



## **Development of Education and Educational Models**

**Universidad Nacional**

### **Course Description:**

This course aims to encourage reflection, comparison and problematization of educational development and educational models implemented in different contexts. The course contrasts theory with classroom practice developed in the Costa Rican educational system. It also draws on prior knowledge and personal experience of students and other actors, in addition to a critical policy perspective. Various research techniques are used such as literature review, observation and interview.

This course also seeks to encourage in students the development of attitudes and values surrounding ethical, environmental, political, social, cultural, and gender issues, consistent with a vision developed by educators themselves that serves to fight for equity, solidarity and other promoters of a more just society.

The course includes research and visits to educational institutions, so students are faced with the reality of education in various areas as a basis for the analysis of the underlying educational models.

This course is open to Costa Rican and international students.

### **Problematical Axes and Generating Questions:**

In this course, students will confront what they know, feel and think about education, history, models, methods, perspectives, and challenges to the different points of view of authors who are experts in the field, the professor of the course, and the experience of other actors close to educational issues. As a result of this learning process, possible intentions, interests, beliefs, and implications will be revealed relative to various educational reforms. It thus seeks to enhance skills such as analysis and reflection needed to build capacity to approach problems and possible solutions (transformation), as well as dialogic and respectful communication, in a context where diversity is embraced, along with respect, tolerance, participation and gender equality. This will generating the following questions:

1. What is meant by development and educational models, and what is their background? Is it possible to build, in conjunction with students, a definition of the concepts of Education, Development, and Educational Models, taking into account prior knowledge, the condition of gender, and educational processes in different contexts?
2. What are the different dimensions of development in education in Costa Rica and other nations? What are the most outstanding educational models in the history of education? What role do the teacher, the learner and the community play?
3. What are the possible relationships between development, culture, politics and education?
4. What is and has been the influence and interference of education in cultural, economic, ecological and political development? What are the relationships between education, poverty and development? And between development and educational models? Are these educational models which have been made to solve inequality, provide opportunities, and address problems

such as exclusion, violence, ecological imbalance and school expulsion? What has been the role of education in achieving the social life we live today?

5. Due to the above, what are the contributions from history that have developed outstanding Costa Rican educators?
6. Could different methodologies and pedagogical trends provide critical channels to building inclusive, intercultural educational models?
7. What values and attitudes have excelled in the historical development of education in our cultural contexts? Within this ethical-historical context, what abilities and skills should educators develop?
8. What is the role of the current changes that the ministries of education develop in addressing social and cultural challenges?

**Themes:**

1. Economic and development models applied in the course of history and their relationship to education, culture, ecology and Latin American society in general and Costa Rica in particular
2. Educational reforms and their history, according to the pedagogical models over time, in cultural, social, economic, and political contexts
3. Recent changes in education reform; major national and international educational trends
4. Philosophical and legal frameworks of education; structure and organization of the national education system (Education Policy)
5. The education system and impact of education in developing and improving quality of life
6. The influence and importance of Costa Rican education in human development, or construction of the "good life" (alternative development practices)

**Methodological Strategy:**

The course, through theoretical analysis, research, and debate, seeks to promote the development of criticality that every educator should have and the creative and innovative spirit in finding and developing solutions to various problems of current educational reality in the context of equitable human development. Therefore, it intends to follow methodological strategies that promote the greatest possible participation of students in the classroom.

The course seeks to stimulate debate and assessment of beliefs, identities, values, and meanings related to social development and educational models. This methodology will allow the class to approach problems and possible solutions, as well as dialogue and respectful communication, in a context that encourages diversity of approaches and gender equity. For this, we use various learning experiences as problematization, debates, critical incident analysis, learning circle, discussion, and others, applied to various activities such as lectures, workshops, news analysis, video, and image analysis.

Work will consist of individual and group activities, including:

**Group:**

A. Prepare and present a national news story related to any of the course themes. In addition, critical incident analyses will be discussed in the group and then presented to the class.

B. Different groups will be assigned to lead activities for the class; they can be in the form of cooperative games.

C. Watch short documentaries and participate in a teacher-mediated de-briefing that will address some concepts from the course. Although the activity is in a group, assessment will be based on individual participation.

**Individual:**

D. Students do individual readings and observation of educational processes, as will be explained, discussed and problematized in the classroom. Each student will submit a brief report to the teacher which critically and creatively shows the mastery of the topics.

E. Problematization of issues presented by peers during group work, and by the professor.

F. The professor will present some issues with help of TICs in order to make the class interactive and encourage creative use of the same in the students.

G. The professor will prepare guides, explain issues, provide provocative documents for discussion, lead discussions, and clarify doubts; that is to say guide pedagogical activities.

This course builds on students' previous knowledge and the process of learning that the course develops to create new knowledge.

**Evaluative Strategy:**

The course will emphasize dedication, responsibility, commitment and active participation of students. Evaluation will take into account both processes and outcomes. It will favor self-reflection, knowledge construction and carrying out motivating experiences, which will take into account the interests, expectations and needs of students.

To promote a culture of evaluation, this course employs a strategy of self-assessment and co-evaluation, as well as unidirectional assessment by the professor. Rubrics, comparisons, and other methods will be used in both cases.

The professor will provide the rubrics which clarify the evaluation criteria to be used in the various course activities.

Students will be evaluated during excursions, in the process of research, and in the classroom.

Students will self-evaluate and co-evaluate values that can be developed in various activities, such as cooperation, solidarity, openness, friendliness, respect for the opinions of others, integration, and others.

Moreover, considering that the course seeks to develop students' conceptual knowledge, procedures and attitudes, it is necessary to know the related knowledge base of each student; to guide the knowledge, procedures, and attitudes that will be built during the course; and value those achieved by the end. Thus, as the course develops, the diagnostic, formative and summative evaluations will be considered, the latter being reflected in the following areas:

## Evaluation Criteria

<b>1. Educational Observations</b>	<b>30%</b>
Twice-weekly observations in educational centers, for nine weeks	10%
Observation reports	10%
Evaluative synthesis of the process	10%
<b>2. Book Review</b>	<b>20%</b>
Individual synthesis or problematizations in group (minimum of 5)	10%
Written analysis (exam)	10%
<b>3. Research Papers</b>	<b>20%</b>
Costa Rican educators	10%
Documentary research on educational modalities	10%
<b>4. Field Visits</b>	<b>20%</b>
Criteria to be defined by each teacher	
<b>5. Discussion</b>	<b>10%</b>
Attendance and participation	5%
Presentation	5%
<b>TOTAL</b>	<b>100%</b>

### Description of Evaluation Criteria:

- 1. Educational Observations:** Observation is a key element in the development of classroom sessions and understanding of educational spaces, and result in significant contributions to the topics covered during the course. Hence, this process includes a series of activities and learning strategies, where the problematization in the classroom translates into case analyses and classroom experiences in different educational models.
- 2. Book Review:** This promotes critical analysis of literature related to the course topics. Several readings are assigned throughout the course which must be analyzed and problematized in class. Reviews will be carried out both individually and in groups, and a written test requiring critical analysis (not memorization) will be given.
- 3. Research Papers:** Two papers will be assigned, requiring the use of bibliographic documents, primary sources, and others:
  - The contribution of major Costa Rican educators: Carlos Gagini, Omar Dengo, Carlos Monge Alfaro, Roberto Brenes Mesén, Joaquín García Monge, María Isabel Carvajal (Carmen Lyra), Emma Gamboa, Carlos Luis Fallas.
  - Documentary research about educational models in secondary education.
 The professor will provide guidance for implementation, paper formatting, and clarification on evaluation criteria.
- 4. Field Visits:** The field visits are divided into three stages: pre, during, and post. The first refers to the planning of the visit in the classroom, the second to the implementation plan and visit itself, and the third to a problematization in the classroom by a presentation or any other tool that can be used to share the experience. Depending on the criteria provided by the professor, this could also be conceived as a formal visit to an educational institution, for the purpose of observing specific educational contexts in certain locations, which provides a critical analysis of the educational reality.
- 5. Discussion:** This is a contribution based on the experience and expert dissertation of Costa Rican educators about their experiences and developing classroom culture. It requires the student to have an open attitude regarding the valuation of classroom experiences and their impact on

training future educators. It also requires the active participation of students in reflection about the themes developed. Students will be evaluated for attendance, participation, and a final activity report.

There will be 26 hours of practical work, between observations and field visits.

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