



REVISTA

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Pertinencia del método ARTE para la enseñanza del cuento latinoamericano en Educación General Básica (EGB)

Relevance of the ARTE method for the teaching of the Latin American story in Basic General Education (EGB)

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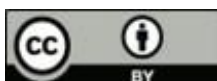
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Resumen

El método ARTE es un conjunto de actividades reflexivas, teóricas y experimentales basado en las teorías de aprendizaje de Piaget, Vigotsky y Ausubel. La metodología usada para la investigación fue de enfoque cualitativo, teniendo presente que es una investigación de corte humanista; pensada en la diversificación del aula de clases. La pertinencia e importancia de este método se evidencia a lo largo del proceso metodológico de la investigación tomando en consideración la integración que se dio entre las prácticas preprofesionales (PPP) del año lectivo y la recopilación de fundamentos teóricos. El método ARTE dentro de su proceso de evaluación reconoce a la diversidad y el diálogo como principales actores y fundamentos para la mejora de la calidad del sistema educativo, puesto que al estudiante le otorga autonomía y consciencia de los procesos de aprendizaje. El proceso también considera todas sus dimensiones, es decir, el contexto del alumno. El



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proyecto se lo aplicó en la institución educativa (IE) Francisca Dávila fue la escogida para realizar las PPO del séptimo ciclo de educación general básica, mención Lengua y Literatura. El punto de partida para el diagnóstico de las metodologías y técnicas de enseñanza-aprendizaje de Lengua y Literatura fue precisamente el transcurso de séptimo a décimo año de EGB paralelo B.

Palabras clave

Cualitativo, aprendizaje, ARTE, método, proceso,

Abstract

The ARTE method is a set of reflexive, theoretical and experimental activities based on the learning theories of Piaget, Vygotsky and Ausubel. The methodology used for the research was a qualitative approach, bearing in mind that it is a humanistic research thought about the diversification of the classroom. The relevance and importance of this method is evident throughout the methodological process of the research, taking into consideration the integration that took place between the preprofessional practices of the school year and the compilation of theoretical foundations. The ARTE method within its evaluation process recognizes diversity and dialogue as the main actors and foundations for improving the quality of the education system, since the student is given autonomy and awareness of the processes in all their dimensions.

Keywords

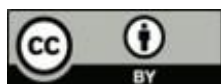
ART, qualitative, method, process, learning.

1. Introduction

Education has evolved rapidly in this time, fact that is alarming not necessarily because of the updates that have been made to improve it, but because it is not effective enough to educate in the 21st century. The work of the teacher is to seek innovative methods, strategies and activities that improve the teaching process in any of its application fields; this does not mean that traditional practices are wrong, but that they can be improved to transform education.

The student must be an active actor during the class, however, it has been observed that this does not happen due to the non-fulfilment of the skills necessary for the sublevel. The educational institution Francisca Dávila was chosen to carry out the preprofessional practices of the seventh cycle of basic general education – language and literature, from this cycle it is sought to approximate the tenth year of parallel EGB B, in the Language and literature subject. The target is to present diverse alternatives to the inclusion, diversity and interculturality, since there are concepts that may not be internalized completely in the educational reality.

The educational institution is located in the urban sector of Cuenca, being also one of the most prestigious institutions of the city. Currently, it offers basic education and baccalaureate, thus modifying the school's status (first from basic to seventh of basic). EI is known because it was a school only for girls, but in the last four years it has accepted men, and it is now a mixed school. It has 859 students, out of which 605 are women and 254 are men; in the same way, the school has 24 women teachers and 5 men teachers, for a total of 29 teachers.



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The tenth year of parallel EGB B was formed by 29 students (10 men and 19 women) in ages ranging from 14 to 17 years old; this indicator was taken as a starting point to understand the diversity existing in the classroom in psychopath, emotional and behavioral aspects. In the area of language and literature, students do not have an outstanding advantage, because the homework is not done, and as for the evaluations made throughout the school year, the students do not give the importance they should.

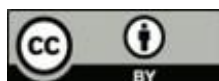
In general, it is observed that the classes of the subject are taught in a traditional way; no experimental or reflective activities are carried out. In addition to this reality, there is no evidence of the complete development of the skills that each sublevel of education seeks to develop. Therefore, this research designed, implemented and evaluated the ARTE method (reflective, theoretical and experimental activities) in the specific topic of the Latin American tale, having a diversified evaluation model for the personalization of the teaching process. The theoretical modality corresponds to Duarte, Amer and Pascual from the learning environment; Rodríguez from the diversification of the education; Montico and Ospina from the motivation; Barrera from education - learning of the Language and Literature; Monzón from the methodological activities, the Organization of the International Baccalaureate from the personalized evaluation; Ausubel, Piaget and Vigotsky from Constructivism; Canclini from the explanation of art and culture.

The school reality is more complicated than it seems: the attention of the students that must be caught at every moment, the dynamics and innovation of the class and the methodological reflection are some aspects that can be improved and that should be the focus to achieve a correct teaching-learning process. For these reasons, the research question arises: how does the application of the ARTE method influence the teaching of the Latin American tale in the tenth year EGB parallel B students?

Pre-professional practices make it possible to observe the various situations that occur in the school environment. In the area of language and literature, it is possible to see that classes are taught in a traditional way, which means that the student is not the main actor of his/her learning nor actively participates on it. Group activities, dynamics and contextualized activities are, to a certain extent, uncommon. It has also been identified that not all the essential skills for the sublevel are being fulfilled, since the methodology and the evaluation processes are not adequate to achieve their development.

The general objective of the research is to evaluate the relevance of the implementation of the ARTE method in the tenth year of parallel EGB B. In order to fulfil the general objective, research tasks are described as:

- To investigate theoretical foundations that support the project.
- To systematize the information to adapt it to the context of the institution in which the problem was identified.
- To design the Art method for later execution.
- To design the customized evaluation tools for the implementation of the ARTE method based on the teaching of the Latin American tale.
- To implement the ARTE method based on personalized learning in the teaching of the Latin American tale.
- To evaluate the relevance of the implementation of the ARTE method based on the personalized teaching of the Latin American tale.



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2. Diversity of education

Diversification arises in the educational field as a curricular need to satisfy the organization of contents and subjects. In this way, the idea is to achieve the fulfillment of objectives and competencies, however, the "term diversification is directly related to the modification of pre-established patterns in various fields whether educational or social" (Amer and Pascual, 2015, p. 8). This conception was observed throughout the nine weeks of the PPP, in which it was accompanied and experimented in the role of teacher at IE Francisca Dávila.

According to the Royal Academy of the Spanish Language (2018) diversification is "1. Tr. To change into multiple and diverse what was uniform and unique" (p. 78). The above explains that the diversification process consists in expanding the options that are presented to a student or the class for the accomplishment of work or task. So it should be planned taking into account the distinctions between one student and another.

Teaching is a continual process of preparation and search. In this regard, Rodríguez (2013) mentions that: "teaching means allowing the students to learn, i.e., to encourage the conditions to freely express their needs in a favorable affective climate of comprehension, acceptance and respect" (p. 36). This is translated into a harmonious and effective environment for achieving meaningful learning based on the potential of existing diversity. The student is the one who sets the needs inside the classroom, since the previous ones have already been satisfied. In many of the situations the student does not create needs consciously, but these needs appear as the educational process is developing.

One of the most common problems that a teacher faces in the educational practice is that the classroom is conceived as a space full of rules and limitations. According to Viveros (2003) "The classrooms have become enslaved spaces giving empowerment to the teacher because he/she "possesses the knowledge" and "possesses the power to assign the qualifications" (p. 5). Teachers should modify the conception of the classroom and the students to transform it into the appropriate space for generating joint knowledge; they should also motivate and generate high expectations about the work of their students.

The teaching work should allow broadening the horizons of each of the members in the class, for this reason Rodríguez (2013) mentions that "the objectives of education are: to develop individuality, to recognize oneself as unique human beings, to develop their potential" (p. 38), but how to identify and develop the individuality of each member of the group? There are tools that help to identify the existing interpersonal relationships in the classroom as well as the learning styles of the students in the classroom. Class diversification should be prioritized, since the design of methodological activities will occur based on the diversification.

The Vak test designed specifically to identify the learning styles of outstanding performance in the classroom does not mean that teachers should concentrate on the predominant artistic styles but in all in the extent possible. According to Aragon and Jiménez (2009), learning styles offer the teacher "a conceptual framework to understand the behaviors observed in the classroom, which provide an explanation of the relationship of these behaviors with the way the students are learning and the type of teaching strategies" (p. 7). For this reason, diversifications of the teaching processes must start from the knowledge of individuality of each of the students.

From another point of view, the socio-metric technique understands the interpersonal relationships of each of the students. It is very important to know how positive or negative integration is in the classroom, because in this way students can help each other by



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enhancing their leadership skills and helping to develop abilities for their peers. García (2013) explains that the Sociogram is a data analysis technique in which the social links established in the classroom are identified. These instruments guide the teacher to another key point in the execution of the class. For a class to develop effectively not only there must be the necessary resources, but it must be conceived under motivational parameters throughout the process.

3. Motivation in the classroom

Motivation is one of the most neglected factors in the classroom, because it is thought that motivating should only occur in the classroom, the observations of the class showed the little attention given to the motivational role. According to González (1999), motivation "is the set of internal states and processes of the person who direct and sustain a specific activity" (p. 106). While talking about a particular activity does not mean that it should not be encouraged at all times of the class.

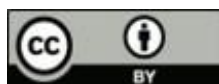
The motivating act provokes in the student different behaviors, because he/she feels more confident and with much more security to participate. According to Montico (2004), "Motivation causes students to act or behave in certain ways" (p. 107). This is then the search for satisfaction through stimuli to achieve a goal. Ospina (2006) mentions that "motivation influences the student's thinking, thus the outcome of learning" (p. 159). This conception shows that the more motivated the student is, the better the result in the teaching process.

4. The teaching of literature in basic education: The Latin American Tale

The teaching of language and literature from the experience is given in a retention and unique way, thus, being monotonous without grace and appreciated with little interest by the students of Upper EGB level. According to Barrera (2011) "The Teaching-learning of the language has undergone profound changes" (p. 28). This means that the teacher must not remain static when facing modifications and new implementations in the area, reason for which the teacher must be updated in order to carry out its teaching role, not as a simple transmitter of contents, but as an aid in the sharing of knowledge.

It is important that the teacher has knowledge of the subjects he/she will teach during the classes. Similarly, the teacher also needs to remember that a class does not only mean knowing and managing concepts. The Latin American tale is one of the topics addressed in Unit 4 of the language and literature text of the 10th year of EGB. It specifies that the objectives to be met are in accordance with the skills raised in the National Education Curriculum (2016) in the curricular block number 5. The block is titled literature and is intended to achieve: the interpretation of a text based on the gender to which it belongs, the critical debate, the choice of readings based on the preferences of the student, the composition of texts with various literary resources, among others, to form readers and writers with critical reasoning and power of expression.

To get the training of good readers, writers and critics, it is important to keep in mind that not only the theory will feed the individual, but the spaces that are conducive to the imagination. In this way, it can be said that learning must be empowered and the mind must be focused on the development of skills. Therefore, it is understood that contexts, environments and learning scenarios are essential for proper training.



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4.1 Contexts, environments and learning scenarios: Language and Literature

Contexts, environments and learning scenarios are those spaces that are suited for the learning process to develop in an optimal way. The teacher is the main actor in the creation of scenarios and learning environments, because he/she wants to achieve the development of certain skills in the students.

4.2 Learning contexts

Learning contexts cannot be modified because they are pre-established before the student enters the EI. According to (Hativa, 2000, Trevisán, 1995 and Cubero, 2005) "the context refers to the climate or social context suitable for learning, to the sociocultural scenario that considers: relationships, participation rules, ways of participation, activities, learning strategies, modes of communication, reasons, goals, etc." (p. 4). The latter refers to the existing parameters for the correct development of the learning process. However, not only is the context part of this process, but it needs other components to teach the teaching in an ideal way.

4.3 Learning environment

The creation of functional and adequate learning environments is necessary for the student to feel comfortable when learning; according to Duarte (2003): "The environment derives from the interaction of man with the natural environment that surrounds him" (p. 2). This means that the effectiveness of an environment is due to the comfort that the main actor of the educational process feels. According to Duarte (2003) the learning environment "is an active concept that involves the human being, hence, the teaching actions that the learners receive and are able to analyze about their own action and the others in relation to the environment" (p. 2). There is so much need to improve the educational practices that it should start from the most basic, but more complex element for the teaching process, i.e., the learning environment. Therefore, the importance of the environment, because it is propitiated the methods, techniques, strategies, tools and didactic material suitable for the class.

A learning environment in an educational institution is in many cases formal, because they are committed to the knowledge that the students must have, the skills that must develop and the skills that must be fulfilled during their schooling. This formal environment is not just about the experience in the classroom or the educational institution, but the psychosocial environment of each student.

4.4 Learning scenarios

The learning scenario is that space that the teacher and the students create to get the most benefit in the educational process in which they are. Figueroa et al., (2017) state that the scenario "is the space as a fundamental axis that gathers aspects like: ventilation, lighting, distribution and organization of the furniture and the support material, ad it also includes what is related to the teaching purpose" (p. 177). It is in particular the physical space in which the learning is developed. The construction of a scenario has several components, according to the authors mentioned above "an educational scenario is built with the active participation of actors who meet different roles and assume different levels of commitment in the educational process: teachers, students, family and community with their own actors"(p. 176). This is conceived as the social and community need to improve education from all its edges.



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5. Methodological activities

The activities are specific processes that the teacher designs, implements and evaluates during the teaching learning process. In other cases, as with the strategies, the teacher may not necessarily design them, as he/she can investigate, select and even adapt them to the needs of the classroom. The activities should be contextualized and, as far as possible, customized to the learning style, the intelligences and contexts of the students. "Methodological activities should always be focused on diversifying and signifying skills, content or processes in general" (Albares, 2017, p. 45). Therefore, methodological activities should not fall into an automation, or in a preconception of acts, but in processes, moments and spaces destined to reflect, conceptualize and experiment with learning.

5.1 Design of methodological activities

García Vega (2010) conceive methodological activities as a "creative and systematic process" (p. 34), since it requires research skills learned and developed throughout the teaching. It is the teacher who should be able to understand the context of their students, become aware of it and work towards the development of the skills. "Activities should be thought to work several cognitive fields" as stated by (Sarah, 2011, p. 28), for example, memory, creativity, reflection, language, imagination among others; always thinking on the possible scenario of use and the recognition of the brain as a whole, which is complex and lattice. It is therefore unlikely to work only one area in a pure way without approaching or relating to another.

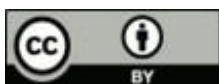
5.2 Reflective activities

The reflection is an intellectual and even emotional process that allows the human being to rethink what is learned, the conceptual and the experiential in a new environment, focus or situation. But there are many aspects and nuances that require a reflection that can help to learn meaningfully and critically from the mistakes made in its use or application.

Domingo and Gómez (2014) mention that "reflecting is not introspection, is not to turn to our own ideas, it is to analyze from our own experience the evidence collected and then value them by contrast with relevant references" (p. 56). Therefore, it is also mentioned that reflecting is an activity of thought that is stratified in the three levels of thought: basic, when the individual only reflects at the moment, is almost instinctive, is a reminder that it is necessary to update it; intermediate level, when the reflection in addition to being intuitive is directed to be improved, not only as a souvenir, but as an activity. The individual proposes to use what he/she knew to modify it for this new situation, and finally the advanced or higher level, in which the individual is in the capacity of, as he/she acquires new information. That is why synaptic networks must be created in the fields of memory and the skills to restructure and approximate them to a possible new use. At this stage of the reflection, the individual does not occupy the memory but the skills and rethinks its use, thus generating another learning state, and moving it to another learning area.

As a teacher, it is necessary to consider reflective activities in all learning levels. In this way the students can be challenged and the professors can provide the value that the environment need, the knowledge and feelings, which are normally forgotten or less valued by teachers.

It is important that reflection always be accompanied by dialogue, as well as guiding processes. It is important that in class the student focuses their cognitive efforts on reflecting in an oriented way, with a clear goal to improve this thinking ability in all its dimensions.



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There is an interesting mention that makes Carrera and Mazzarella (2001), "all learning in school always has a previous story, every child has already had experiences before entering the school, therefore, learning and development are interrelated from the child's first days of life" (p. 43). This postulate is understood from the position that there is a quantity of knowledge that the child is not taught in school, but is reinforced.

5.3 Theoretical / conceptual activities

The design and execution of the theoretical/conceptual activities raises the use and development of the memory, as well as the concentration to generate a meaningful learning; the mental schemes must be established from the recognition of the concept to generate the idea of its possible use.

According to Ausubel, within the significant learning is established a theory that derives various considerations of interest, both psychological and pedagogical, mainly highlighting its conception of outline as a stable mental representation operating in long-term memory (Ausubel, 1973, p. 80). It is a cognitive theory that allows to understand and explain crucial aspects of the cognition process.

Therefore, concepts and conceptualization are processes that cannot be excluded from methodological activities, since they allow students to carry out assimilation processes. According to Rodríguez and Moreira (2002) "teachers design theoretical-conceptual activities with the intention of learning" (p. 19). Understanding this new situation and confronting it is a representation that endows it with explanatory and predictive power and that is a mental model.

5.4 Experimental activities

Experimental activities and, in particular, direct contact with phenomenon according to Luneta is of paramount importance in the reconstruction of scientific explanations, since it allows to endow the physical events with a special kind of meaning. It represents one of the most valuable experiences to promote students' interest in science, knowledge of concepts and scientific procedures, as well as the development of skills to achieve new understandings (Lunetta, 2007, p. 45).

The development of experimental activities allows and facilitates the reconstruction of concepts since it makes it possible to place the student on the same level as the "expert" at the historical moment that founded the idea and shape the concept, making the student to give meaning to what he/she learns or knows (Colado, 2003, p. 19). When learning has meaning, it is because it has been rebuilt by the person, so it is not forgotten and can be applied in everyday life. Coll (2013), in the reflections on meaningful learning, the curriculum and the reform proposes that "one of the conditions that facilitates a meaningful learning in people is the disposition and attitude to learn or to know" (p. 58). It is understood that learning is meaningful when it relates to its needs, interests, reasons, concerns, conflicts and the environment in which learning takes place.

Conforming to the aforementioned on significant learning, Rodríguez (2004) explains that this theory of Ausubel serves to "know and explain the conditions and properties of learning, which can be related to effective forms of provoke stable cognitive changes, capable of providing individual and social meaning" (p. 2). Learning is complete in its most important areas: formal education and society-community-family.



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5.5 Application of methodological strategies

According to Mozón the evaluation processes are designed to establish parameters that allow measuring, criticizing and obtaining qualitative and quantitative results of the teaching-learning process. The information provided by the evaluation is useful for the teacher to have these relevant data in order to analyze critically the educational intervention and make decisions about it (Mozón, 2015, p. 63). Therefore, the evaluation is a process that intervenes in all educational, curricular and pedagogical levels to strengthen and improve the process that is being given. The evaluation should be seen as a process of recognition, research and strengthening of the educational, curricular and pedagogical process.

6. Traditional model vs Evaluation model of ARTE

The evaluation of the teaching process also allows to detect the needs from the human and material resources: training, infrastructure, etc., by being a cyclical process and in each of its parts serving as a constant diagnosis and a sample of the reality in which the educational processes are being developed. According to Rojas (2010) in the analysis of curriculum reform and educational innovation processes, he mentions "it is important to emphasize that the evaluation of the own teaching practice, either individually or in groups of professors is shown as one of the most powerful training strategies to improve the quality of the teaching-learning process" (p. 48).

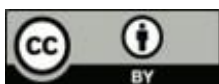
On the other hand, González y Pérez (2014) emphasizes that the "evaluation of the teaching members as a whole allows to detect factors related to the functioning of the coordination, the personal relations, the work environment, organizational aspects" (p. 26). All the factors mentioned above are significant elements in the functioning of the educational institutions, and the good functioning is highlighted.

To do this, it will be necessary to contrast the information provided by the continuous evaluation (headings, teacher's log, written evaluations, oral, etc.) of the students compared with the strategies that the teacher implements during the formative process. Therefore, it evaluates the planning of the teaching process and the intervention of the teacher as manager of this process. The resources used are: the spaces, the expected times, the grouping of students, the criteria and instruments of evaluation, the coordination, i.e., everything that is enclosed in the field of the teaching-learning process is evaluated.

For this reason, in the ARTE method is no longer evaluated the repetition or recreation of the content, but instead is sought to approach the creation, cognition, application of memory and other skills. Based on the activities carried out, the students have obtained the necessary skills to build processes and these to be evaluated from a personalized and also communitarian perspective thought of the student as part of a larger group, respecting their personal characteristics.

7. Structure base questions

The multiple option or objective tests are composed of a set of clear and precise questions that require by the student a brief answer, generally limited to the choice of an option already provided. The term objective refers to the conditions of application of the test, as well as to the treatment and subsequent analysis of the results, but this does not imply a greater objectivity in the evaluation of the student's performance.



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In the selection of the contents, all those that are relevant in relation to the domain to be measured must be specified in an operational way, referring to the objectives sought, as well as according to the capacities of the students. The level at which these contents will be measured should be established, as well as the weight they will have in relation to the whole of the test. For this, a table of specifications is made, consisting of a double entry table that indicates the contents and competencies (skills that are put into play in front of the new situations) in the corresponding columns and rows.

Each intersection presents an evaluative objective represented by the proposed items in each case. It must be confronted with the test results table once it has been corrected. An example of a specification table, extracted from Fleitas et al., (2002), is the one shown in the present work. This is a test of 30 items in total. Here are some details:

7.1. The rubric

Rubrics are a set of related criteria in order to evaluate the acquisition of learning objectives. It is a qualification tool used and highly recommended to carry it out co-evaluations, self-evaluations and hetero-evaluations. The most innovative thing about this tool is that it gives the students the opportunity to design and establish their own criteria, making the qualification more simple and transparent.

It also gives teachers and students the opportunity to evaluate complex, subjective or objective criteria, fostering the understanding and dialogue. So it allows to increase the student's authority in the classroom in an equitable way. Students have the opportunity to establish by themselves the criteria to which they will be assessed, since it is not only the teacher who evaluates them.

In this case, the teacher evaluates with the student, and the student at the same time co-evaluates with the rest of the classmates in the classroom. The students score using the criteria previously mentioned in the classroom. In this way, they analyze and acquire the criteria to know how to score, fact that makes them think.

7.2. Qualification bands (evaluation technique for the art method)

Qualification bands describe in an integrative way the expected performance, and these are used to evaluate the students' responses. They constitute a single holistic criterion, divided into descriptors level. Each descriptor level corresponds to a range of points, which makes it possible to differentiate students' performance from the point range of each descriptor level, the score that best corresponds to the level attained by the student is chosen.

7.3. Evaluation criteria of the qualification bands

When the evaluation task is open (i.e. it is raised in such a way that it encourages a variety of responses), evaluation criteria are used. Each criterion is focused on a specific skill that students are expected to demonstrate. The evaluation objectives describe what students should be able to do and the evaluation criteria describe what level they should demonstrate in doing so.

The evaluation criteria allow to evaluate in the same way very different answers, that is how each criterion is composed by a series of descriptors ordered hierarchically. Each achievement level descriptor is equivalent to one or more points. Each evaluation criterion is applied separately, and is located the descriptor that more adequately reflects the level obtained by the pupil.



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Different evaluation criteria can have different maximum scores depending on their importance. The points obtained in each criterion are added, resulting in the total score for the work.

8. Art for art

This point is one of the central axes of the investigation because as its name explains the ARTE method also includes the art itself. Hence, this concept of methodology is formed from the conception of art and its main characteristics. Palacios mentions that art has been degraded from the Renaissance, however, and based on this same author Palacios (2006) mentions that "it is not art that has been degraded, art retains its value, it is the industrial and postindustrial society that has degraded art" (p. 3). What has been degraded is the value that the human being gives to art, either for social, cultural or economic reasons.

The conception of art is so worn that it is thought that the person who dedicates completely to this area is doomed to failure. García Canclini (1995) says that "generational struggles about what is necessary and what is desirable show another way of establishing identities and building what distinguishes us" (p. 14). What is necessary has become so difficult to understand that it has been lost in the self-identification process, since the own and the conceptions become abstract.

García Canclini (2011) presents the following question: "How to build a vision of universal validity that interrelates diverse cultures and that would allow to compare them and find a common denominator without knowing its singularity?" (p. 14). This broadens the field of art, making it more versatile and capable of adapting to the needs that society has; and education is an important part of the society, so: What happens when education and art are combined?

9. The ARTE method

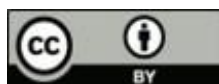
The ARTE method is created with the purpose of responding to diverse educational needs observed in a classroom. This method encompasses activities of reflective, theoretical and experimental nature that are combined among them to achieve a more effective teaching.

Thus, taking the educational theories of Ausubel, Vigostky and Piaget, the connection of all these theories has concretized to support this method. Piaget's conception of constructivism and its importance is one of the engines of this method because it is the point of connection between these three theorists, since it is observed the correlation they have in trying to give the necessary prominence to the family, community and school.

10. ARTE method design

The ARTE method arises from the need of students to generate meaningful learning in the subject of language and literature, with special emphasis on literature with respect to the Latin American tale. This was considered the theoretical foundations underpinning this proposal from: motivation, meaningful learning, diversification, learning environments and the most relevant and personal evaluation models. To begin with the curricular design, the VAK test and the sociogram study were implemented.

Based on the VAK test, student activities were selected and designed; and in relation to the Sociogram, the classroom was arranged to generate a better classroom environment. Once the classroom was diagnosed, selected and the activities designed, it was proposed to



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establish methodologically the activities related to the ACC planed structure (anticipation, construction and consolidation), in relation to the Literature of the Latin American tale.

In order to organize the teaching process, it was taken into consideration to provide the students in the process of reading, the necessary tools to be able to approach to the study of the Latin American tale. In this way, it was started with the generation of experiences and experimentation with imaginative situations such as: What do you think the title means? Questions of style allowed students to reflect and experiment with literature. In other activities they created the covers of the books based on some ideas provided to them, all these situations made them appropriate more and more of the subject and approach to the theorization.

The development of the pre-reading and its components were considered in the first part, in which the students briefly analyzed the texts, identified the basic structures and it was corroborate that the students were able to extract the main ideas, as well as the supporting ideas. Then, it was proceeded to identify some specific situations of the narrative and some concepts were developed. In this first moment, there was special emphasis to experience and reflection.

In the construction of knowledge, the students were given theoretical activities without neglecting the reflection and experimentation of the content. The emphasis was in the literary prescriptive and the introduction to structuralist literature from dynamics and activities conceived in the joint construction of knowledge through the reorganization of the groups, thanks to the use of the Sociogram technique.

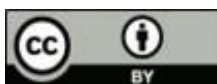
With the support of the VAK test analysis, groups were organized according to their predominant learning styles, so that in the conduction of the activities they are supported from their abilities. For the consolidation of learning in the learning process, it was considered to evaluate from the diversification criteria proposed by the International Baccalaureate Organization with the application of the skill bands. This system allowed the students to be immersed in the evaluation process throughout their stages, so the students were aware even before their qualification.

The whole planning process allowed to generate another class structure gradually improving the learning environment and even the relationships of the classroom. The ARTE method was effective in this first stage of management and execution, since it allows to reflect on its limitations and the possible improvements required for its replication in new contexts and other subjects.

11. Explanation of the proposal

The proposal arose after a week of observing the language and literature classes taught by the teacher. The observation allowed outlining that the proposal is intimately related to the actions that were assigned by the professional tutor (teacher of the language and literature course).

After having compiled the observed in the field diaries, it was seen the lack of diversification of the literary learning, as well as the incipient methodology and activities of reflective, theoretical and experimental character to teach it. During the nine weeks of internship, and based on the observation, methodological activities were designed that allow the student to reflect, theorize and experiment what this topic offers.



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The following activities are created based on the individual characteristic of the students, shown by the VAK test, in which was proved that most of the students are kinesthetic, i.e., they learn through movements:

- Diversity in the classroom: The diversity that was present in the classroom was respected and it was sought to enhance the learning from the individualities. Likewise, the activities were diverse and were agreed to be applied, always with the dialogue as a vehicle capable of approaching diversity.
- Motivation: It is extremely important for the teacher to maintain the motivation in the classroom, the high expectations make the students work better, motivate themselves and their efforts to prevail, for that reason teachers must maintain constant dialogues with the students.
- Methodological activities: Methodological activities are didactic sequences designed for the student to learn through the environments and learning scenarios. These activities can be reflective, theoretical and experimental in this case.
- Meaningful learning: It was one of the guiding axes that oriented the process of design, management and evaluation of the art method, since it was intended that the fulfillment and development of the skills would have place in becoming meaningful learning, i.e., thoughtful learning, theorized and experienced by students.

12. Conclusions

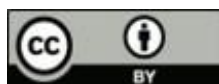
The theoretical foundation is the main foundation of this research, since it holds the processes of design, management and evaluation of the proposal. The theoretical contributions allowed to approach the scientific reality and similar experiences that are taken as a starting point for the execution of this methodological design.

In the same way, concepts and experiences were linked before, during and after the investigation, allowing to deepen the subjects to the exigency level of the project. Therefore, the collected and systematized information was adjusted to the reality of the project, giving a follow up to the theory in contrast with the application of its reality, improving, joining or discarding theoretical, concepts and precepts.

ARTE method is the result of an arduous process of research, analysis and reflection. It is taken as part of the experiences, the theory and the expectations, ARTE method is a set of theories, knowledge and educational, pedagogical and didactic precepts conjugated in the literature. This methodology gives the possibility of diversifying the classroom, from the potentialities and personal characteristics of the students.

ARTE method also carries an intimate relationship with art, whatever its diverse, creative and dynamic manifestation, ARTE method does not ignore the art and does not oppose or conceptualize, or enclose it; on the contrary, in the subject of Language and literature these dialogue, gather and dissociate. Basically, they coexist and they contribute to each other. Its design is reflective, theoretical and experimental, but also educational, pedagogical and didactic, supported from the methodology and reaffirmed by the evaluation.

The evaluation instruments of the ARTE method are reflections of the same, and are conceived from the diversification, the inclusion and the interculturality that is present in the classroom. The evaluation methods are not seen as final or closing phases in any aspect, the evaluation is continuous and is based on the personalization and awareness of the learning process.



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This particular evaluation method happens through dialogues, in which teachers and students generate more knowledge during this process, including reflection processes. The instruments of the ARTE method are designed by all, however, in its application and valuation process, personalization and diversification are demonstrated.



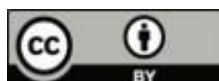
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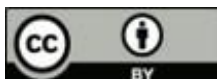
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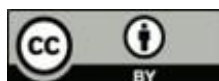
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