

SANTIAGO DE CHILE

XVI 2024

**Congreso Internacional de
Educación e Innovación**

Interconectando redes ante los desafíos educativos



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INTRODUCTION

Current situation in schools:

- Lack of enjoyment and engagement.
- Banking education (Freire, 1987).
- No value is placed on diversity.
- Cisgenderism / Cisheterinormativity.
- Normative curricula.
- Lack of space for students to express themselves.

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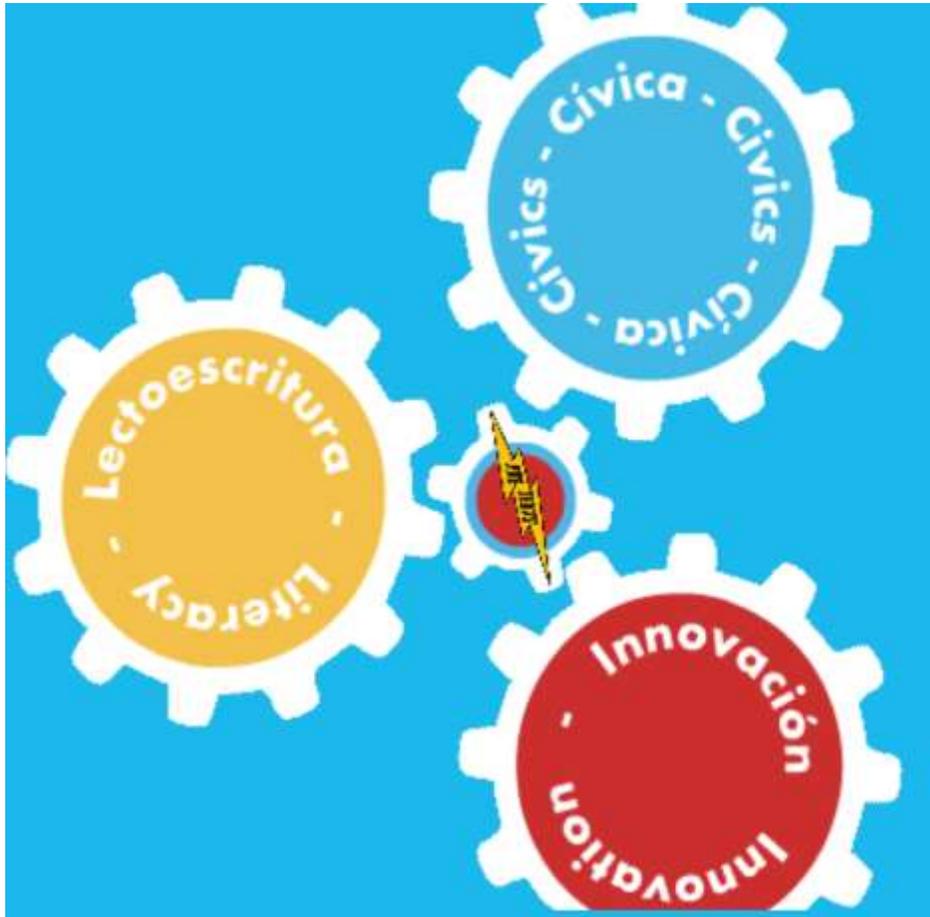
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METHODOLOGICAL FRAMEWORK



- Students lead their learning process.
- Critical thinking.
- It is accessible to all students.
- Interact continuously with the whole group.
- Students learn from each other.
- Students decide what they want to talk about and what they want to share.

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METHOD

This is an action-research study implemented in a Elementary-Middle School in Western Massachusetts with a large presence of students with Puerto Rican roots.

- **Participants:** 3rd grade (n = 19)
4th grade (n = 17)
6th grade 1 (n = 15)
6th grade 2 (n = 17)
- **Design:** Five sessions of one hour and 20 minutes with each group
- **Tools:** register, pictures, recordings, testimonies, questionnaires, and field notes.

RESULTS

LITERACY

SOCIAL-EMOTIONAL

MEANINGFUL LEARNING

Students' perception before and after using the pre-texts methodology

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LITERACY



In the Mojave, animals obtain water in different ways. Coyotes, bobcats and other large mammals travel long distances to drink water. Some birds, too. Lizards, snakes, and mice can't travel that far. They may prefer to drink from a stream or a puddle, but these are rare pleasures in the desert. They drink water from dew that forms at night on plants or rocks. Their main source of water is in their food. The flowers, seeds and leaves of the plants have water. Half of the body of insects, scorpions and other animals is composed of water. Some desert animals get all or most of the water they need simply by eating. (Own translation).

The stakes were high because of Nigeria's draconian laws criminalizing queer and trans lives, which punish same-sex cohabitation, public displays of queer affection, and more with steep prison sentences. This May, lawmakers proposed a new ban on "cross-dressing" that slaps those found guilty with fines of up to \$1200 or six months in jail. These kinds of bills are especially harmful in that they could empower ordinary people to take the violence of gender policing into their own hands; just weeks after the "cross-dressing" ban was introduced, a mob beat and stripped a trans woman in Lagos, Nigeria's capital.



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Every few years, an amazing light show is seen in the skies near the North Pole. It is known as “the northern lights,” or the aurora borealis (uh-RAWR-uh bawr-ee-AL-is). Brilliant bands of green, yellow, red, and blue lights appear in the sky.

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SOCIAL-EMOTIONAL

They were pushed to work in teams and collaborate with one another to create their vision.

This methodology allows everyone to show their understanding without struggling or panicking about knowing the 'right way' to say something.

You have taught us how to socialize.

For the first time this year, 100% of students were engaged 100% of the time during class.

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MEANINGFUL LEARNING

I saw students bring personal items to the classroom and explain a connection to the text they read as a group [...] I saw students bring personal items to the classroom and explain a connection to the text they read as a group.

Students were sharing their thoughts and artifacts' connections to the text proudly.

I brought this tangent, because the text mentions among other things meteors, and a meteor was the one that made the dinosaurs extinct



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Being responsible for creating these pushed the students to start stepping outside of the box of their usual thinking methods [...] By the end of the week these students were experts on the subject matter.

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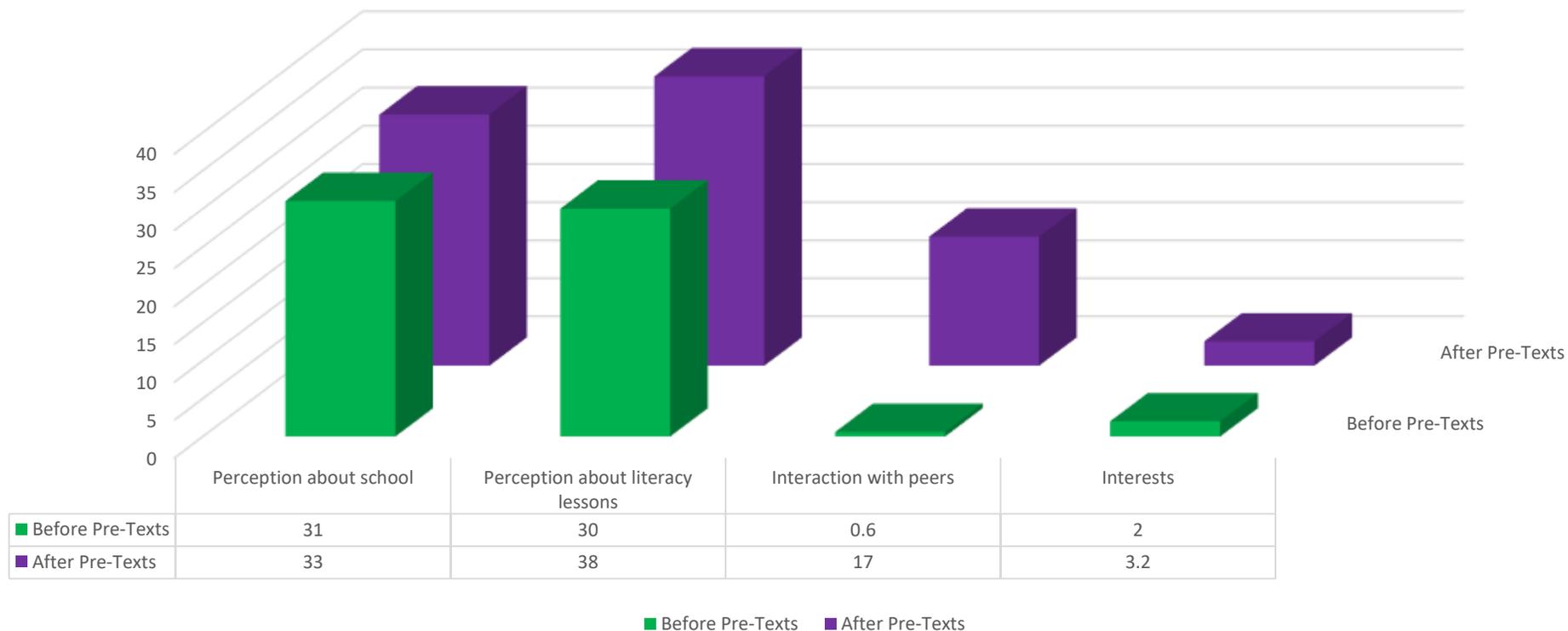
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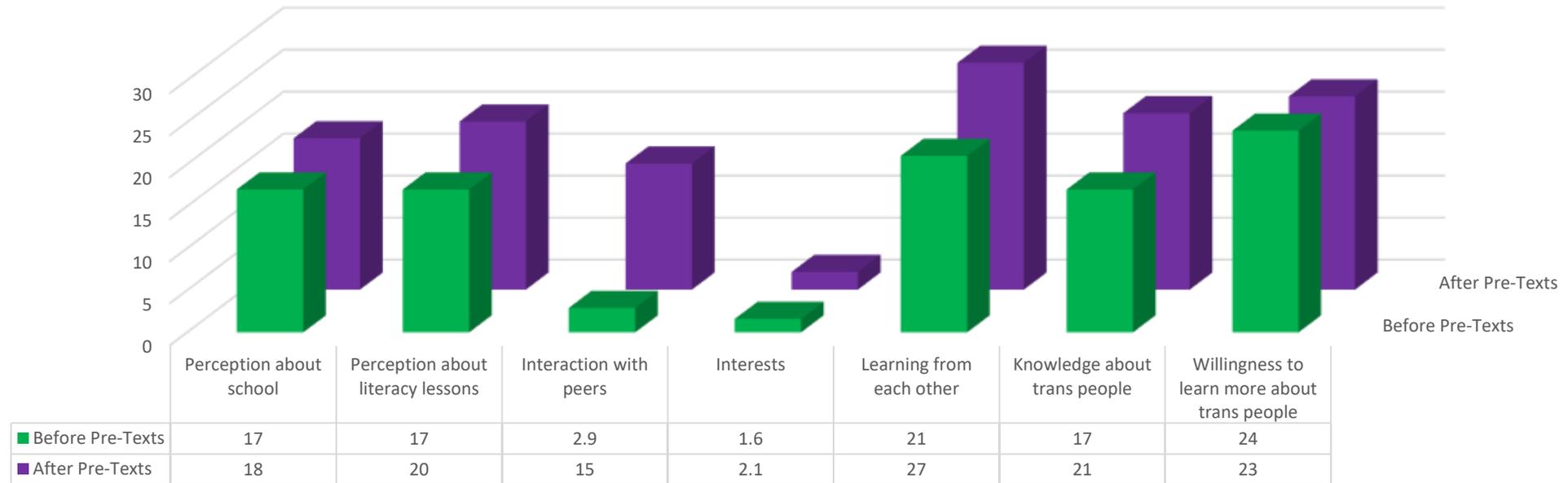


Students' perception before and after using the pre-texts methodology

4th graders data

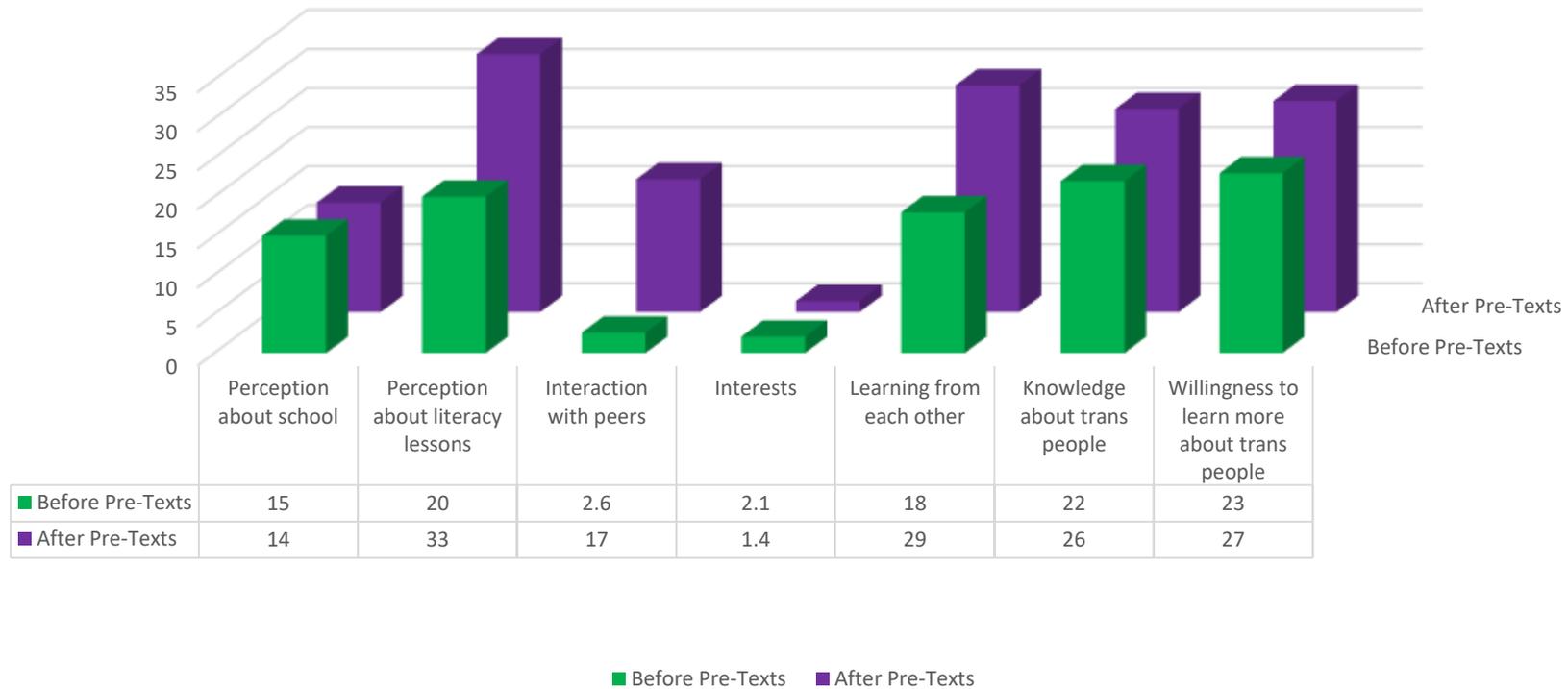


6th graders group 1 data

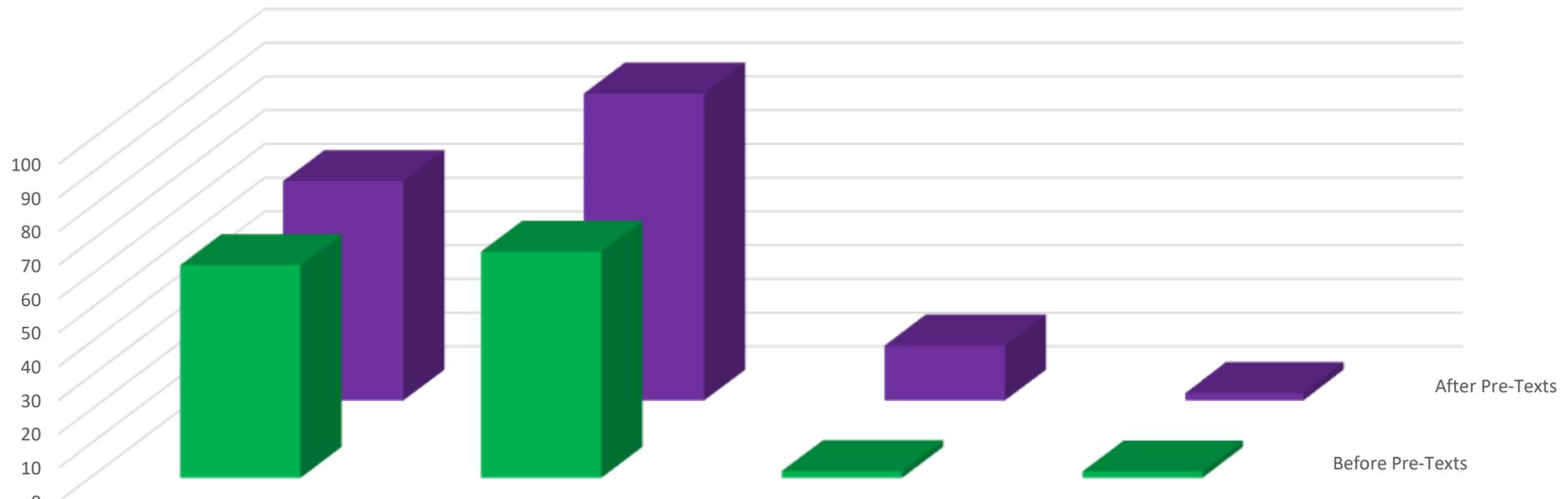


■ Before Pre-Texts ■ After Pre-Texts

6th graders group 2 data



4th and 6th graders data



	Perception about school	Perception about literacy lessons	Interaction with peers	Interests
■ Before Pre-Texts	63	67	2	1.9
■ After Pre-Texts	65	91	16.3	2.2

■ Before Pre-Texts ■ After Pre-Texts

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DISCUSSION

- Motivational power → Combat disengagement (Kong, 2021).
- Impact in the cognitive aspect + realization of new learning + emotional + a new disposition towards leaning + self-discovery of the learner too (Valdés et al., 2016).
- Dialogic basis of learning → Shift from an individual to a community approach (Aubert et al., 2008).
- Belonging to a group → influence not only in their socio-emotional condition, but also academically (Allen et al., 2021).

CONCLUSION

- Students lead their own learning process.
- It is accessible to all students.
- It improves students' perception of literacy lessons and increases their engagement.
- It achieves an in-depth and critical reading of the texts.
- Pre-Text helps to have a more inclusive perception of social problems such as gender identity.

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Qualitative leap from respect to admiration, making possible the enjoyment of surprise and differences.

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Eskerrik
asko

obrigado

Dank U

Merci

mahalo

Köszí

спасибо

Grazie

Thank
you

mawuuru

Takk

Gracias

Dziękuję

Děkuju

danke

Kiitos

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