

WHY IS TODAY'S CURRICULA AND EDUCATION IN COLOMBIA ONLY A
MECHANISM OF TRANSMISSION OF KNOWLEDGE PREVIOUSLY
ESTABLISHED BY THE GOVERNMENT TO MANY YOUNG PEOPLE AND
CHILDREN, RATHER THAN BE ADJUSTED TO THE NEEDS, TASTES AND PACE
OF TEACHING OF EACH ONE?

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by

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ABSTRACT

The school curriculum represents a tiny subset of the skills and knowledge that are important to the society. In this day and age, nobody can learn more than a sliver of all there is to know. Students forced through the standard curriculum have much less time to pursue their own interests, and many learn well the lesson that their own interests don't really count; what counts is what's measured on the schools' tests. Some get over that, but too many do not.

Why is today's curricula and education in Colombia only a mechanism of transmission of knowledge previously established by the government to many young people and children, rather than be adjusted to the needs, tastes and pace of teaching of each one? Is the research question, which I intend to analyze why the educational curricula in Colombia in most cases is responsible for transmitting knowledge, instead of the students construct it, in turn, the type of curriculum that must be implemented to correct this situation and improve the quality of teaching.

Keywords: Curricula, Education in Colombia, teaching, children, knowledge.

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CHAPTER 1

INTRODUCTION

In today's education students are required by law to spend a good portion of their time in the school, and while there they are told what they must do, and the orders are generally enforced. They have no or very little voice in forming the rules they must follow. A prison - according to the common, general definition--is any place of involuntary confinement and restriction of liberty.

By forcing all school children through the same standard curriculum, the opportunities to follow alternative pathways are reduced. The school curriculum represents a tiny subset of the skills and knowledge that are important to the society. In this day and age, nobody can learn more than a sliver of all there is to know. Students forced through the standard curriculum have much less time to pursue their own interests, and many learn well the lesson that their own interests don't really count; what counts is what's measured on the schools' tests. Some get over that, but too many do not.

The curriculum, should determines to a large extent if education is inclusive, with which it plays an important role in ensuring that it is delivered fairly. It also provides the structure to impart quality learning, especially in cases in which teachers are poorly qualified or have little experience, that the classrooms do not have enough resources and the students lack previous frameworks in which place your learning. In addition, the curriculum articulates both the competencies necessary for lifelong learning as the competencies necessary for the development holistic.

With the present research, I intend to analyze why the educational curricula in Colombia in most cases is responsible for transmitting knowledge, instead of the students constructing it, in turn, the type of curriculum that must be implemented to correct this situation and improve the quality of teaching.

SIGNIFICANCE OF THE STUDY

Currently education does not understand that "every child is equally important" When developing and implementing the curriculum, it is necessary that everyone commits with these principles, at the same time that they understand that each child is better in some things than in others, and that each one has, for example, different interests, aspirations, histories and preferred ways of learning. The principles of equality and equity mean that, in some occasions, the "unequal" will be treated unequally: every child should receive the best opportunities to reach their full potential, which can mean develop the curriculum in a compensatory way aimed at people who are in an educational disadvantage. This is what is meant by a curriculum that values each one of the kids.

A quality curriculum describes and promotes new functions for teachers. Focus teacher changes from "I'm here to teach" to "I'm here to lead and allow an effective learning ". This approach leads to new personalized relationships between the teacher and the student, a change of classes dominated by teachers in the function of authority exclusive to classes in which the teacher recognizes, values and teaches about the differences between students, encourages effective learning of each one and promotes debate, research and curiosity. Personalized learning is, in essence, student-centered education: teaching, learning and evaluation that give considerable importance to the background, prior knowledge, needs, current stage of development and the potential of each student. Consequently, teachers must

know what each of the students in order to be able to provide personalized feedback to each of them.

They should help students develop the ability to reflect metacognitively in their learning and articulate their current level of understanding. Education centered on the student and personalized learning requires that teachers play a very active role in classroom. Likewise, students are obliged to play an active role in the assumption of responsibilities in their learning, participation and contribution in group work and Experimental and project-based learning, and the preparation of their portfolios and other manifestations of their understanding.

Each student is different. The implementation of a good curriculum accordingly allows teachers to recognize the student's individual abilities and differences in the way children prefer to learn.

Students learn by making connections between what they know and what is new to they, seeking, in the process, meaning and relevance, and reinforcing links through the application of knowledge and newly acquired skills to real or simulated situations. In this way, students develop more complex relationships and cognitive structures and, ultimately, competences and capacities in different areas.

This research work is worth performing because explains how curricula makes education in Colombia increasingly deteriorated and how can this be improved in order to enjoy quality education in the country. I also have the perspective to analyze this problem more broadly and in light of different bibliography sources. This research mainly benefits the children and young people of many Colombian institutions, who have different needs, also the teacher's community, and finally the general community of people.

STATEMENT OF THE PROBLEM

Education level in Colombia has a great deficiency and is that although students have the right to education, none have the right to learn at their own pace and interests with their own mistakes and under their own needs. “The link between good wishes for education and the needs of brains who desperately try to understand what the school environment gives them is lost” states Alba Dzib Goodin.

Actually teachers need to have resources that allow them to attend to students without being careless, sometimes it is very expensive for the teacher to address the uniqueness of each child, cover the curriculum objectives and take into account the rest of dimensions of the human being (emotional, values, creativity, etc.). But the child is a complex being, within which all the mentioned areas converge and interrelate, so that the progress of each one will be reflected in the others.

But teacher should be the one who teaches how to learn, at the same time that every day he learns how to teach. It molds consciences, supports thinkers, the teacher is the instrument between education and society, who does not educate, who does not decide how to teach, because he is bound by the programs and by the guidelines of the center and who only has a limited margin of action between bureaucratic procedures, evaluations and programs.

RESEARCH QUESTION

Why is today's curricula and education in Colombia only a mechanism of transmission of knowledge previously established by the government to many young people and children, rather than be adjusted to the needs, tastes and pace of teaching of each one?

Research Line chosen: Pedagogy, didactic and curriculum line.

OBJECTIVES

GENERAL OBJECTIVE

According the multiple intelligence theory, developed by Howard Gardner (1983), Each student comes to a classroom as an individual who has developed a different type of intelligence. This means that each student has their own intelligence superiorities and weaknesses. Called a learning style, these intelligence domains determine how easily or difficultly a student can learn through a specific teaching method.

The general objective of this research is to analyze why is current curricula in Colombia a mechanism of transmission of knowledge previously established by the government, rather than be adjust to the needs of each student, taking into account that not everyone learns at the same pace, nor have the same tastes, adding to that what is being taught is focused on what society wants them to learn, undermining their own ideas and thoughts. This means that strategies should be proposed in which the curricula and the teaching strategy are improved in order to change this problem. For this it is necessary, to make all kinds of consultations in recommended physical or electronic bibliographic sources, in the city of Tuluá.

SPECIFIC OBJECTIVES

- To conduct interviews to learn the students' opinions about the topics and how they would like to learn in their class. (Interpersonal Intelligence).

- To compare the curricular models of countries with a high educational level, with Colombian curricula, pointing out the failures presented by the Colombian curricula. (Reflecting Observation according learning style's theory)

- To analyze a curricular network that takes into account the student's needs and interest.
- (Abstract Conceptualization according learning style's theory).

CHAPTER 2

LITERATURE REVIEW

Types of Publications

Primary Literature

In 2005 was carried out a project called "Transformations in professors' teaching practices in a curriculum renewal process" whose objective was determining if the pedagogical practices of the professors of the Physiotherapy program of the School of Medicine and Health Sciences of the Universidad del Rosario have changed or they have not done so since the implementation of the curricular renewal of the year 2005. Likewise, it aimed to establish how teachers explain this transformation of their pedagogical practices. In case of confirming that changes had occurred, they were identified. Villegas and others report the curricular renewal process carried out in the Medicine Program of the University of Antioquia between 2000 and 2005, whose purpose emphasized evolving from "a traditional and technological conception of the curriculum to an integrationist trend, focused on the student, flexible, focused on cognitive processes and achieving the formation of a physician capable of giving them response to local and global social needs "(Villegas- 2007). From this point of view, they advanced in proposing and implementing strategies such as problem-based learning and other pedagogical alternatives coherent with the curricular proposal, which demands profound transformations in the teaching profession. With this investigation it was concluded that, a structural change entails a very deep sociocultural transformation and, therefore, innovation in the pedagogical practices of teachers. Educational practices must have a scientific spirit consistent with the curricular approach, in such a way as to promote discussion, argumentation and proposition; therefore, the evaluation is a process that accounts for the transformation of the educational practices of

teachers, it means that, realizing the purposes of a curricular change demanded the commitment of those who guide and deploy each of the institutional substantive functions.

Likewise, the importance of the resources that support educational actions, such as technological, bibliographic, physical and financial resources, was highlighted.

in close relation with the administrative, management and normative processes that support the educational work in the institution. It is evident that there are numerous determining factors for the curricular renovations to have an impact on the pedagogical practices of the teachers of the Health Sciences programs.

Also, Howard Gardner (1983) proposed a new view of intelligence that is rapidly being incorporated in school curricula. In his Theory of Multiple Intelligences, Gardner expanded the concept of intelligence to also include such areas as music, spacial relations, and interpersonal knowledge in addition to mathematical and linguistic ability. He states, it is the capacity to do something useful and valued in the society , the ability to respond successfully to new situations and to learn from past experiences and the ability to resolve problems encountered in life. According to his theory, human beings have nine different kinds of intelligence that reflect different ways of interacting with the world. Each student has a unique combination, or profile. Although each student have different intelligences, no two individuals have them in the same exact configuration.

Rima Amacha said regarding this theory:

“I’ve been using this theory in my teaching for three years. I am a high school mathematics educator, and, for me, it is a challenge to find a suitable activity for my lessons by which I reach all my students. It was a huge step forward in my teaching when I used this theory. It helped me a lot in reaching all learners without putting pressure on them. I used these learning activities with classes of different levels (elementary, intermediate, and high

school) and I noticed that students were achieving better with less pressure, which is a great success for them. Students were enjoying such activities as well as discovering their own strong fields of intelligence and developing the fields that were less strong. Students were more confident to express their ideas in their preferred ways all moving toward good achievements that were tested in many assessments.”

Secondary Literature

The concept of curriculum has undergone great variations throughout history, the different social and cultural changes, the evolution of the sciences, technology, and from the pedagogical field by the change in the objectives of education; that is why it is necessary to know the different contributions to conceptualization. With Bobbit (1918, p.20) the first definition emerges of curriculum, considered as the set of learning experiences that children and young people must do and experiment in order to develop skills to face different problems of adult life.

In 1958 the United Nations Educational, Scientific and Cultural Organization, UNESCO, taking into account the methodology, define the curriculum as the experiences, activities, materials, methods of teaching and other means employed by the teacher or taken into account, in order to achieve the aims of education. Including systems theory and its different applications, since 1965 the concept of curriculum as a subsystem of the educational system and not as a list of subjects. According to this, it means that curriculum must be adjusted to the student's need.

In addition to this, Richard Williams (2016) states in his video “I sued the educational system” that actually, the school is turning millions of people into robots, killing the

students creativity, he also compares a classroom from today with a classroom of one hundred fifty years ago and its exactly the same, and so teachers claim to be preparing their students for the future, claiming that the world has progressed and now it's needed people who thinks creatively, innovatively, independently, critically, with the ability to connect having in mind that every brain is different, they cannot be forced to think the same, like if they were one size fit all.

Besides, Kolb's learning theory (1974) sets out four distinct learning styles, which are based on a four-stage learning cycle. Kolb explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual. Knowing a person's (and his own) learning style enables learning to be orientated according to the preferred method. That said, everyone responds to and needs the stimulus of all types of learning styles to one extent or another - it's a matter of using emphasis that fits best with the given situation and a person's learning style preferences.

Kolb's (1984) learning stages could be used by teachers to critically evaluate the learning provision typically available to students, and to develop more appropriate learning opportunities. Educators should ensure that activities are designed and carried out in ways that offer each learner the chance to engage in the manner that suits them best. Ideally, activities and material should be developed in ways that draw on abilities from each stage of the experiential learning cycle and take the students through the whole process in sequence.

Tertiary Literature

Rugg (1927, p.12) had established that in the plantation of the curriculum three aspects: objectives, activities and materials required, which must be organized to obtain correct operation. Later Caswell and Campbell (1935, p.37), state that the texts they do not play a big role in the processes of learning and adopt the curriculum concept as experience; however, it includes the teacher as a guide for learning and sharing of experiences, and during 1950 it's again Caswell who states that curriculum is everything that precedes the child, in the life of his country and of his teachers; everything that surrounds the student in all the hours of the day. And this is how the curriculum concept, as environments in action.

In 2007 Guerra states that "Gagné (1965), Berson (1965), Feyercise, Florido and Nowak (1970) apply models from systems to the planning of education "; the same author takes up Saylory Alexander in 1974, those inspired by the approach, state that the curriculum is like a system or plan to provide sets of learning opportunities, achieve specific goals and objectives related to a population, which is served by a school unit.

Taba (1974, p.10), for his part, says that the curriculum is a learning plan, which must contain the following: a specific purpose and objectives, a selection and organization of content, fixed standards of teaching and learning, and programming for the respective evaluation. In this way, Stenhouse (1985, p.194-221) maintains that a curriculum is an attempt to communicate the principles and essential features of purposes educational, in such a way that it remains open to critical discussion and can be moved effectively to practice. Grundy (1987, p.40), affirms that "if the curriculum is a practice, means that all those who participate in it are subjects, not objects; that is, active elements ", which leads to

analyze the importance that produces the intervention of teachers within this process educational. He further states that "it's not just about see how teachers see and translate the curriculum practice, otherwise, if you have the right and obligation to bring their own meanings."

Sacristan (1988, p. 13-62) defined the curriculum as: "the link between culture and external society, and education between inherited knowledge or culture and learning of the students between the theory, ideas, assumptions, aspirations and possible practice ". Later, Soto (2002, pp. 57-74)) points out that the curriculum is not neutral and should be considered from the triad teacher-cultural content-student, according to the types of man and community desired by the organized society, vision which is complemented by what is expressed by Mendo (2006, p.280-287) by stating that the curriculum is a social construction.

The notion of quality is fundamental for the change of curricula- However, what does "quality" mean in a curricular context? What is the quality framework in which those responsible for preparing curricula can set objectives, develop and implement change processes and, over time, assess their success? Some useful indicators of a quality curriculum have to do with its relevance, coherence, viability, effectiveness and sustainability.

The achievement of the right quality curriculum in each moment goes through the achievement of a curricular design that offers valid answers to the students: for their life and for their society. If that desired quality is not transferred to an appropriate curriculum, it remains a mere declaration of good intentions (too frequent, on the other hand, as we

have already pointed out). Therefore, it is necessary to reflect the philosophical, theoretical decisions about educational quality, in the establishment of a curriculum and an organization of the educational system that makes them viable, which allows their real arrival in the classroom, to the whole of the students who have to benefit of them.

Making a special reference to the implications of the concept of quality that applies to the situation current, in relation to others of past years (or decades), It is necessary to emphasize that at this moment it is the quality curriculum must reach "everyone", that is, that equity must accompany unavoidably the educational model that is intended to promote. The characteristics of today's society have led to a pluricultural reality (which tends to interculturality with strength), in governments democratic institutions that must respect the differences of their citizens and enrich themselves with them, in the availability of multiple technological means that allow access to information from different social sectors, etc. But, on the other hand, and in parallel to the advantages that these approaches imply

Initially, it should also be noted that social differences (in culture and in economics) also increase both internationally (between countries) and within the nations themselves, between some groups and others. Within a country is very disadvantaged social sectors and marginalized from the majority, ethnic groups with clear disadvantages over the rest, people with specific needs for support to be able to get ahead on equal opportunities ..., finally, population that has the same right to educational quality and that requires adequate measures, generalized in the system, so that it is able to adapt to the population as a whole, that is, so that inclusive education is a fact, not just a theoretical enunciation.

According to this, when an Administration raises the configuration and the systemic structure of the education of a country, of a region ..., it has to consider the attention to all its population and the diversity that it presents before its formative process.

In order to carry out these actions, options are usually decided regarding the duration of the educational levels, their duration, the subjects that will comprise each level (with its specific curricular design), its contents, the training required by the teaching staff, the specialization that it is required to join the system, the functions that the intermediate administrations and their managers will perform, the role that will be played by the management of the educational centers and the inspection of education, the intervention of the students and their families in the development and definition of the functioning of education, the types of institutions in which education will take place, its basic organization, the institutional documents that will govern these institutions, etc.

There are many decisions that must be taken for the implementation of education or the improvement of it (which is the most usual), so these aspects are usually in constant review so that they can adapt to new circumstances of the person. The insistence on emphasizing this situation is due to the changes that are accelerating in current society, and that require a rigorous and permanent evaluation of the system before making change decisions, because as reality evolves we see that no progress is made in educational quality for all, but that the last options in many countries go towards partial measures that can benefit the few and that disregard the majority. Even more so in times of severe crisis like those suffered in many European countries. It seems that, from education, we do not look at the construction of a cohesive society, but at the increase of the differences between one and the other groups.

Unfortunately, this can lead to large social imbalances and the "perversion" or almost vanishing of the principles democratic of coexistence.

Given the situation that has been reflected in the previous point, we must advocate for a curriculum that includes everything that is important for the population to have a comprehensive basic education, which favors transferable learning, which endows with sufficient skills to function satisfactorily in the life, that promotes the understanding between the different (at the end, between all: each person is unique and unrepeatable), that forms for the own decision making ..., in short, that is decisive to conform a profile of "specialist in being a person (as life demands) and specialist in being professional (as society demands) "(Casanova, 2012: 11).

The curriculum should serve as a framework for the text that follows, that is, that constitutes a reference of quality for the educational development of the person. The curricular design supposes "a theoretical-practical proposal of the basic, diversified and innovative learning experiences, that the school in collaboration with its surroundings must offer to the students so that it obtains the maximum development of capacities and dominion of competitions, that allow him to integrate satisfactorily in its context, achieving a democratic and equitable society (Casanova, 2006: 89).

Long Quotations:

Carl Jung's (1970) study found the following:

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw

material, but warmth is the vital element for the growing plant and for the soul of the child.

CHAPTER 3

METHODOLOGY

The main objective of this research is to analyze why is current curricula in Colombia a mechanism of transmission of knowledge previously established by the government, rather than be adjust to the needs of each student, taking into account that not everyone learns at the same pace, nor have the same tastes, adding to that what is being taught is focused on what society wants them to learn, undermining their own ideas and thoughts. One of the multiple intelligences according Howard Gardner (1983) is Interpersonal intelligence that is awared of others' feelings, emotions, goals and motivations. To achieve this objective is important to as a first instance to know the point of view of the students, as it's shown in the following.

Interviews

The present open interview directed by Laura Camila Quesada, and approved by Floralba Gómez, (Portales del Rio school's principal) has a main objective of knowing what's the students point of view, regarding the way they are learning. The interview was carried out to students of Portales del Rio school, which some of different grades and ages were selected, to answer the following question (See appendix A):

1. Do you like the way you are learning? Why?
2. If you were a teacher what topics would you add to the curriculum?

3. Sincerely what motivate you to come to the school?
4. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?
5. How do you consider that the school has helped you to solve any personal or familiar problem?

These questions are designed to know how much students are dissatisfied with the way they are learning. Then I present some of the answers given, and in the annexes section you will find the attached files of interviews:

Interview Number 1

Full Name: Roberth Gonzáles Jaramillo

Grade: 7° 1

1. Do you like the way you are learning? Why?

A: Yes, because it serves for life and for the places we want to go.

2. If you were a teacher what topics would you add to the curriculum?

A/ If I were an English teacher I would increase the use of technology in all the class.

3. Sincerely, what motivate you to come to the school?

A / What motivates me to come to study are my friends, and to learn from each of the classes of the teachers.

4. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?

A / Yes, because when I grew up I will use the things learned in the classes to help others and travel around the world.

5. How do you consider that the school has helped you to solve any personal or familiar problem?

A /Through the help of sociology.

Interview Number 2

Full Name: Sofia Rosero Carmona

Grade: 7° 1

1. Do you like the way you are learning? Why?

A/ Yes, because it can helps me for take good decisions in my life and get ahead.

2. If you were a teacher what topics would you add to the curriculum?

A / Round tables and games, to learn in a better way the different themes.

3. Sincerely, what motivate you to come to the school?

A / The way I learn and how the teachers teach me motivates me.

4. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?

A/ Yes, because sometimes teachers teach correctly, important topics for life.

5. How do you consider that the school has helped you to solve any personal or familiar problem?

A/. Thanks to what I have learned in school, I now respect others a little more.

Interview Number 3

Full Name: Michelle Dayana Gil Tamayo

Grade: 7° 1

1. Do you like the way you are learning? Why?

A / Yes I do, because when I don't understand something teachers are willing to help me.

Besides I like the way the teach.

2. If you were a teacher what topics would you add to the curriculum?

A / I would add to the curriculum music classes.

3. Sincerely, what motivate you to come to the school?

A / To obtain good grades and to occupy the first positions.

4. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?

A / Yes, I do.

5. How do you consider tha the school has helped you to solve any personal or familiar problem?

A/ The school has taught me to assume the consequences if I do something wrong.

Interview Number 4

Full Name: Braian Zambrano Usme

Grade: 7° 2

1. Do you like the way you are learning? Why?

A/ Yes, I do, but I think there are subjects which I would like that teachers implement videos according the topics, so that the classes do not become so monotonous.

2. If you were a teacher what topics would you add to the curriculum?

A / I would add topics related with maintenance of computers, to assemble and disarm them.

3. Sincerely, what motivate you to come to the school?

A / Mainly what motivate me to come to school is to share with my teachers and partners, and to learn different things everyday.

4. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?

A / Yes, because teachers are willing to explain us everything we don't understand, I think that something I appreciate so much from my school is that we pray at the beginning and the end of the classes, but I recognized that sometimes teachers must learn how to treat their students, it means, don't shout them or make them feel bad.

5. How do you consider that the school has helped you to solve any personal or familiar problem?

A/ Teachers are watching everyone, especially if they are sad, to offer them the services provided by the psychologist.

Interview Number 5

Full Name: Sahiry Julieth Baldion Alfonso

Grade: 7° 1

1. Do you like the way you are learning? Why?

A / Yes I like it, because teachers teach very well, but I would like to do funnier things in class, like to play with electronic devices. Sometimes teachers just copy on the board and dictate the topics,

2. If you were a teacher what topics would you add to the curriculum?

A/ I would add to the curriculum trigonometry classes.

3. Sincerely, what motivate you to come to the school?

A/ To share with my partners and teachers.

4. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?

A / Yes, I do.

5. How do you consider that the school has helped you to solve any personal or familiar problem?

A/ School have helped me to be more patient and respect the older ones.

Interview Number 6

Full Name: Santiago Gómez Lozano

Grade: 7° 1

1. Do you like the way you are learning? Why?

A/ I would like more if, the classes were more didactic and dynamic, I say don't write too much but make more extracurricular activities.

2. If you were a teacher what topics would you add to the curriculum?

A/ I would add, painting classes, and in Spanish classes add the reading of the books that we like the most.

3. Sincerely, what motivate you to come to the school?

A/ To learn something to have a good future.

4. Do you consider that the way you are learning is contributing to your as a person in an emotional, intellectual, and spiritual sense?

A / I think those topics are constantly reinforced in the school, but I believe those things start from home.

5. How do you consider that the school has helped you to solve any personal or familiar problem?

A / When teachers inculcate us values and give us different helps for that.

Interview Number 7

Full Name: Juliana Jimenez Gamboa.

Grade: 8°

1. Do you like the way you are learning? Why?

A/ Sometimes I don't like so much because it gets monotonous and boring, I think it would be better if teachers use more videos in each class and topic.

2. If you were a teacher what topics would you add to the curriculum?

A/ I would add more books reading in Spanish classes

3. Sincerely, what motivate you to come to the school?

A / To improve every day.

4. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?

A/ Yes, I do.

5. How do you consider that school has helped you to solve any personal or familiar problem?

A / By the dialogues of the psychologist.

Interview Number 8

Full Name: Juan Alejandro Fernandez Martinez

Grade: 9°

1. Do you like the way you are learning? Why?

A / Yes I like, because it contributes to my development as a student.

2. If you were a teacher what topics would you add to the curriculum?

A/ I would add outdoor work on the environment, to encourage students to appreciate the environment.

3. Sincerely, what motivate you to come to the school?

A / The only thing that motivates me to come to study is to share with a few of my classmates, of nothing else.

4. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?

A / Yes, due to their good attitude toward the classes and the student's problems.

5. How do you consider that the school has helped you to solve any personal or familiar problem?

A/ Teachers try to encourage me all the time because of my depression problem.

Interview Number 9

Full Name: Jaider Andrés Romero Rojo

Grade: 9°

1. Do you like the way you are learning? Why?

A / More or less, because the study must be more dynamic and funnier.

2. If you were a teacher what topics would you add to the curriculum?

A / I would add outdoor activities.

3. Sincerely, what motivate you to come to the school?

A / To share with my friends.

4. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?

A / Not much because year by year we study the same topics and from my point of view there isn't anything new.

5. How do you consider that the school has helped you to solve any personal or familiar problem?

A / Thanks to the psychologist's help.

Educational System of schools with a higher Educational Level

Reflective Observation of the New Experience, is one of the learning style stages according Kolb (1984), which review, compare and reflect based on the experience.

In this part, a comparison of the curricular models of countries with a higher educational level, with Colombian curricula, will be made, then I will point the failures presented by the Colombian curricula.

Recent studies affirm that the number 1 position in education is very much discussed between Japan and South Korea, because both systems stand out both globally and by levels of performance. The Korean country, on the other hand, scores 554 in mathematics, an average higher than the OECD average -494-, according to the PISA report conducted in 2012.

In addition, in Japan among the most important characteristics of its educational system is the establishment of an egalitarian curriculum for the entire national level. The teachers have a high qualification to perform the work and are highly respected by society.

It is also striking that the Polish education system for education is free and compulsory from 6 to 18 years, giving the opportunity to students with the age of 15 years to choose the itinerary they want to follow. The curriculum emphasizes the study of language, mathematics and science, but what stands out most is that teachers have the freedom to develop their teaching style.

For instance, worldwide, the first country with the highest standards of quality in education

is South Korea, according the Program for International Student Assessment (PISA).

Therefore, it is important to analyze the basic pillars of the Korean educational system that have led this country to achieve such a high level of quality to later determine what lessons Colombia can take with the aim of improving and optimizing the training of its students and professionals. All the above is reflected in the place that education, as heritage of the community, occupies in the Korean social organization, since in Korea operates the Confucian scheme where educators are in the highest social level (Roldan, 2012), which differs significantly with Colombia, where there is very little social value to the educational work in the community, in addition there was the tendency of students to extend their academic periods delaying, therefore, the completion of them.

What can South Korea teach Colombia about education? First awareness must be generated in students to visualize education not as a duty, but as a way to contribute to their own progress, that of society, that of their region and that of their nation. This culture of education must be promoted from the family nucleus, strengthened in the school and cultivated in the university as an integral process of which not only the student, besides is necessary to enhance quality in the Colombian educational system is the implementation of technology as a facilitator of the training process and additionally other resources for the education also other actors such as the family, teachers, the public sector and the private sector.

Another country with one of the highest level in education is Finland because, teaching methods, curriculum and course books are freely determinate by teachers, students spend less time in the classroom, the education cost is certified by the state, there is not students' rank, children are accustomed to reading since they early age, there is an strict selection of teachers, and they are also well-paid, there are less homeworks to do, slow learners get

more intensive support. Undoubtedly, Colombian education, should focus on teacher's quality, and emphasize on humanism in curriculum issue to produce students that can build in themselves discipline and mental qualities that preempt cheating, or fraudulently acquiring academic achievements. They have also acquired integrated life skills and become lifelong learners, creative thinkers and motivated, capable individuals.

However, the question arises is why is today's curricula and education in Colombia only a mechanism of transmission of knowledge previously established by the government to many young people and children, rather than be adjusted to the needs, tastes and pace of teaching of each one?

According to the Ministry of Education the definition of standards do not contradict the autonomy of educational institutions. Although it determines the arrival point of the students, it is clear that each institution will remain totally autonomous in the way to reach that goal. Each institution will continue deciding on the priorities, the form, the order and the methodology to teach, as long as it guarantees the final result: competitive students at a national and international level. As far as I know, according the mentioned above the final results are not competitive students, because as it was studied previously Colombia is one of the countries with the lowest results in different educational tests in the world. There must be an intrinsic change in the themes, standards and form as it's being taught.

The above means that one reason is because here in Colombia the students don't have enough openness to the curriculum to choose the subjects or modules that they wish to study, as well as the teachers with whom they want to train. This implies that learning is not centered on the student, who is supposed to be prepared to assume this important role and make the appropriate decisions in accordance with their life project.

Furthermore, another reason is because Colombia is the country in Latin America that

invests least in education, according to a report presented by the Organization for Economic Cooperation and Development (OECD). "The budget of Colombia in education, in our terms, is small but as a proportion of GDP is not low compared to other countries," explained Guillermo Perry, former Minister of Finance. So, if there are no resources designated to study, now that can be expected from the quality of education.

A Different Curricular Network

Abstract Conceptualization, which is a learning style stage, according Kolb (1984) determinates that a reflection gives rise to a new idea, or a modification of an existing abstract concept, the following will be analyzed in this part.

A flexible curriculum must be designed, that is, it allows and promotes decision-making by students to design the itinerary of their training. Although the curricular flexibility implies the construction of the plan to be followed by the student, this does not mean that it is a messy plan or that it generates conflicts and stir contents; such openness in the process and decision making implies a prior structure that has all the possibilities of study and specialization linked to the training plan; it is something controlled that can generate different profiles.

On the other hand, the flexibility in the structure of knowledge and the ways to teach it has to do with the seriation of the subjects and with the logical follow-up of knowledge, considered to this as the traditional method that ensures the transmission of a set of knowledge although the Learning is not so logical or so sequential. A rigid structure in the sequence of subjects does not allow the student to go from one subject to another to conform the integral knowledge that interests him.

The design of a flexible curricular structure involves selecting, organizing and distributing

the contents, which must be done taking into account its, relevance, social and individual utility, contextualization, applicability and impact. As for the organization, this can be done by fields, areas, nuclei, modules, projects or subjects, and the distribution can be done by modules or competences. (See figure 1)

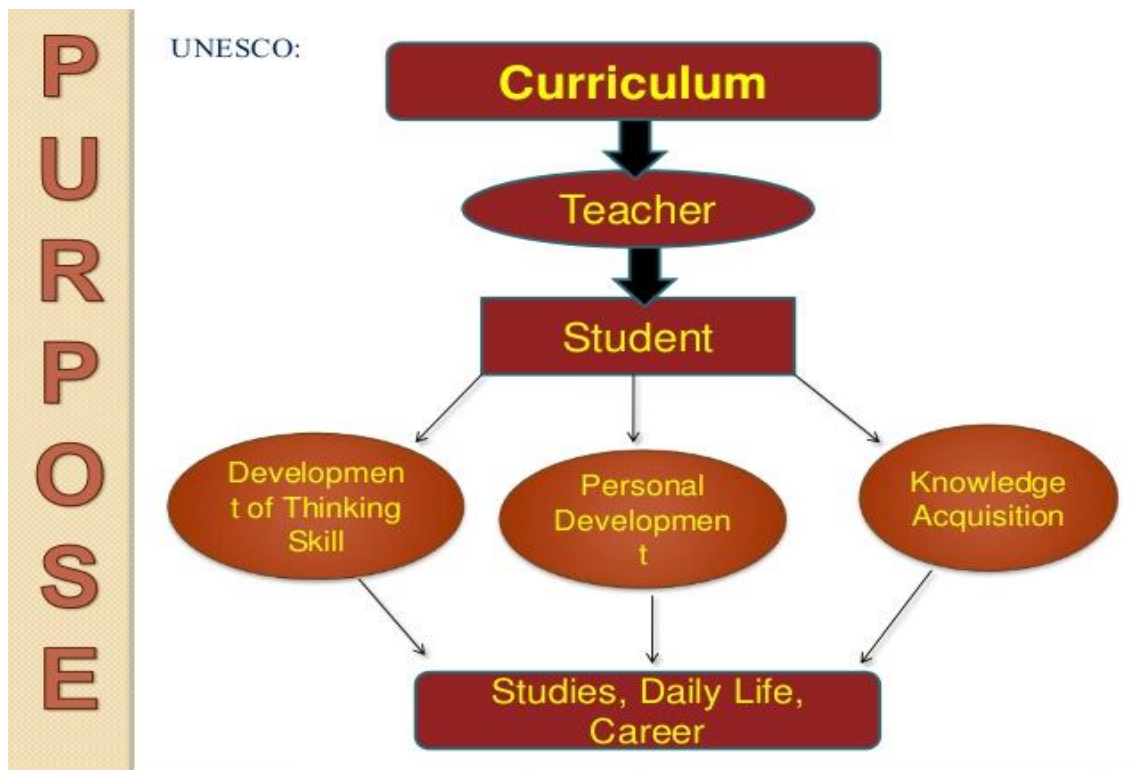


Figure 1. Curriculum purpose.

In the same way can be also compared the Chinese language curriculum, which had a development and modification during the period of 1960–2011. The curriculum modification was influenced by the changing conditions in the social environment and student proficiency in the language, the Chinese language curriculum needed to adopt a model that was different from the past to allow students with different abilities and needs to learn the language within their learning capacities. To that end, the Ministry of Education implemented a new Chinese Language Syllabus in 2007 and 2011, respectively.

The following table summarizes everything the Education Ministry did with this modification made by stages.

Table 1.

Teaching foci of different courses in primary school Chinese Language syllabus 2007

Foundation stage (primary 1–4)		
Courses	Module	Teaching focus
Chinese	Introductory (primary 1 and 2)	Listening and speaking Chinese character recognition
	Supplementary (primary 3 and 4)	Chinese character recognition
	Core (primary 1–4)	Listening and speaking Chinese character recognition and writing Reading
	Advanced (primary 1–4)	Increase the breadth and depth of reading
Higher Chinese	Core (primary 1–4)	Listening and speaking Chinese character recognition and writing Reading Increase the breadth and depth of reading
	Advanced (primary 1–4)	Writing
Oriented stage (primary 5–6)		
Basic Chinese	Core	Listening and speaking
Chinese	Core	Reading
	Advanced	Increase the breadth and depth of reading Writing
Higher Chinese	Core	Reading Increase the breadth and depth of reading Writing
	Advanced	Strengthening writing skills

Continuation of Differentiated Curriculum Model Operate on the idea, “set the basic language attainments and encourage to achieve to the best level possible,” the modular

curriculum model was retained. Teaching foci for different courses at the foundation stage and oriented stage are also identical with the 2007 syllabus in general.

Additionally, they had new objectives for the 2015 primary school Chinese Language curriculum as it's shown in the following:

Domain General Objectives [Cn represents different 3C curriculum goals] C1:

communication; C2: culture; C3: connection.

Language ability

- Able to understand information on general topics in various types of media (print media, radio, new media, etc.) that suit the language proficiency level of students (C3).
- Able to state own experiences, feelings, and ideas clearly (C1)
- Able to read the reading material that suits the language proficiency level of students independently and able to access knowledge and information (C2/C3).
- Able to use common writing methods to express emotion and points of view according to needs (C1).
- Able to interact with people, both orally and in writing, to share feelings, exchange information, and disseminate points of view (C1).
- Able to communicate with people using comprehensive language skills (i.e., combination of listening, speaking, reading, and writing skills) (C1).

Humanistic literacy

- Cultivate moral accomplishments and positive values, promotes one's all-round development (C2).
- Attend, love, appreciate, and transmit profound Chinese culture (C2).
- Possess general living knowledge and awareness of local affairs and customs (C2/C3).
- Love family, concern for society, loyal to our country, and care for the world (C2).

- Cultivate global awareness, understanding, and respect for different cultures for the sake of cross-cultural communication (C1).

Universal capacity

- Nurture capacity of imagination, creativity, and critical thinking to analyze and solve problems.
- Develop independent learning; be able to engage in enquiry-based study to lay the foundations for life-long learning.
- Develop social and emotional management skills to handle interpersonal relationships, be able to collaborate with others and to make contributions in a team.
- Use information technology as a means of effective communication orally and in writing (C1).
- Use information technology as a learning tool to search for and process information, acquire knowledge, and enhance learning effectiveness.

Indeed, positive results were obtained from those modifications such as learning path adopted by the curriculum has been changed from developing students ‘four language skills simultaneously to that of stressing different skills in accordance with students ‘language backgrounds and learning abilities, as well as, the nature of the curriculum has been transformed from mother tongue language teaching to that of non-mother tongue language teaching.

Colombian curricula can also take advantage of the of all the examples mentioned above, to modify the curricula and make a reform in their teaching, in this way there will be better results at school, national and international level.

CHAPTER 4

RESULTS

Survey

1. Do you like the way you are learning? Why?
2. If you were a teacher what topics would you add to the curriculum?
3. Sincerely, what motivate you to come to the school?
4. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?
5. How do you consider that the school has helped you to solve any personal or familiar problem?

Student names.

1. Roberth Gonzáles Jaramillo
2. Sofía Rosero Carmona
3. Michelle Dayana Gil Tamayo
4. Braian Zambrano Usme
5. Sahiry Julieth Baldion Alfonso
6. Santiago Gómez Lozano.
7. Juliana Jimenez Gamboa.
8. Juan Alejandro Fernandez Martinez

9. Jaider Andrés Romero Rojo.

Analyzing Data.

Gender.

-Men: 5

-Women: 4.

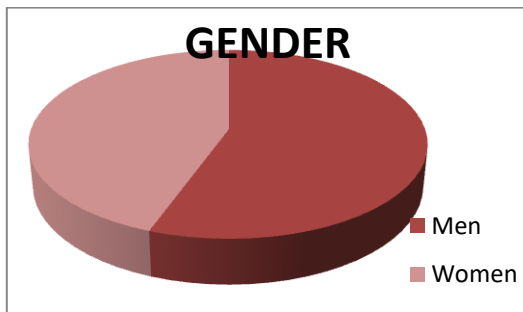


Figure 2. Gender.

Questions

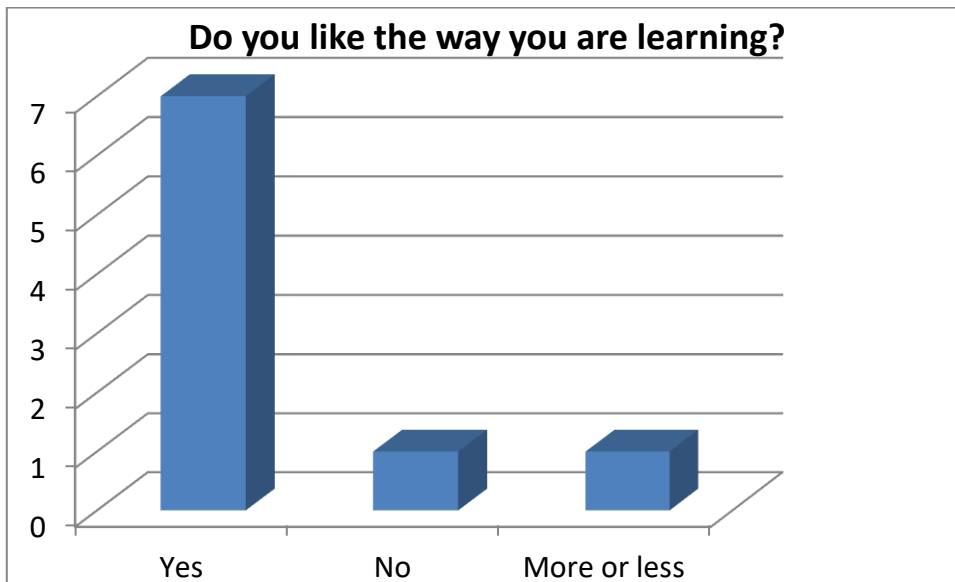


Figure 3. Do you like the way you are learning? Why?

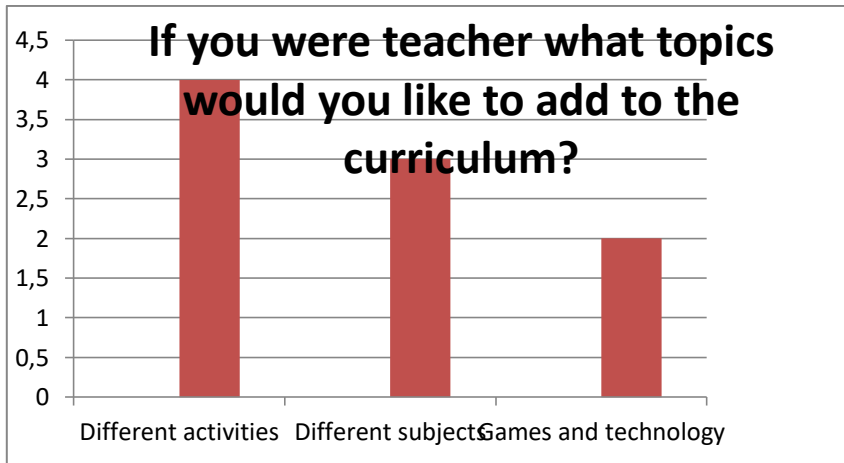


Figure 4. If you were a teacher what topics would you add to the curriculum?

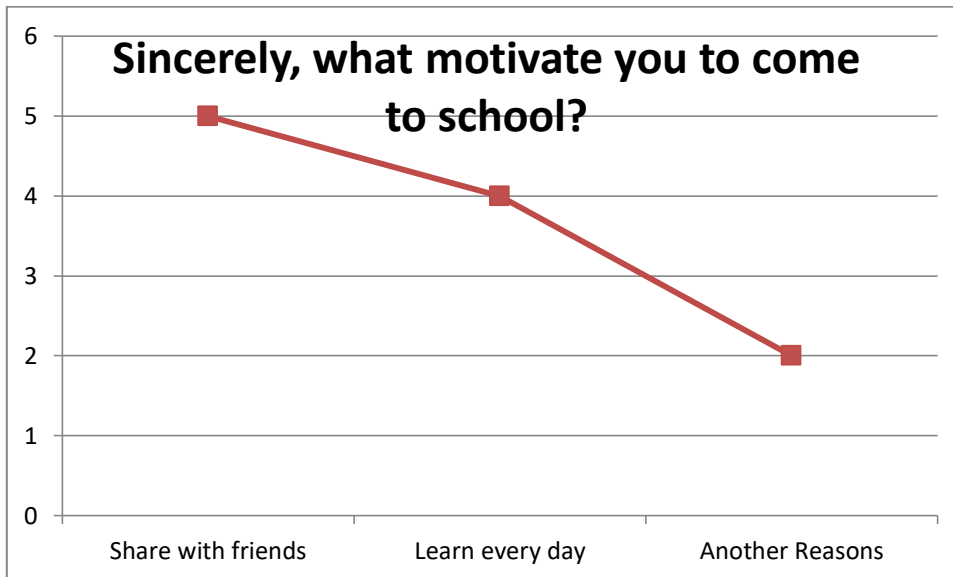


Figure 5. Sincerely, what motivate you to come to school?

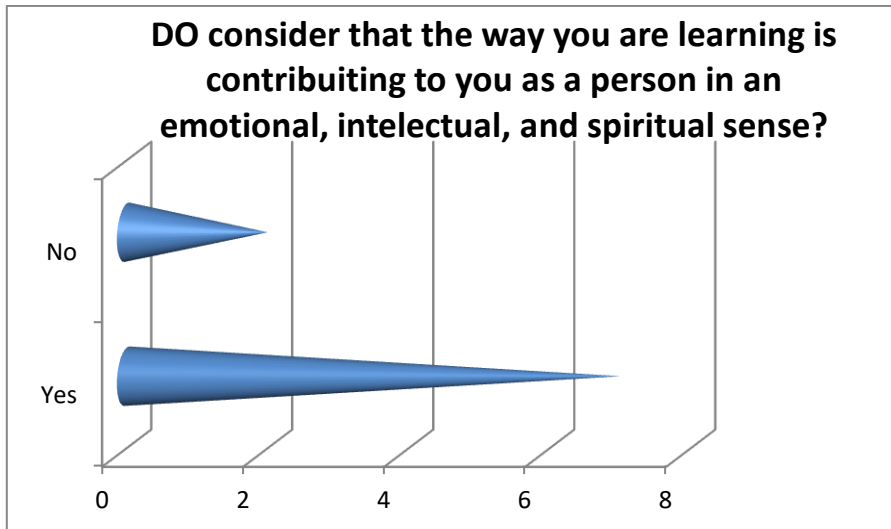


Figure 6. Do you consider that the way you are learning is contributing to you as a person in an emotional, intellectual, and spiritual sense?

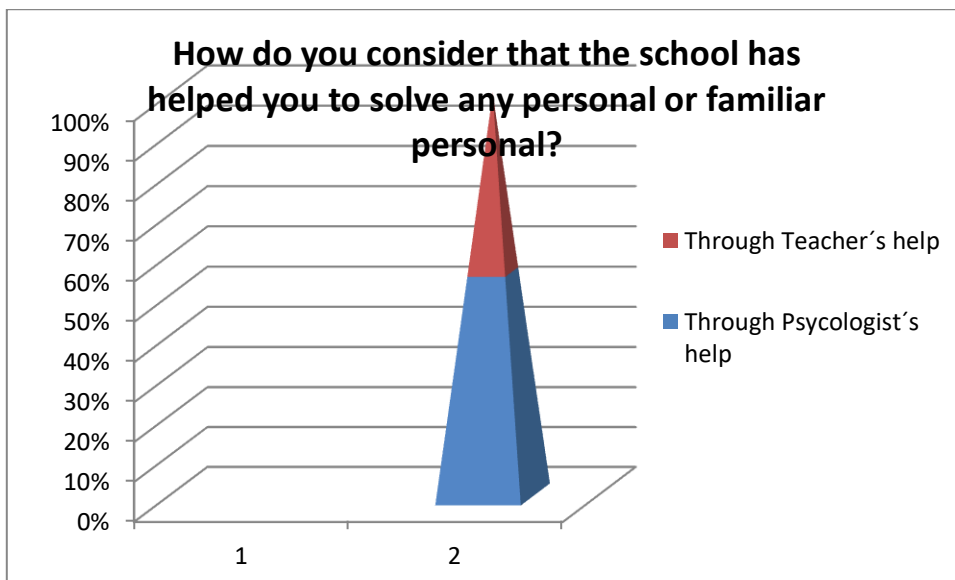


Figure 7. How do you consider that the school has helped you to solve any personal or familiar problem?

Interpretation of Data.

According the graphics, the way that Portales del Rio school students are leaning is not bad at all, but it has to improve, because even though there are students who likes the things they are learning, most agree that different ways of learning should be implemented at school, that is, different subjects, different learning strategies and especially that appeal their attention. For instance, they would like to have in their curriculum subjects like: painting, music, computer upkeep, trigonometry, games and outdoor works, reading and written of books, etc.

Moreover, it should also be noted that the main motivation of the students at going to school are to share with their friends, more than study or learn. Also it can be said that they have received a lot of help from their professors and psychologist, in terms of their growth as a person, but if a change is made in the school curriculum, the results might be more effective, and notorious.

CHAPTER 5

DISCUSSION

Significantly, Colombia's curricula and education in Colombia today is only a mechanism of transmission of knowledge previously established by the government to many young people and children, rather than be adjusted to the needs, tastes and pace of teaching of each one, because, as stated above, there has not been a relevant change in the Colombian educational system and curricula, according recently studies, the concept of curriculum has not played an important role in educational research in Colombia. As in other Latin American and European countries, in Colombia there has been a strong tradition built upon pedagogical theories and practices. Under this tradition, Colombian educators and educational researchers were not used to the term "curriculum" but employed normally terms such as "study plan" or "program". In this sense "curriculum" is traditionally regarded as a concept introduced in our context 50 years ago by governmental agencies under the American Development Agenda for Latin America and the Third World oriented towards the external and centralized control of schools (Martínez Boom et al., 2003).

In Colombia pedagogy has overshadowed curriculum as a field of studies. The meanings attached to curriculum by local educators and educational researchers have made it difficult for this notion to play a key role in the understanding and improvement of education. Based on a diffuse anti-imperialist ideology, the Notion of curriculum has been regarded as an ideological tool used to displace the role of teachers and pass the control of education to foreign interests through governmental agencies.

According to the work, a recommendation is to include more relevant information about the Finnish educational model, which have introduced the method known as phenomenon learning, through which traditional subjects are displaced by thematic projects in which students appropriate the learning process. Parts of the reforms are imposed by the adaptation to the digital age, in which children no longer depend on books to learn.

According to Raila Oksanen, "Children have different ways of learning," he adds, so that versatile spaces "make it possible to form different teams, based on the way children learn, prefer to work and spend their time studying"

In addition, the traditional closed rooms are transformed into multimodal spaces, which are linked to one another by means of glass walls and movable divisions. "There is no clear division or distinction between hall spaces and classes," says Reino Tapaninen, chief architect of the Finnish National Education Agency. In this way, he explains, teachers and students can choose the most appropriate space to carry out a job or a project depending on whether it is individual, in teams or in larger groups. Traditionally, classrooms "were designed to meet the needs of teachers," Oksanen said. "The opening aims for the school to respond to the individual needs of the students, letting them take responsibility for their learning and encouraging them to increase their self-regulation," adds the consultant. This is precisely one of the objectives of the new Finnish curriculum: increase student participation. "The students themselves set goals, solve problems and complete their learning based on objectives. "Undoubtedly the Finnish model has been very successful internationally, that is the reason why has become one of the best in the world, something that Colombia has much to learn and copy in order to change its educational model.

CHAPTER 6

CONCLUSION

In this work was examined, how different is the highest level education countries compared to Colombian's, in terms of methodologies, strategies, technology, classrooms, quality of teaching. An interview was also conducted, which showed the students' point of view on how they are learning, and how they would like their classes to be, according to the curriculum.

Certainly, to understand the different reasons why Colombia's curricula and education in Colombia today is only a mechanism of transmission of knowledge previously established by the government to many young people and children, rather than be adjusted to the needs, tastes and pace of teaching of each one, will raise awareness of thousands of teachers, that Colombian education and curricula, is the same that 50 years ago, and it must be changed.

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APPENDIX A: INTERVIEW

ENTREVISTA

La presente entrevista diseñada por la estudiante Laura Camila Quesada y supervisada y aprobada por la directora del colegio Portales del Río Florálba Gómez se llevará a cabo entre los algunos estudiantes de dicho plantel, los cuales responderán a las siguientes preguntas:

Nombre completo: _____

Grado: _____

1. ¿Te gusta la forma en que estás aprendiendo? ¿Por qué?
2. Si fueras profesor, ¿qué temas agregarías al currículo?
3. Sinceramente, ¿qué te motiva a venir a la escuela?
4. ¿Consideras que la forma en que estás aprendiendo contribuye a tu crecimiento como persona en sentido emocional, intelectual y espiritual?
5. ¿De qué manera te ha ayudado la escuela a resolver cualquier problema personal o familiar?

APPENDIX B ANALIZING DATA

