

# Guidelines for the construction of a critical curriculum as a basis for transformation from school

Lineamientos para la construcción de un currículo crítico como base para la transformación desde la escuela

Diretrizes para a construção de um currículo crítico como base para a transformação da escola.

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## Abstract

**Objective:** This research article was developed with the objective of proposing guidelines for autonomy training from a critical curriculum in students from school. **Introduction:** The new challenges of humanity deserve contributions from the school and it is precisely from these curricular guidelines, a proposal from the criticality in the classrooms promotes a conscious citizenship, capable of having the knowledge and citizen preparation to face the policies of the standardized curricula results and conclusions they have alienated the human being from ethical, moral, fraternal and solidary values in the face of educational models that distance citizens from the effects of economic and environmental processes. **Method or methodology:** based on qualitative research from an action research approach, based on permanent communicative action between the different actors of the educational process, due to the crisis of the school before the policies imposed from the hidden curricula that have allowed to categorize the educational quality with a view from the competences and achievements. The information was obtained from focus groups of the different members of the school governments; Similarly, observations were made inside and outside the classroom in 3 educational institutions.

*Keywords:* Curriculum; Autonomy; Training.

## Resumen

**Objetivo:** El presente artículo de investigación se desarrolló con el objetivo de proponer unos lineamientos para la formación en autonomía desde un currículo crítico en estudiantes desde la escuela. **Introducción:** Los nuevos retos de la humanidad merece aportes desde la escuela y es precisamente desde estos lineamientos curriculares, una propuesta que desde la criticidad en las aulas propendan por una ciudadanía consciente, capaz de tener el conocimiento y preparación ciudadana para enfrentar las políticas de los currículos estandarizados. **Resultados y conclusiones:** que han alejado al ser humano de los valores éticos, morales, fraternales y solidarios ante los modelos educativos que alejan a los ciudadanos de los efectos de los procesos económicos y medioambientales. **Método o metodología:** basada en la investigación cualitativa desde un enfoque de investigación acción, fundamentado en la acción comunicativa permanente entre los diferentes actores del proceso educativo, debido a la crisis de la escuela ante las políticas impuestas desde los currículos ocultos que han permitido categorizar la calidad educativa con una mirada desde las competencias y logros. La información se obtuvo desde grupos focales de los diferentes miembros de los gobiernos escolares; de igual manera se realizó observaciones dentro y fuera del aula en 3 instituciones educativas.

*Palabras clave:* Currículo; Autonomía; Formación.

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## Resumo

**Objetivo:** Este artigo de pesquisa foi desenvolvido com o objetivo de propor diretrizes para o treinamento da autonomia com base em um currículo crítico para alunos da escola. **Introdução:** Os novos desafios da humanidade merecem contribuições da escola e é justamente a partir dessas diretrizes curriculares, uma proposta que a partir da criticidade nas salas de aula propicie para uma cidadania consciente, capaz de ter o conhecimento e a preparação cidadã para enfrentar as políticas dos currículos padronizados. **Resultados e conclusões:** que têm distanciado o ser humano de valores éticos, morais, fraternos e solidários diante de modelos educacionais que distanciam os cidadãos dos efeitos dos processos econômicos e ambientais. **Método ou metodologia:** pesquisa qualitativa a partir de um enfoque de pesquisa-ação, baseada na ação comunicativa permanente entre os diferentes atores do processo educacional, devido à crise da escola diante das políticas impostas a partir dos currículos ocultos que permitiram categorizar a qualidade educacional com um olhar a partir das competências e conquistas. A informação foi obtida por meio de grupos focais de diferentes membros dos governos escolares; da mesma forma, foram realizadas observações dentro e fora da sala de aula em três instituições educacionais.

**Palavras-chave:** Currículo; Autonomia; Formação.

## Perfiles

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## Introduction

The postmodern society that is lived in all latitudes of the planet earth has made it possible to reflect on the education provided in schools from the perspective of government public policies, This has made it possible to make epistemological comparisons between the conception of education for man and the extent to which this training allows the development of true autonomy in the student from the context in which he lives and moves, starting from the historical reality of the Greeks, Phoenicians and Egyptians to the philosophical epistemological schools of Frankfurt, Kant, Russell, Rorty, Habermas and Freire, among others.

And from a holistic reflection to make an epistemology of education having as references the basic foundations of science, technology and all the development and innovation in pedagogy, methodology, didactics, educational models and curriculum through approaches, trends, currents and epistemic models, anthropological, philosophical, sociological, psychological and paradigmatic approaches, trends, currents and models, referring to the significant learning of the learner from the point of view of his capacity to intervene with autonomy in his social environment in a critical way to solve the problems he faces every day and transform reality for the benefit of humanity.

In effect, we come to a society with a capitalist economic model where the influence of science, globalization and technology in the knowledge society has conquered various areas of life: It has transformed our way of thinking, acting and feeling; and therefore has altered fundamental aspects of the cognitive, axiological and motor; therefore, we witness as spectators the destruction of the world ecology to comply with the great industrial, commercial and technological power, consequently everything is reflected in the truncated evolution of some brain structures related to the neocortex which in turn is associated with the emancipatory interest. Thus, it is proposed in the Integrated Curriculum of Jurgo

Torres (2006): Is this model of society a product of the educational model imposed by those in power, or is it part of the hidden curriculum?

The social, economic and historical needs of man have transcended culture, from the regional transculturation that has occurred over time or the acculturation sometimes produced suddenly and supported, for example, by various current political and technological elements that are inevitable and lead to a setback, first by losing or ignoring identity, and secondly by discriminating through racism, sex, culture to rejecting the plurality and cultural diversity that prevails in many countries of the world. This is compounded by the deepening of social contradictions and inequalities that generate conflict and violence.

Within the analysis of the construction of the Decennial Education Plan of Barranquilla (2016-2026), difficulties were identified in the training of students in the use of curricular practices of teachers; likewise, the lack of communication between the different actors that make up the school government and the non-participation of the educational community in the consistency manuals in official educational institutions was highlighted. Consequently, if there is no communication in the school among community members, it is necessary to address this situation in this research (Observatorio de Educación del Caribe Colombiano, 2016).

In view of this scenario, it is necessary to propose and discuss a critical curriculum that allows, based on feasible guidelines, to train students with self-nomy that enables them to make decisions and consequently have the ability to discern the social, economic and political problems of their community; that is, to prepare to train from school the next generations of citizens and therefore the new challenging societies of comprehensive training, with identity and decision-making power to face the situations and difficulties in society. This is contemplated in the Ten-Year Plan

The District of Barranquilla (2016-2026), which has great expectations in the construction of educational public policies that allow education with quality, comprehensive and autonomy.

It is pertinent to consider Vigotsky's premises and the construction of learning from social reflection that can favor curricular innovation with added value, from a critical curricular approach, by offering a curricular structure that favors the transformation of realities (Torruño, 2020).

This research intends to build autonomy in each student from the curricular guidelines on the basis of a critical curriculum, viewed from the action-participation of school actors (students, teachers, directors, alumni, parents, religious and business institutions), from which knowledge emerges as a result of the application of the research techniques and instruments. The curriculum is the educational offer or proposal that implies a set of actions that the institution places under the consideration of the various audiences (parents, students, teachers, directors, administrators, educational authorities and the general population) (Barraza, 2018).

From this background, the following question arises: What would be the conditions of the theoretical, epistemological and methodological corpus that define the curricular guidelines conducive to the training for the autonomy of critical citizens?

Based on the foregoing, the general objective is formulated as follows: To propose curricular guidelines consistent with the conditions of the theoretical, epistemological and methodological corpus, conducive to the training of critical citizens in autonomy.

Training in autonomy is precisely a proposal that would prepare new generations to consciously and participatively intervene in the processes of social transformation from an epistemic and dialogic position in our society through critical positions that allow them to reject the models that are elaborated by social schemes.

Nevertheless, paraphrasing Correa (2004), from pedagogy, being able to evaluate oneself without prejudicial contamination emanating from oneself and others in a conscious act can lead to a complex state of consciousness to validate the most successful action.

At the same time, the thesis entitled "Concept and Practice of John Dewey's Curriculum", by María del Coro Molinos Tejada (2002), who makes an exhaustive radiography of the academic life and contributions of Dewey, who in the dark contributed a great bulwark to education from his critical and academic positions to pedagogy and curriculum.

For the above mentioned, it is the obligation of the educator committed to autonomy to propose to his students a pedagogy that builds freedom and criticism in the students, allowing them to confront the banking models (Freire, 2012b). Coinciding with the construction of a transforming subject who must have dimensions of the socio-historical-cultural perspective in order to put into practice an emancipatory ethical challenge in society and from that formation that the subject frees himself to be autonomous (D' Angelo, 2004).

## METHODOLOGY

From the proposed methodology of a qualitative approach, the methodological design was chosen, more indicated: action-research, Elliot (1990), Yuni and Urba- no (2005), of a propositional type with a socio-critical paradigm; and its techniques: participatory observation, semi-structured interview, documentary and theoretical analysis, following the entire course of the research spiral: rec- tifying, evaluating and validating from focus groups of parents, former students, teachers and directors, to build a contribution to the solution of self- nomy crisis in young people, supported by the identification of the weakness of curricular practices in the educational act.

Starting from the socio-critical paradigm will allow to prioritize the categories originated from the reality that

The members of the educational community live, taking into account that from the actors in their dialectic and interest, the curricular guidelines that emerge for the solution of the lack of autonomy in the students will be identified.

In this way, action-research will make it possible to carry out a collective introspective inquiry, undertaken by the relevant subjects with the aim of improving the rationality and justice of curricular practices that affect social, political and economic participation. Therefore, recognizing the moments of action research: diagnosis, execution and evaluation. Three educational institutions (two public and one private) were targeted as research subjects with the particularity of students in 8th, 9th, 10th and 11th grades, who belong to families with different economic incomes in the Industrial and Port District of Barranquilla (Colombia).

Based on the categories: autonomy, training and curriculum, described in the epistemological and theoretical foundations from the methodological strategy to be developed, which represents the opening of a path to the construction of an epistemic and systemic knowledge, it is intended to contribute new knowledge to the Sciences of Education from the emergence that allows the construction of educational knowledge, from critical curricular guidelines that form autonomous and integral students to face the social and environmental changes that put society in crisis.

Once the validation of instruments and systematization with the members of the educational community is completed, the instruments and techniques to be used in the action research (semi-structured interviews, participatory observation and documentary review) will be developed with their respective categories and subcategories. Finally, the validation and systematization of instruments and data within the methodological rigor to be submitted to the pertinent triangulations and analysis.

## ANALYSIS AND DISCUSSION OF THE RESULTS

**In specific objective 1**, we triangulated: documentary review, semi-structured interview and participant observation. The analysis of results shows the characterization of decontextualized curricula, not evaluated for more than 3 years, poorly socialized, and likewise unknown by parents and students.

Similarly, it was identified that the compliance manual was outdated in 3 years, without evaluation and with very severe rules, from sanctions and procedures as if they were adults with application of unconstitutional norms, causing violation of rights and sowing seeds of injustice in the school from an early age where it often ends with the expulsion of the student, without the opportunity of due process. In the same way, the work by subjects was evidenced in the official sector; in contrast with the private sector, contextualized, interdisciplinary, periodically evaluated with the educational acts of the institution and its social environment were identified.

Consequently, there is no institutional organization in the official sector school and its causes are due to the decisions made by the directors, without socializing administrative and academic actions that affect the dynamics of a curriculum that can generate a student with principles, values and autonomy, emotional and unfair damages, unlike the private sector that are governed by the planning and administration of the educational service.

Participant observation was triangulated in the categories: training, autonomy and curriculum. The information showed very worrying situations of curricular practices, where a student describes "A class of teachers with traditional pedagogy and without any didactics". In this way, a pedagogy and didactics that facilitates the pedagogical act is demanded. However, in secondary education, students are only trained to take the knowledge tests in order to obtain "bachilleres pilos", leaving aside the integral formation and the autonomy of the student. In sequence, two emerging categories were revealed: resilience and cultural identity from the school as a means to achieve a better quality of life.

to transform and humanize society.

These antecedents agree that it is necessary to use a variety of instruments and procedures in teaching practice and in the evaluation processes that allow teachers to monitor their own practice, as well as to review themselves in order to reduce the distance between teaching theory and practice (Verdeja, 2019).

Finally, in objective 3, we triangulated the sa- bers of social scientific theorists recognized for their contributions to the educational sciences, Freire (Pedagogy of the oppressed), Giroux (theory of social resistance) and McLean (triune brain), through a dialogue of knowledge (See Table 1).

Significantly, we highlight the knowledge that emerges from this triangulation and that provides critical pedagogy with important guidelines for "the construction of a critical curriculum as a basis for transformation from the school".

Sequentially, in the analysis of the results, a relationship can be observed between the different theorists who propose problematization, re-flexion, action, teaching practice, the educational act from the school and other factors that affect them such as: emotional, sensorial and cognitive capacities, attributed to the functions of the reptilian, limbic and neocortex brain, which from curricular processes and practices, can stimulate and achieve the maximum potentiation of the brain to develop criticality, transformation of society,

**Tabla 1.**  
Triangulación de hallazgos teóricos

<b>CATEGORÍA: FORMACIÓN / APORTES DE INVESTIGADORES</b>		
<b>FREIRE P. PEDAGOGÍA DEL OPRIMIDO</b>	<b>GIROUX H. TEORÍA RESISTENCIA SOCIAL</b>	<b>MCLEAN P. CEREBRO TRIUNO</b>
Educación centrada en el pensamiento – lenguaje, realidad, visión del mundo. (1971, p.101)	Lenguaje valor como forma de poder y resistencia que permite retroalimentar la utopía y la esperanza y la convicción de que el mundo. García y Ramírez (2013, p228).	Cerebro triuno comprende la evolución del cerebro humano a través de la historia clasificándose: reptil, límbico y neocórtex; cada uno asociado a una inteligencia: Inteligencia básica, Inteligencia afectiva e Inteligencia racional y abstracta respectivamente.
El Lenguaje fortalece la actitud mental y práctica de enseñanzas alternativas. García y Ramírez (2013, p 226).	Escuela como lugar del lenguaje político, proporciona las condiciones ideológicas y materiales para educar. Giroux (1990, p35).	El neocórtex ocupada el 85% del volumen cerebral, asociada posteriormente a los dos hemisferios cerebrales, el derecho e izquierdo, interconectados entre sí, descubiertos por Sperry (1973).
Educación dialógica y problematizadora como instrumento para la concientización, y acceder a la criticidad. (2012c)	Docentes con discurso para actuar como intelectuales transformativos.	Cerebro límbico 10%.
La escuela promueve la aprehensión crítica del conocimiento significativo a través de la relación dialógica. Freire (2012a, p.96).	La cultura Dominante selectivamente y legítima formas de lenguaje. Giroux (1990).	Cerebro reptil 5%.
Compromiso del maestro en la búsqueda de la liberación de los oprimidos. (2012b, p.49)	La educación apuesta por la autonomía Las escuelas dentro del contexto de la sociedad, partidarios de desarrollar los estudios sociales pueden empezar a fijar su atención en la enseñanza tácita que se imparte en las escuelas y ayudar a descubrir los mensajes ideológicos. Giroux (1990, p 2).	Evolución del cerebro asociado al desarrollo del lenguaje, esta integración es el resultado de una evolución biológica ocasionada por las necesidades de adaptación al medio, lo cual conlleva también al desarrollo social, cultural y tecnológico. (MacLean, 1978)
La acción educativa y política, asociada al conocimiento crítico. (2002b, p.79)	La educación y el mundo transforman la sociedad como alternativa del capitalismo. Es un proceso para superar la conciencia ingenua y lograr la conciencia crítica. García y Ramírez (2013, p.218).	Permite comprender comportamientos humanos en diferentes situaciones de la vida. (Vygotsky,1998)
La educación como acción emancipadora, atiende desigualdades sociales en el mundo globalizado y adquiere un compromiso con la justicia y la equidad. Citado por García y Ramírez (2013, p.218).	La educación como reproducción cultural (1999, p.101)	
El contexto como escenario importante para el enfoque curricular crítico. Freire (1971, p.75)		

Fuente: Elaboración propia

cultural and technological development, the school being "a place of political language, which provides the ideological and material conditions to educate" Giroux (1990, p. 35).

Finally, another relevant element that emerges refers to cultural identity, giving it a genetic explanation based on the functions of the reptilian brain responsible for the transmission of knowledge from generation to generation. In this sense, cultural identity is established as an educational process that should value the diversity of the continent's historical memories, according to Freire (2012b).

Consequently, curricular practices must respond to the conditions of a neurobiological, emotional, historical, social, cognitive, cultural and political subject in order to have an impact on the transformation of societies and achieve their autonomy.

## CONCLUSIONS

The specific objectives correlated with the problem question of this research allowed us to fulfill the objectives established to provide a solution to the difficulties of training in autonomy as seen from the curricular practices, which yielded the following conclusions:

1. Curricular practices are focused on student training in the performance of the synthetic index of quality, distancing it from the comprehensive and comprehensive training in banking education, announced by Freire (2012b): "Curricular practices are decontextualized and it is necessary to implement institutional actions and policies to contextualize the educational system".

2. There is no thread of communication through language that allows the construction of a communicative curriculum, since the different actors of the official educational system do not coordinate their decisions and actions, contributing to administrative and academic chaos. However, in the private education sector, processes are built by administrative and planning decisions, with the different components of the school government.

3. The official educational system has low levels of dialogicity, awareness, problematization, reflection and action in the educational act that provokes social praxis, since these processes are influenced by factors such as: emotions, cognitive and sensory capacities, attributed to the functionality of the brain. These guidelines to ends to critical pedagogy is fundamentally interested in understanding the relationship between power and knowledge, which facilitates the preparation of students to perform in society, whether of domination or subordination, that is, to put into practice the functionality of a critical curriculum (Sanchez et al, 2018).

4. The official school does not build a coexistence manual with the actors of the school government, a situation that allows the application of unconstitutional and violating rules to minors and adolescents in an unfair manner. While private institutions develop the participation, socialization and construction of the regulation of students, teachers and parents.

5. Finally, the crisis of the school is approached from the curricular guidelines in the inclusion of resilience and cultural identity, requested by students and parents to transform and humanize society.

## RECOMMENDATIONS

Participatory construction of curricular guidelines with conditions of the theoretical, epistemological and methodological corpus, defining the functions of the curricula.

In the teaching-learning process and from the curricular practices, they estimate the brain and its predominance to reach a critical, dialogic and transforming autonomy, where the brain structure and its connectivity can change with daily experience its autonomy, which is reflected in its relationship with itself, its environment and society, in this way it is recommended:

- That curricular practices be in constant communicative action through dialogue, to sustain curricular guidelines as a social construction where language is a fundamental element that allows finding new meanings and interpretations, which structures a social-historical-cultural subjectivity as a liberating and transforming community practice social reality
- The school must be centered on participation and collective construction of knowledge as a center for the formation of political awareness. It is essential to have a curriculum and coexistence manual that is negotiated with the school communities in constant dynamic interaction in action and reflection with the professional commitment of educators - Inclusion of curricular guidelines from pedagogical activities and consultancies on resilience and cultural identity that allow transforming and humanizing society.
- The school, as a scenario to put into practice the three essential functions entrusted by society: cultural transmission, social integration and socialization, based on interdisciplinarity that integrates fields of knowledge and experiences that facilitate a more reflective and critical understanding of social reality.

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