pedagogical principles by contributing to the design, implementation and evaluation of experiences Comprehensive pedagogical programs that promote theatrical expression based on the various artistic languages in children.	C-J	6hrs.	74hrs.
		2.2 It mediates the active participation of children in various dramatic expressions (plays, puppets, etc.).	A-C		



		facilitating this instance through oral or body language.			
		2.3 Prepares and organizes the physical space, collaborating in the organization of the scenography, the use or design of costumes and makeup, according to the requirements of the pedagogical experience, considering pedagogical principles and safeguarding the rules of hygiene, safety and risk prevention.	B-C-K		
TOTAL ANNUAL HOURS:		228		16 Hrs.	212 hrs.

RESULTS ANALYSIS OR DEVELOPMENT – BODY TEXT

RELATIONSHIP OF THE ACTIVITIES WITH THE LEARNING DEFINED IN THE GRADUATE PROFILE

Learning Objective (OA)	Taxable activity
OA 1: Carry out and evaluate educational activities with preschoolers of different levels, creating pedagogical environments appropriate to their needs and their cognitive, emotional, social and psychomotor development, in accordance with the Curricular Bases of Early Childhood Education and the guidelines and instruments received from the educators.	<ul style="list-style-type: none"> ● Learn to tell stories, legends, fables to children <ul style="list-style-type: none"> ● Learn how to stage a play. ● Making puppets and other support resources for storytelling. <ul style="list-style-type: none"> ● Learn the organization of scenery, costumes and makeup. ● Collaborate in safeguarding the rules of hygiene, safety and risk prevention in the different pedagogical instances. <ul style="list-style-type: none"> ● Evaluation of literary and theatrical educational experiences. ● Learn how to select and use a variety of literary texts in different learning experiences with children. <ul style="list-style-type: none"> ● Carry out activities narrating stories, legends, fables to children. ● Preparation of physical space and learning resources, both printed and digital. <ul style="list-style-type: none"> ● Learn activities that encourage literature in children under 6 years of age. <ul style="list-style-type: none"> ● Communicate orally clearly. ● Carry out activities in a neat manner, meeting established deadlines.

DISCUSSION OF RESULTS:

The objective of the alternation training strategy is to achieve learning, developing work and employability skills, alternating teaching in the educational establishment with other different spaces,



so that students improve their skills and competencies for working life and/or continuity of studies. Therefore, it seeks to expand the possible spaces for the development of differentiated technical-professional training in Secondary Education. For this purpose, the Ministry of Education has drawn up this regulation that regulates the implementation of alternation training, which is understood as that which is carried out in spaces other than the defined educational establishment. The aforementioned regulations mainly regulate the approval of projects of this teaching strategy.

1. The apprenticeship agreement must indicate the general information of the place where the work-study apprenticeship will take place (also called the work-study centre), as well as the learning plan.

(a) Name of the company, institute of higher education, body of the State administration, public service or company offering the apprenticeship quotas. b) RUT of the alternation centre. (c) Description of the line of business. d) Address, telephone and e-mail address of the alternation centre and the legal representative. (e) Sections related to the speciality to be alternated (f) Number of workers (only for enterprises, State administrative bodies, public service or enterprise). g) Identification and qualification of the people who will participate in the activities by the alternation centre. h) Years of accreditation of the alternation center (only in the case of Higher Education Institutions. i) Letter of commitment to training to the person in charge of instruction in the appropriate cases.

2. Descriptive information of the learning plan: a) Place and date of the learning agreement. (b) Location of the learning activities. (c) Duration of the agreement (minimum is one year). d) Duration and distribution of the day(s) of activities. (e) Indication of mobilization benefits and collation. (f) Indication of who will deliver the required tools and work clothes. (g) To state the obligations of the alternation centre and the educational establishment. h) The alternation quotas committed by the alternation center.

Comply with the approved pedagogical proposal. - Deliver annual management report in January of each year. Article 18, Exempt Resolution No. 1,080 of 2020 of the Ministry of Education.
- Ensure the functioning of the Alternation Training Commission at least once a month.



REFERENCES

1. Área, M. y Adell, J. (2009). E-learning: enseñar y aprender en espacios virtuales. En J. de Pablos (Coord.), Tecnología educativa. La formación del profesor en el área de internet. Editorial Aljibe.
2. Easy LMS. (2020). Aprendizaje sincrónico vs. Asincrónico: cuál es la diferencia. Recuperado de <https://www.easy-lms.com/es/centro-de-conocimiento/centro-de-conocimientolms/aprendizaje-sincronico-vs-asincronico/item10387>
3. Guzmán, S.A. (2019). Implementación de entornos flexibles de aprendizaje con TIC para el desarrollo de capacidades: una experiencia de aprendizaje móvil con alumnos del nivel secundario. Recuperado de <http://sedici.unlp.edu.ar/handle/10915/90739>.
4. Mariño, S.I. (2018). Tecnologías de la información y comunicación (TIC) para el apoyo de procesos de gestión del conocimiento en aulas virtuales. Revista Educación en Ingeniería, 13(26), 77-81.
5. Merodio, J. (2018). Marketing de contenidos. Cómo definir tu estrategia para 2018. Emprendices.
6. Ministerio de Educación MINEDUC (2017). Lineamientos para la educación virtual en la educación superior. Recuperado de https://aprende.colombiaaprende.edu.co/ckfinder/userfiles/files/Lineamientos_para_la_educacion_Virtual_dic_29.pdf
7. Morado, M.F. (2017). El acompañamiento tecnopedagógico como alternativa para la apropiación de tecnología en docentes universitarios. Actualidades Investigativas en Educación, 17(3), 190-214.
8. Perdomo, Y. y Perdomo, G. (2012). Elementos que intervienen en la enseñanza y aprendizaje en línea. Apertura, 4(1), 66-75.
9. Romero, S. (2018). Entornos flexibles para el aprendizaje: B-Learning. Techno Review, International Technology, Science and Society Review, 7.