

**UNIDAD EDUCATIVA PARTICULAR JAVIER  
BACHILLERATO EN CIENCIA**

**MONOGRAPH**

**“COMPARISON BETWEEN THE NEW EDUCATIONAL PROPOSAL OF  
UEJAVIER VS. THE TRADITIONAL PROPOSAL OF PREVIOUS YEARS.  
BENEFIT, ACHIEVEMENTS AND SUGESTIONS”**

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### Gratitude

I am mainly grateful to God for transmitting to me the confidence and hope with myself, regarding my abilities and capacities that I possess as I develop. In addition, I thank Him for putting in my way the people around me, such as my family and friends, as they have influenced me through their motivations as a force to move forward, help me and have patience at the time of doubting on some subject and mainly for supporting me in my studies and obligations, because without all these aspects, mentally, emotionally and academically I would not be the person I achieve to be until now. (105)

## Abstract

This monograph recognizes the potential of both the new methodology "Innovation XXI" and the traditional methodology "Master Class" used by the Colegio Javier, however, also finds the difficulties and defects that may have each to promote education and learning methods to students at the time of transmitting or deepen their knowledge, so that what is raised in this monograph can solve the problems they generate, by comparing the characteristics of the strategies that each has. For this reason, the monograph describes the guidelines of procedures, systems, methodologies and techniques used by each educational proposal.

In addition to studying the educational models offered by Colegio Javier with their respective attractions, the monograph has conducted interviews with three students, a teacher and a coordinator who are the representatives of all members of the Institution, finding a high interest in the new methodology but at the same time a certain disconformism for the preparation that teachers should have.

After collecting the data from the interviews, the monograph concludes with a training proposal for teachers, not so much in knowledge but in the practice of this knowledge, in such a way that teachers can carry out activities putting into practice the knowledge they have about the methodology procedure, with the students at the time of transmitting knowledge, the mistakes being the main sources of learning on their part.

(225 words)

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## Introduction

This monographic work is an investigation on *the comparison between the new proposal UEJavier vs. the traditional proposal of previous years. Benefits and suggestions*, the same that aims not only to compare educational models but also to explain the strategies of both methods, in order to know which is more beneficial for an educational institution. The new educational methodology was inaugurated in 2016 and since then has provoked a change not only in the students but also in the teachers, the administration of the school and mainly in its infrastructure.

The specific study of the topic has an enormous importance to establish mainly the improvements that should be made to the new system for the development of intelligences in different areas that each student has, and not only in the institution that is named but in the other schools so that they can discern if the implementation of the new educational system will be effective or not in the institution.

Several authors or protagonists have dealt with this research, such as Alfredo Hernando in his book "*Journey to the school of the century XXI*", as well as Víctor López and Ángel Pérez with their book "*Formative and shared evaluation in education*", among others.

The transformation between the Innovation XXI Project and the Master Class at the Javier School had an impact on the whole institution through the procedure established by the new learning methods and techniques. During this process, the school trained the teachers, invested in the new materials to be used, and finally rebuilt and built new learning spaces.

The monograph consists of three chapters: the first describes the definition, characteristics and teaching methods of each educational proposal; the second compares the learning methods mentioned in the first chapter, to strengthen reflection and evaluation both individual and group and collective analysis; the third interviews five people who have been involved with a little more experience than others, representing the thoughts of help for the promotion of education and group and individual identity. On the other hand, recommendations and benefits of the research are included at the end of the monograph, in order to fulfill its purpose or budget objective. (363 words)

## Chapter I

### The new proposal and the traditional proposal

#### 1.1 The new proposal

##### 1.1.1 Innovation XXI

###### 1.1.1.1 Definition

Educational innovation is a philosophy of life, work and coexistence in school action that brings with it a challenge: learning to undertake. Through institutional challenges such as events, experiences or activities that have an impact, results are generated in people.

Institutional challenges refer to projects with greater student protagonism that allow the development of critical and creative thinking. Routines and skills determine significant learning through content and strategies through the application of four transformations: at the curricular and organizational levels, roles of members of the educational community, and learning spaces.

This proposed innovation proposal is called Proyecto Innov-Acción XXI and its purpose is to achieve new ways of learning, to give answers to the great questions of life and to the challenges of people and of today's society, seeking changes in a profound conversion of all the members of an educational community.

###### 1.1.1.2 Characteristics

The Innovation XXI Project has as a general objective:

To assess the implementation process of the Innov-Acción XXI project by contrasting the experience described with the underlying theory, opinion and attitude of the actors in order to incorporate valid conclusions and recommendations to feed back the process for its second year of application. (RUEI, 2016, p.45)



- The methods that follow this project in order to innovate current education are the application of comprehension projects, multiple intelligences palettes, rubrics, collaborative work, among others. These strategies can develop students' skills and epistemological notions of the subjects.
- At the moment of innovating some complications arise on the part of the actors of this procedure since all the personnel of the institute must adapt to the change of the strategies of education that propose the new educational methodologies of the proposed project, interpreting itself of this form as one of more obstacles that are overcoming along this route.
- The purpose of this project is to involve students in their learning by ceasing to be merely receivers of information and to become the ones in charge of solving each challenge presented to them.
- A collaborative but not competitive environment is a fruit proposed by Gairin (2010) declaring: "The greater the collaboration between the members of the faculty or department, the greater the autonomy so that the innovations that are decided are executed", giving to understand that what is important when carrying out some activity is how it is done between all and not the one who finishes it first, achieving an environment where the practices and materials are shared, where the error is allowed and more effective than the certainty, where the alternatives and the exploration of possibilities are encouraged and an environment where the disposition and initiative of the student is corrected and congratulated and not only his result.

### ***1.1.1.3 Method of teaching***

Great thinkers, psychologists and pedagogues who have researched and tested educational practices such as Howard Gardener, Antonio Bolivar, David Lazear, etc. promote the formation of integral human beings for a different society and will directly influence the following 4 axes:

- a) Epistemological: rethinking what knowledge is, the disciplinary areas and the contents of teaching.
- b) Pedagogical: to define the characteristics of the subject who learns mental processes and the use of multiple intelligences.
- c) Didactics: it has to do with the teaching-learning relationship: teacher planning, teaching activities, learning evaluation.
- d) Organizational: it is related to the actions that the center must undertake to adapt to the new ways of acting and managing internally with the entire educational community. Referring to the fact that learning spaces are also important because architecture and furniture contribute to the quality of learning.

The present axes base the characteristics that must be fulfilled in order to create strategies that improve educational learning, as Feurstein (2001) states:

"Educability is understood from learning, (...) individual is in the capacity to learn on condition that the didactic and pedagogical instruments available for this purpose resist the indifference that some individuals may express when confronted by the act of learning" (p. 55).

In this way, "The Innovation XXI Project" establishes learning strategies that work mainly with the different multiple intelligences of the students, since they make possible their improvement and performance in order to promote and facilitate their learning with greater efficiency. In order to be able to develop the multiple intelligences of the students, the following methods and tools are involved:

- The use of routines and skills that allow the development of critical and creative thinking.

- Areas linked in interdisciplinary spaces by contents and strategies, which allow the achievement of significant learning.
- The application of problem-based learning with themes that are close to the context of the students and that promote social learning.
- Cooperative work, with the assignment of roles, which seeks to generate individual and group responsibility.
- Subjects that strengthen and complement students' knowledge in basic subjects.
- Evaluation processes that increasingly focus on the learning process and not only on the final product.
- Teachers who gradually assume the roles of mediators and motivators.

In order to carry out this procedure, it is necessary for teachers to follow certain tips or keys since their function is "to facilitate and guide learning, guiding, advising and coordinating the activities of students" (Arrendo, Pérez and Aguirre, 1992, p. 17). The tips that should be followed are: the assessment of the intelligence of the student, the diversification of contents, innovation in methodologies, the commitment to active and real learning, the use of ICT and the assessment of multiple intelligences.

## **1.2 The traditional**

### **1.1.1. Educational system using or applying the traditional method.**

#### ***1.1.1.1. Definition.***

The traditional proposal is referred to as "Master Class". This is a teaching model that focuses mainly on the action that the teacher develops by transmitting information or

knowledge to a group of students in a way that they understand, comprehend and acquire information on a given subject, turning the class into a simple monologue.

On the other hand, as already mentioned, this type of teaching depends very much on the teacher, not by the transmission of knowledge but by the "how" he develops a master class by means of his abilities.

### *1.1.1.2. Characteristics.*

The main objective of this proposal is to promote attentive listening, meaningful understanding, the construction of knowledge and, above all, the formation of the discipline.

- Depending on the skills of the teacher, master classes can bring several benefits to the training of students and will get a good rhythm of the class.
- For a master class to develop correctly, it is very important that the teacher provokes the participation of the students when carrying out work or activities, since these can generate doubts and through these, the student will acquire more knowledge.
- It is scientifically confirmed that the human being learns more in an auditory way but not by means of reading, for this reason, the traditional methodology generates a better learning since it fulfills this characteristic.
- The teacher carries out a synthesized explanation of the subject to study, offering a more balanced vision that they give in the books.

Currently, this traditional proposal is seen as one of the methodologies most criticized by people over time and support that: "The master class, which revolves around a teacher's monologue, is no longer well seen in any of the educational levels, from infancy to the university stage" (Torres, 2014, p.24). (1231 words)

## Chapter II

### The learning methods of the new and the traditional proposal

#### 2.1 The new method

##### 2.1.1 Thinking Routines

The incorporation of thinking routines is one of the main methodologies used by the Innovation Project XXI for students to acquire the knowledge transmitted by the teacher to improve the skills and abilities of the development of critical thinking, such as reasoning, making decisions and being able to build their learning.

"It is not a matter of memorizing or learning basic notions about a subject or concept, but of putting into practice and assimilating the procedures necessary to generate and develop knowledge" (Swartz, 2017, p.35).

Thought routines are different tools that provoke or create certain benefits for the student:

- They generate motivation by wanting to learn and explore the content studied in class.
- It focuses on young people working and exercising their critical and creative thinking, to achieve better reasoning and reflection of the topics learned.
- The student analyzes, relates, assimilates and reaches a deeper understanding of knowledge.
- It can be combined or related to other teaching methodologies and applied in different subjects promoted by the institution.
- It improves the form of oral expression of the student, at the moment of exposing his points of view on a subject. In this way, he works on skills not only for the subjects but also for life.

### 2.1.2 Gamification.

This learning method encourages the student to internalize the knowledge in a fun and cheerful way, to generate a positive experience in the students. It also encourages good rapport between teacher and student, as it allows the teacher to guide students to discover rather than to memorize new information, Gaitan (2013) says:

Gamification is a learning technique that transfers the mechanics of games to the educational-professional environment to achieve better results, either to better absorb some knowledge, improve some skills, or reward concrete actions, among many other objectives. ( p.11)

This methodology uses two types of techniques: mechanical and dynamic. The mechanical technique rewards the student concerning his objectives reached in the process some of the techniques used are the accumulation of points, climbing of levels, obtaining prizes, etc.

On the other hand, the dynamic technique is reflected more in the participation of the user to achieve its goals or objectives, some of these techniques are reward, statutes, achievement, and competition. These types of techniques are performed to improve the implementation of the process required by this methodology to meet the objectives to be achieved.

- Improves knowledge retention.
- It offers a better environment in the subjects and creates, learning with fun.
- The student assimilates in a better way the concepts, both simple and complex since they feel that they have the capacity to understand them through the techniques offered by this methodology.
- Stimulates social relationships.
- It motivates the student to reach long or short-term goals.
- Encourages students to improve.

### 2.1.3 Project based learning.

This is a collaborative methodology that seeks that students face various similar situations in which they will find themselves in their professional practice, with the objective in which they must propose a solution or an improvement through the approach of a project.

For the project to be approached correctly, the problem to be solved is presented first, then the needs required are identified, then the necessary information is located, the final results of the research are shown and finally, the problem is solved, and an evaluation is carried out with the group.

- To generate this type of situations is important for the formation of the student because it promotes the following factors:
- It allows students to evaluate their own work, in order to detect the positive and negative aspects of the project, in order to improve and move forward.
- It trains students to be able to interpret the phenomena and events that occur around them.
- It reinforces communication skills with other people when ideas are exchanged, discussed or decisions are made with the group.
- It is possible to diminish the insecurities in the student, provoking a confidence in himself now of participating with the group and the other companions.
- It better prepares students to face real situations in the future in a work or personal way.

## 2.2 The traditional method

### 2.2.1 Memorization.

It is mainly based on fixing and retaining the knowledge learned, known as an intellectual activity so that it can be remembered in the future. There are two types of

memorization, short term, and long term; For a memory, information or moment to pass from short to long term, it is necessary to make some tips that will help achieve this objective, which is repetition, concentration, order, logic, and motivation, this must be of great importance because the major cause of forgetting is generated by disinterest, poor fixation, and indifference of the person.

Generally, this kind of methodology contains very limited benefits and focuses directly on the academic and work environment, although in the same way, memorization is very dependent on the factors that are used in learning.

- When developing a job or academic evaluation that verifies the user's knowledge, it is very helpful to develop the textual parts and thus get a good grade.
- Using the different techniques of memorization that this methodology promotes, an accelerated, easy and simple learning is generated in the student.
- The student's vocabulary is expanded, improving their form of expression and communication by memorizing concepts or definitions.

### **2.2.2 Master class.**

As I mentioned in the previous chapter, this is a teaching method focused on how the teacher transmits any information to the students, usually in the style of a monologue.

#### **2.2.2.1 The distribution of the class.**

The distribution of seats within the classroom allows the student to learn to use and perceive the physical space and personal intimacy, in order to define how and with whom it should be used (Herrera, 2009). In this way, adequate communication is determined, and the teaching processes established by the teacher inside the classroom are improved.

- The concentration of students will increase due to the isolation of distractions that exist in the environment where they are.



- It favors the comfort of the students by the posture in which they are located.
- The teacher will better explain the student's concern.
- Student participation will be increased.
- The knowledge presented by the teacher will be acquired better and mostly in the students.
- It facilitates the planning of the teacher's time. (1086 words)

## Chapter III

### Compare and contrast criteria and opinions on modern education vs. traditional education

#### 3.1 Interviews



### 3.1.1 Objective

In order to compare the new educational model proposed by the institution with traditional education, it is important to know the different points of view of the people who have formed part of these different teaching methodologies, with the main purpose of identifying the problems or errors that arise throughout the procedure carried out by the new methodology, in order to be able to know, guide and provide help in its solution. In this way, it will be possible to determine the points to be improved by the institution, and it will facilitate the learning and education offered to the students.

### 3.1.2 Tool and elements

For this interview to take place, certain people have been selected who have been involved or have belonged to the training or study of these two educational methodologies, based on certain characteristics that were established and thus be able to continue with this process. In this way, the interview is directed to the students, teachers and coordinators of the institution who were chosen mainly for the experience they have acquired throughout the educational transformation.

The way in which this procedure will be followed will be as follows:

- 1) Presentation of the interviewer.
- 2) Presentation of the interviewee.
- 3) The interviewer will let you know the hypothesis that is posed to the interviewee.
- 4) You will be asked for your opinion on the related topic.
- 5) The interviewer will share some knowledge with you in order to exchange ideas and deepen the topic.
- 6) Conclusions and closing of the interview.

The order shown will be necessary to achieve a successful and fruitful interview. On the other hand, a tool will also be needed that will allow and help the student to have a better performance at the time of carrying out this interview, being known as the "metacognition ladder", a tool that is part of the new methodology to improve student learning.

### 3.2 Student focused interview

#### 3.2.1 Hypothesis: What is missing from the new institutional educational model?

The students selected for this interview correspond to three students in the third year of high school, due to their outstanding performance in different disciplines or aspects in which they have demonstrated their outstanding protagonist in the procedure of the new education project granted by the institution.

The first person who was considered to carry out this interview was Fausto Saltos, from the third year of Bachillerato "D" of 2019: "There must be congruence in the system, there must be a head that appropriates it. The absence of a connection between the opinions and the model itself causes a mentality vacuum that cannot be filled".

The second person who was involved in the interview was Francesco Olaya from Tercero de Bachillerato "A" of 2019, saying that:

Personally, I believe that the new educational model needs to be based on better sustainability, I mean that the fundamental pillars of this should be the interaction and student-teacher relationship, so that both come to learn new things in a mutual way during the day-to-day experience. Another point that is missing from this model is the initiative to companionship in aulic work because we can witness certain well-differentiated gaps between students, something that in the long run could influence in different ways in their professional lives. Finally, I believe it would also be important to implement new forms of learning that are adapted to the capacities, needs and aptitudes of the students, so that each one is capable of learning at his or her own pace, without

falling behind with the academic curriculum; together with this, the students could stand out in those intellectual areas that are more to their liking, so that they can contribute ideas in the most optimal way within the classroom.

This student was also chosen to carry out the metacognition ladder, in which he would be helped to discern the benefits of this project, in order to give a better criterion in responding to the hypothesis.

Metacognition ladder of Francesco Olaya:

- 1) During the time that the innovation project XXI has been carried out I have been able to learn to work with different people who have different skills to form a work team that performs academically, also with this I have been able to develop my skills in different subjects.
- 2) Thanks to the different teaching methods used by this project such as thought routines, compare, learning palettes, etc.
- 3) It has helped me to deepen my knowledge in a more emotional way, breaking with the paradigms that normally exist in all other forms of teaching.
- 4) I can use these tools in the future to be able to lead a group of people who develop in different areas in order to elaborate an efficient work, either academically, laborally or personally.

To conclude the interview based on the position of the students in this project, Wagner Guadalupe, a student in the third year of Bachillerato "D" of 2019, was asked to give us his criteria with respect to the hypothesis mentioned, stating that the new system has a good approach because it wants people to adopt different areas of knowledge, applying multiple intelligences. But I believe that they should focus more on the talents that the students possess so that they feel motivated to be educated, for this reason it is important that they focus student by student to find their positive abilities and through

these, to be able to improve their development in learning, since each one is different and each one learns differently.

### 3.2.2 Conclusions

By means of the different points of view that the students have established with respect to the hypothesis raised in order to be able to compare the two educational methodologies, it is determined that what is lacking in this procedure are the methods or the way in which the teachers transmit knowledge to the students, since they assure that the methodology as such is good, but that the teachers who use it are not so good. On the other hand, they also think that multiple intelligences should be deepened in each student in order to identify their abilities and thus stimulate the student to capture and develop better academically.

## 3.2 Teachers focused interview

### 3.2.1 Hypothesis: With what complementary or how would the new institutional educational model in force improve?

The way in which the teachers have been selected to carry out this survey is due to the experience they have acquired in the two methodological models that have been used in the school Javier, by means of this characteristic a representative of each area of the institution was requested, being Jean Medina and Odalys García representatives of the teachers, and Orlando Rodríguez as representative of the academic coordinators of the school.

So, at the time of the interview, Odalis and Jean came to the same conclusion, declaring in 2019 that: "We have received many trainings, which is good, but they should not focus only on that, but there should be accompaniment so that teachers apply all the ranges of methodologies that we have learned. On the other hand, there are times when teachers apply it, but the students do not value it because no matter how much the

teacher puts the theory or the methodologies they have learned into practice in class, the students in one way or another do not pay attention.

Therefore, Orlando Rodriguez's other point of view regarding this hypothesis was:

"Well in my opinion, the project is complete but the part that should be improved is the evaluation and its understanding for all. First of all (...), the most important thing is to internalize, to evaluate, what are the moments and make you understand what are the processes, that is my responsibility as an adult and if I as a teacher do not manage it, I can create confusing learning experiences, (...). On the other hand, collaborative work is a great challenge for the evaluation because I have to see that students understand that it is a collaborative work, which is not to separate, is not to segment, is not to make a Frankenstein but that everyone contributes to achieve all the objectives set, then how do I as a teacher to evaluate you in the right measure of your effort in the group ... and for that you need, I think, a partnership with the student, where he must have enough honesty to be able to give fair and appropriate feedback to his fellow students. If the teacher manages to make the student understand that putting the 10 to your partner in a group work should not be done, it is a great challenge. With this, I conclude that evaluation is a big challenge that will be ahead of us for a long time to come.

### 3.2.2 Conclusion

By means of the results obtained in this interview by the teachers, it is demonstrated that the most important factor to complement the new methodology is the investment of time and learning that the school has to elaborate, in the teachers in a more active way, where the knowledge and methodologies that have been previously taught should be put into practice. However, the school should also train students to understand the way in which the new methodology is developed to improve their learning style, generating a better development and effectiveness of the teacher in developing their classes. (1532 words)

## Conclusions

From the research presented in the monograph, it can be concluded that:

- The coordinators, teachers and students that make up the Institution prefer the XXI innovation project as the main learning style that students should have

today, since they agree that the methodology leads to better academic and personal development in the students, such as for example: one of the learning methods that has the new educational proposal are the routines of thought, and encourage the student to have their own criteria based on a particular topic, to strengthen it, expand it and explain it correctly. The base group could also be taken as another example of this methodology, since it allows students to learn to work in teams, to form leaders, to have better communication, to form values, among others.

- By means of the characteristics that have been explained on the basis of the teaching methods of each methodology, it has been possible to understand what are the advantages and disadvantages offered by each of these, so that the personnel incorporated in the school can develop in the best way when teaching their class and can reach them quickly, causing the student to better grasp the message they want to transmit, thus making it something tangible or intangible, much better.
- Knowing internally how each educational methodology works, it can be determined that in order to execute the procedure that each proposal must follow, certain norms or guidelines must be complied with that allow a better learning style in the student. For this reason, by means of the data and information presented, we take into account that a great investment or income is needed for the XXI innovation project to be produced, by means of which the income needed by the master class, compared to the other methodology, is much lower. (303 words)



## Recommendations

To better impact the understanding of the information the monograph is intended to convey, in order to capture the interest of the recipient, the following is recommended:

1. First recommendations: At the moment of sharing the different points of view or opinions that are carried out between the different receivers, it is important and indispensable to implement an atmosphere of respect and tranquility between the participants in order not to reach major conflicts, with the objective of achieving a common agreement in which all the participants can self-reflect, share, discern and unite ideas that have been mentioned throughout the conversation.
2. Second recommendations: The comparison presented in the monograph based on their learning methods, are applied to the type of level that the student is, so it is necessary and it is the duty of teachers to carry out different learning tools for academic excellence.
3. Third recommendations: The analysis of the respective monograph causes the teachers who participate in the new academic proposal to take into account the different types of learning that characterize their students, with the purpose of seeking a better learning environment and technique. (190 words)

