

El aprendizaje cooperativo, una aproximación a la tutoría entre iguales en la formación de los estudiantes de la Licenciatura en Educación Preescolar y Física del BINE

The cooperative learning, an approach to peer tutoring in the training of students in the Bachelor of Early Childhood Education and BINE

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Resumen

En la actualidad, un sin fin de evaluaciones arrojan resultados poco satisfactorios en la educación básica, lo que nos mira a centrar nuestra mirada en los docentes; es así como la educación normal juega un papel esencial en la formación de una sociedad que responda a las necesidades de un mundo en constante cambio. La educación normal ha sufrido una evolución para ser considerada parte del nivel superior, sin embargo, al analizar su esencia y relevancia es imperativo reconocer que deben existir cambios medulares en las prácticas educativas de los docentes de las normales que doten a los docentes en formación de saberes basados en nuevas tendencias que no se limiten a un discurso vanguardista sino

que reflexionen a partir de su trabajo cotidiano para educar a las generaciones futuras en ambientes cooperativos competentes.

Palabras Clave: Formación docente, tutoría entre iguales, aprendizaje colaborativo, prácticas educativas.

Abstract

Today, countless evaluations yield unsatisfactory results in basic education, which we look to focus our attention on teachers, this is how normal education plays an essential role in the formation of a society that meets the needs of a changing world. The regular education has undergone an evolution to be considered part of the upper level, however, to analyze its essence and relevance is imperative to recognize that there must be deep changes in the educational practices of teachers in normal equip teachers in training knowledge based on new trends that are not limited to a discourse reflect edgy but from their daily work to educate future generations competent cooperative environments.

Key words: Teacher training, peer tutoring, collaborative learning, educational practices.

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Introduction

The current educational reform worldwide emphasizes the procedures, values and attitudes that constitute the curriculum and frame the educational intervention; in normalist education this position has a greater commitment to recognize that the curriculum and teaching act integrate the basis on which future educators develop their skills. On the other hand, educational quality is closely linked to the capacity that an educational institution has to respond to the diversity of students it serves, this requires a diversified and globalizing teaching intervention that meets different needs. In this line,

the relevance of group learning is very high, group work, the formation of learning teams, the development of cooperative attitudes, constitute a substantial variable of basic training in Higher Education, with a view to an improvement in the educational quality of preschool education and physical education.

Under these premises, active teaching methodologies are seen as the central axis of the student's training process, specifically the application of the principles that support cooperative learning are proposed in this proposal as an option to strengthen the training of normal school students. degrees in physical education and preschool is framed in the subjects of Teaching Observation and Practice III and IV as well as the Teaching Work Analysis Seminar I and II, because both courses are considered core in the line of approach to practice because in They integrate not only the didactic and methodological knowledge that a teacher must possess, but also analyze the way in which the teaching intervention must be based on an in-depth study of the development of the child and the adolescent to propose teaching practices that meet the needs and interests of the learners. From this, the objective of analyzing the characteristics of the strategies based on cooperative work was proposed, in order to promote improving the teaching intervention of the normalist students of the aforementioned degrees and thereby strengthen significant learning in the teaching process. -learning of children and adolescents in preschool and physical education attended in the practice schools.

As of 1999, normal education has established in the guidelines of the Curriculum the construction of a teacher profile based on the development of specific intellectual skills, teaching skills, mastery of teaching content and purposes of basic education that allows them to respond with a high ethical and professional identity to the social conditions of the school environment; however, and after a decade of putting this reform into practice, it is noted that this consolidation has not corresponded to the school styles and practices that should be promoted today. Returning to the words of Carles Monereo (2009), "We are teachers of the 20th century, teaching 21st century students with a 19th century

methodology" we understand the great challenge that normal schools face when seeking to train future teachers who will teach the generations of tomorrow. with experiences and skills emanating from a century with different characteristics to those that students will face, hence teaching requires a transformation that above all implies a new identity of the teaching task that meets the different needs of students by fostering group relationships in the which the appropriate answers do not come only from the educator but are facilitated from the students themselves.

Undoubtedly, the features of the teaching profile are the main reference for normalist educational communities to have criteria to assess the progress of the plan and programs, the effectiveness of the teaching process and study materials, the performance of students, as well as as well as the other activities and practices carried out in each institution. In order to fulfill the proposed training purposes, the curricular map covers areas of training activities, among which the activities of approaching school practice stand out, which in the curriculum are developed in the first six semesters combining direct work in the gardens of children with the preparation of the stays and the analysis of the experiences obtained, which are carried out in the normal school. In the same way and to give continuity to this training process, the intensive practice in real working conditions is carried out in the seventh and eighth semesters, in it, the students take charge of a preschool or physical education group with the continuous advice of a tutor teacher, in addition to having the support and monitoring of the teaching staff of the normal school.

Reviewing the results of the evaluation carried out by the National Center for Evaluation of Higher Education (CENEVAL) in more than five generations to the application of study plans and programs; In 2010, the unsatisfactory results have been reiterated around the didactic competences that ranged between 44.58% for the eighth semester of the degree in physical education and 59.05% for the eighth semester of the degree in preschool education; This knowledge is characterized by the fact that future teachers recognize the

individual differences of the students who intervene in the learning processes and apply didactic strategies to stimulate them; as well as the ability to establish a relationship climate in the group, which favors attitudes of trust, self-esteem, respect, order, creativity, curiosity and pleasure in studying, as well as strengthening the autonomy of students. In the same sense, the professional and ethical identity from which teachers promote the value of teamwork as a means for continuous training and improvement of the school, from putting into play favorable attitudes for cooperation and dialogue with their colleagues in the case of physical education we found 46.89% for the sixth semester and 42.43% for the eighth (table 1).

The problem described above is exacerbated when referring to the findings generated from the follow-up visits to the students of both degrees, among which the following stand out:

1. Didactic interventions that promote individualism among children and adolescents.
2. Educational practices centered on the teacher that restrict mutual help, dialogue between children, common goals and the autonomy of the learner.
3. Ignorance of the principles of strategic learning that is perceived through a dissonance between what was planned and what was put into practice.

In essence, we find students with a discourse based on Vygotsky's precepts and social learning with a traditional didactics product of the teaching under which they have been trained, as Monereo (2008) referred to the modeling that we do as teachers in the normal school and the basic education teachers who are in charge of the practice groups exert a greater influence than the analysis of various articles throughout the initial training studies. In this convergence process, the teaching activity requires acquiring new approaches, which presumes direct implications in the teaching methodology (ZABALZA, 2000; MAYOR, 2003), this is how we consider fundamental the knowledge and use of other methodological techniques or strategies that ensure the teaching-learning process,

in which the student is the fundamental axis, around which the design of didactic situations that promote educational interactions revolves.

In this way and in the words of Herrera referring to Díaz (1998), the intentional, conceptual and communicative components that occur during teacher-student and student-student interactions become the basic elements that allow understanding the construction processes of knowledge that is shared. The ability to learn cooperatively, to work as a team, to seek consensus, to enrich oneself from the contributions of others; Verbal communication skills, responsibility, and many other types of knowledge are competencies that in no way escape the teaching task, so the intention of seeking a reflective teacher (BLÁNDEZ, 1995) and (1996), with the change of orientation that the reflective action (IMBERNÓN, 2002); that in turn allows assuming the need to develop critical capacity so that this is the engine of social change that is desired from teacher training, in the words of Ovejero (1990); assume the significance of learning from the need to teach others, are the basis of cooperative learning.

Cooperative learning projects an alternative way of organizing cognitive processes in the teaching-learning process both inside and outside the classroom, with its implementation it seeks to overcome the application of traditional group learning techniques, interested more in results than in performance, responsibilities group rather than individual, homogeneous rather than heterogeneous groups, single leaders rather than shared leadership. In short, all these arguments added to the conviction that the future teacher must be characterized by a high degree of commitment to others, who assumes through a shared project the need to break the isolation in which many teachers live their professional activity. .

That is why cooperative learning methods and techniques presuppose five essential elements: positive interdependence, face-to-face interaction, individual responsibility, social skills, and autonomous group processing (JOHNSON and JONHSON 1985, 1989).

There are multiple advantages of using cooperative learning techniques in education, contrasted in numerous previous research works and from the review of the same, peer tutoring and reciprocal teaching through puzzles or Puzzle were used (ARONSON, 1978) and carousel.

In the Puzzle technique, the teacher divides or fragments the content to be addressed into as many sections or stations as members make up the work group, each student will be in charge of studying and knowing their part, later they meet in "groups of experts" with students who they have performed the same task, to share information; Finally, the students return to their groups of origin to jointly integrate all the material.

Recovering the guidelines of the research-action, the proposal that began in 2010-2011 with twenty-one students of the seventh and eighth semesters of the degree in preschool and physical education with whom peer tutoring began in a reading workshop and in seminar sessions on analysis of teaching work. The students acted as tutors for their peers in reviewing the work diaries through which interdisciplinary teamwork, adaptation to new situations, ethical commitment and the capacity for analysis and synthesis were highlighted, as well as the development of oral and written communication skills through ICT, due to the fact that the students had different periods of teaching work, which prevented the group sessions from being physically developed in a constant manner.

At the same time, the students recovered the principles of cooperative work in their intervention in kindergartens and primary schools. As a result of these experiences, the students generated their reception documents by applying the puzzle to the motor action circuits in the physical education sessions in Elementary school and reciprocal teaching in fostering written language and reflective thinking in preschool children.

The first stage of this proposal has set a precedent to establish a second phase in which ten seventh-semester students of the degree in preschool education are tutors of 24 fifth-

semester students, supporting the process of designing didactic activities and preparing a daily journal. work, this activity has made it possible to guarantee that each fifth-year student receives support in the teaching planning process, while the seventh-semester students have assumed their role, requiring the strengthening of some educational content that they knew, however, by having to explain it, they have had to reread, study, discuss and reflect on their knowledge in order to increasingly play their role as tutor. An important action in the process is that the students are designing activities with a cooperative structure that has permeated the design of the didactic activities as referred to in the planning of the student Angélica Ramos (Annex 2).

Conclusions

In conclusion, it could be affirmed that peer tutoring is an effective learning strategy in the training of normalist students due to the many advantages it offers and which are listed below:

1. An accompaniment is guaranteed to the students of lower semesters with the benefits of peer learning, that is, the language between the students as well as similar experiences allow them to improve the planning process, since the student tutors easily recognize the difficulties that They face the implementation of intervention modalities and basic strategies for systematic work with children that are addressed in the fifth and sixth semesters. In the same way, reflection-action and an open mind are favored, essential attitudes in all teachers.
2. The tutors renew their intrinsic motivation by recognizing that they need to substantiate the observations they make to their peers, which allows habits of self-management of knowledge to be developed.
3. Cooperative learning offers teacher educators the possibility not only of renewing our actions in the classroom but of impacting the teaching practices of students by offering a methodology or techniques that allow us to specify the academic objectives, think of the best way to organize the work teams based on distinguishing their educational needs and organize the classroom so that the interpersonal relationships established between the students are more stable, deep and committed. In the same way, the relationships between teachers and students are closer and enriching for both.

4. Active methodologies involve a basic self-assessment process in improving teaching performance.

Returning to the experiences rescued in the schools of practice, it has been verified:

- That the activities based on this type of learning offer the student in training a tool to improve group control, move from discourse to the practice of strategic learning that values social interaction as an element that fosters learning for life, In the same way, social and linguistic skills for life in society are strengthened.
- Teaching resources and materials can be enhanced, allowing for more varied material.
- Children are an active part of their knowledge and make significant progress in self-regulation of behavior, likewise the participation of parents is systematic.

The obstacles to overcome were distinguished from the lack of spaces and moments to develop peer tutoring for the extended periods of time of the seventh semester students. Both in preschool and primary school children, as well as in normal school students, a period of adaptation to the cooperative methodology is required, since during the first sessions and if the previous learning experiences were inclined to traditionalism, the students may present a low individual responsibility, reduced participation and difficulties with decision making.

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Anexos (tablas y gráficos)

PROMEDIOS DE ACIERTOS EN EL EXAMEN EN EL ESTADO DE
PUEBLA
LICENCIATURA EN EDUCACIÓN SECUNDARIA 2010 FÍSICA
SEXTO SEMESTRE

Formación común						Formación específica			
Sustentantes	Promedio Global	Total	Habilidades intelectuales	Propósitos y contenidos de la educación secundaria	Competencias didácticas generales	Identidad profesional	Total	Contenidos disciplinarios	Competencias didácticas específicas
13	47.80	47.33	47.20	45.75	49.70	46.89	48.25	45.47	51.14

PROMEDIOS DE ACIERTOS EN EL EXAMEN EN EL ESTADO DE
 PUEBLA
 LICENCIATURA EN EDUCACIÓN PREESCOLAR 2010*
 SEXTO SEMESTRE

Sustentantes	Promedio Global	Propósitos y contenidos de la educación Preescolar	Competencias didácticas	Habilidades intelectuales	Percepción y respuesta al entorno de la escuela
374	54.11	51.07	56.20	53.77	56.14

Tabla 1. Resultados del Examen de conocimientos aplicado por CENEVAL

PROMEDIOS DE ACIERTOS EN EL EXAMEN EN EL ESTADO DE
 PUEBLA
 LICENCIATURA EN EDUCACIÓN SECUNDARIA 2010 FÍSICA
 OCTAVO SEMESTRE

Sustentantes	Promedio Global	Formación común					Formación específica		
		Total	Habilidades intelectuales	Propósitos y contenidos de la educación secundaria	Competencias didácticas generales	Identidad profesional	Total	Contenidos disciplinarios	Competencias didácticas específicas
22	43.45	42.77	38.22	40.91	44.58	42.43	44.09	41.40	46.89

PROMEDIOS DE ACIERTOS EN EL EXAMEN EN EL ESTADO DE
 PUEBLA
 LICENCIATURA EN EDUCACIÓN PREESCOLAR 2010
 OCTAVO SEMESTRE

Sustentantes	Promedio Global	Propósitos y contenidos de la educación Preescolar	Competencias didácticas	Habilidades intelectuales	Percepción y respuesta al entorno de la escuela
392	57.20	53.84	59.05	56.96	59.52

Anexo 2. Diario de la estudiante Julieta Carmona, ciclo escolar 2010-2011 de la licenciatura en educación preescolar, realizado en el segundo periodo de práctica docente.

	“Logro obtenidos durante la sesión”	“Dificultades durante la sesión”
Análisis interno	Soy mejor en..	Mis debilidades son... Mi tono de voz
Análisis externo	“Apoyos” El material didáctico	“Peligros” No preveer los materiales para trabajar
Fecha	11 de Octubre de 2010	
<p>Los niños empezaron a llegar al salón de clases y se me quedaban viendo y preguntaban por la maestra Sofia y otros llegaban y solo me saludaban cuando todos los niños fueron a dejar sus cosas afuera del salón de clases les dije que tomaran asiento mientras les daba las instrucciones, nos mandaron a llamar al patio para ir a ceremonia.</p> <p>La ceremonia de la semana estuvo a cargo de la maestra Chuy, la cual hablo sobre el descubrimiento de América, sus alumnos hicieron una representación sobre el acontecimiento y los demás niños les llamo la atención .En esta ceremonia mis compañeras y yo apoyamos a la maestra para ver como se organiza una ceremonia y realizarla la siguiente semana.</p> <p>Cuando termino la ceremonia, le pedí a mis niños que nos dirigiéramos al salón de primero A, pera ver unos videos.</p> <p>Salude a mis alumnos y los introduje en la actividad con la apertura, pero surgió un inconveniente que la grabadora no quería</p>		<p>Preguntas / Comentarios</p> <p>En este día me sentí muy nerviosa,siento que influyo cuando la grabadora y el televisor no querían funcionar. Aunque la verdad siento que si la regué en lo preparar el material con anticipación, como es ver si funcionan los aparatos del jardín de niños.</p> <p>Algo que me gusto mucho de este dia es que Ruben me trabajo muy bien , fue uno de los niños que más me participo , al principio era de lo que mas le temía debido que en días anteriores estaba muy inquieto.</p>

reconocer mi memoria y también la televisión no detectaba los cables del DVD, los niños estaban emocionados pero al no realizar inmediatamente la actividad, los niños se empezaron a descontrolar.

Cuando dio la grabadora empezamos con la actividad, la cual los niños empezaron a bailar como estaba planeado, los niños contestaron las preguntas, hasta Rubén me contesto.

Pero cuando se trato de ver el video , la televisión estaba dañada , no se puede apreciar muy bien , pues tiene muchas líneas, eso ocasiono que a los niños no les interesara mucho la actividad, solo algunos veían los videos y otros molestaban a sus compañeros, cuando terminaron los videos tuve que realizar el cierre de la actividad y empezar con la otra.

En mi planeación estaba estructurada que la primera actividad seria la de poner las reglas en el salón de clases, pero tuve que modificar su estructura debido que en esa hora me podían prestar la televisión .

Asi que la segunda actividad del día fue la de poner reglas, los niños ya se encontraban inquietos y mi voz no ayudaba mucho, así que tuve que bajar mi voz para que solo leyeran mis labios y captar nuevamente su atención . Rubén fue el primero en decirme una regla del salón de clases y solo los que realizan mayor escándalo o son los inquietos del salón, eran los que me daban las sugerencias.

Al explicarles lo de los boletos los niños se mostraron entusiasmados comentando que ellos se ganarían todos los boletos.

Empezó la hora de comer y todos se fueron por sus cosas para desayunar, unos al terminar dejaron escombrado su lugar y se ganaron su boleto.

Salieron al patio, los niños empezaron a jugar y a atrapar las ranas, unos las metían a sus bolsillos otros las pisaban y las enterraban. Hable con los niños sobre lo que estaban haciendo para hacerlos reflexionar que no es bueno maltratar a los animales.

Sonó el timbre para entrar al salón, pero a los pocos minutos sonó la alarma de seguridad y todos nos dirigimos al patio y nos agachamos con las manos en la cabeza, algunos niños no hicieron lo que se les ha indicado en los anteriores simulacros debido a eso la maestra Sofía les tuvo que llamar la atención y decirles que eso no se trataba de un juego.

Entramos al salón de clases y empezamos con el taller “vamos a contar” en donde los niños se mostraron entusiasmados al ver los dados y las fichas de colores, les explique en que consistía el taller y la sesión del día de hoy.

En algunos niños se logro cumplir con el propósito y con otros no, debido que solo les intereso jugar con las fichas au que se les dijo que se introducirán en la actividad, lo hicieron

por un rato y después siguieron en su juego.

Al terminar la actividad empezamos con la actividad permanente, la cual consistía en que los niños leyeran un libro; los niños eligieron leer por equipos.

Pase a sus lugares mostrándoles los libros que habían y ellos eligieron el libro que les interesaba leer. El equipo de Rubén, le puso mucha atención a él y se mostraron muy interesados al ver el libro y escucharlo leer el cuento.

Cuando todos los equipos acabaron de leer el cuento, se paso a enfrente a los que leyeron para que dijeran de que se trato su libro, Ruben y Sara Valentina lograron explicar el cuento, mientras que Erick y Miroslava no lo realizaron.

Empezamos con el proyecto, esto les llamo la atención de los objetos que flotaban, pues ellos empezaron a echar más para ver si flotaban o no. Pero no se concluyo con la sesión, debido a la llegada de los padres de familia.

Fotografías



Anexo 2. Planeación de la estudiante Angélica Ramos, basada en el puzzle

<p>Campo formativo: Desarrollo físico y salud</p>	<p>“ Conociendo los saltos ” Actividad permanente Situación Didáctica</p>	<p>Tiempo 20 min aprox.</p>
<p>Competencia: Utiliza objetos e instrumentos de trabajo que le permiten resolver problemas y realizar actividades diversas</p>	<p>Apertura Realizarán ejercidos de calentamientos y estiramiento Desarrollo Tomarán un gafete Se organizarán por equipos de colores (5 integrantes)</p>	<p>1 vez por semana</p>
<p>Propósito: Que los niños al interactuar con</p>	<p>Se colocarán enfrente de cada estación Escucharán las instrucciones de cada</p>	<p>Recursos Cinta masquin Cuerdas</p>

diferentes circuitos de acción motriz logren estimular sus habilidades motrices básicas	<p>estación</p> <p>Estación 1: saltar cuerda estable</p> <p>Estación 2: saltar obstáculos</p> <p>Estación 3: Saltar aros</p> <p>Estación 4: Saltar bancos</p> <p>Estación 5: Saltar cuerda a ras de piso</p> <p>Realizaran el ejercicio todos los integrantes del equipo pasando dos veces por la estación</p> <p>Formarán equipos multicolor</p> <p>Pasarán por cada circuito donde el especialista les explicara cómo deben pasar por la estación</p> <p>Cierre</p> <p>Realizarán ejercicios de relajación</p> <p>Comentarán ¿qué es lo que hicieron en cada estación? ¿con que materiales trabajaron? ¿fue difícil explicarle a sus compañeros como pasar en cada estación?</p> <p>Mencionarán que partes del cuerpo utilizaron para realizar cada ejercicio</p>	<p>Conos</p> <p>Aros</p> <p>Lazo</p> <p>Espacio</p> <p>Patio escolar</p> <p>Organización</p> <p>Pequeños grupos</p> <p>Evaluación:</p> <p>Los niños:</p> <p>-los niños respetaban el turno que les correspondía</p> <p>-se apoyaban para realizar los ejercicios</p> <p>-cuando se mezclaron como reaccionaron los niños que tenían que dar instrucciones a sus compañeros</p> <p>-surgieron dudas o sugerencias entorno a los ejercicios</p> <p>-Como interactuaron con los materiales y el espacio</p>
Contenido: Desplazamientos-saltos		
Estrategia Básica: El aprendizaje a través del juego		