

# New Trends and Issues Proceedings on Humanities and Social Sciences



Volume 6, Issue 6 (2019) 102-119

[www.prosoc.eu](http://www.prosoc.eu)

Selected Paper of 6th Global Conference on Contemporary Issues in Education 29-31 August 2019, St. Petersburg, Russia

## Didactic Operation

**Carmen Burgos Videla**<sup>a</sup>, Universidad de Atacama, Av. Copayapu 485, Copiapó 1531772, Chile

**Juana Pizarro Toro**, Universidad de Atacama, Av. Copayapu 485, Copiapó 1531772, Chile

**Maria Teresa Fajardo**, Universidad de Atacama, Av. Copayapu 485, Copiapó 1531772, Chile

**Javiera Martinez Diaz**, Universidad de Atacama, Av. Copayapu 485, Copiapó 1531772, Chile

### Suggested Citation:

Burgos, C., Pizarro, J., Fajardo, M.T., & Martinez, J. (2019). Didactic Operation. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 6(6), pp 102-119. Available from: [www.prosoc.eu](http://www.prosoc.eu)

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Near East University, North Cyprus

©2019 United World Center of Research Innovation and Publication. All rights reserved.

---

### Abstract

The case study of the Elementary Education Pedagogy program, practical axis of the University of Atacama, Copiapó, Chile (UDA), sought to generate the theoretical-methodological category Didactic Operation, as a possibility of improvement in the processes given in the practical-procedural dimension of the curriculum. The subjects of the research were seven academics related to professional training processes. The assumption that was handled is that only the curricular problem of the practical-procedural dimension of the curriculum can be approached in its complexity with analytical devices that provide the curricular adaptations of conceptual-theoretical support possible to be mediated by the subject and implemented in the classroom. With this, the presentation is organized in three moments. In the first moment, the context of the program is described, then the category Creative Action in triangulation is alluded to with the information collected from group discussion interviews. It concludes with the field of Didactic Operation.

Keywords: creative action, didactic operation, professional practice, didactics.

---

<sup>a</sup> ADDRESS FOR CORRESPONDENCE: Carmen Burgos, Universidad de Atacama, Av. Copayapu 485, Copiapó 1531772, Chile  
E-mail address: [carmen.burgos@uda.cl](mailto:carmen.burgos@uda.cl) / Tel.: +56-9-32545678

## **1. Context of the curricular adaptation of the Elementary Education Program. University of Atacama**

The pedagogy programs in Chile are taught with the directionality of a curriculum that has been established from a mainly technocratic approach reducing the possibility of interaction, theoretical construction and a situated curricular innovation. The latter is understood as harmonization, flexibility, change in content programming and the disciplinary approach, which has a competence-based focus. The above is pronounced and implemented through methods that sometimes do not reach the objectives set, and that are related to the quality standards set by governments and translated into educational policies. Alvarado (2009, p. 19) clearly explains what is said in the text. The controversy surrounding the idea of university in the 19th century. "System fractures. The return to the debate on the University is interested precisely in that long stage of our history in which positivism served as the ideological guideline of the official public instruction system."

Considering what has been mentioned, we agree that this affects initial teacher training; therefore, we maintain that the possibility of change becomes the achievement and appropriation of situated didactics operationalized by the subject. This, from the active reception on the educational problem and social needs, since it has been evidenced through observation, emphasizing the management of pedagogical didactics in academics, specifically from the University of Atacama (from now on, UDA) that there is a latent need, sometimes visible to understand the theoretical methodological support that underlies a quality teaching practice.

To internalize in the didactic field of the Bachelor in Education and Pedagogy in Elementary Education, axis of practice of the UDA, it is important to consider the efforts to reach the quality of initial teacher training through the improvement of training (courses and practicum processes) and develop a program teaching with training support, induction, incentives and recognition that increases the social value of the profession in the community (OECD, 2017b). With Law 20,903, which establishes a System for Professional Teacher Development, higher education institutions are faced with the challenge of renewing and readjusting curricula. In order to protect the quality of graduates, the careers have undergone several accreditation processes, first carried out by external agencies responsible for ensuring that the processes and standards met the minimum required to formalize improvement plans. In Law 20,903 that creates the System of Professional Teacher Development and Modifies in its article 2, article 27 and introduces Law 27,129 articles 27 bis to 27 sexies, among the modifications, it is determined that "the accreditation of pedagogy programs can only be granted by the National Accreditation Commission (CNA)" (Comisión Nacional de Acreditación, 2016) which generates a series of implications for SINAC-ES, a good part of which is provided for in said law.

The CNA report (2018, p. 21) describes the strengths and weaknesses that support pedagogy programs in Chile, establishes that in our country there are 509 pedagogy programs in autonomous higher education institutions: until May 31, 2018, a 64% of them were accredited (326 programs), 19% were not accredited (96 programs) and 17% had not undergone accreditation processes in the system (87 programs).

The bulk of the offer (179 programs, 35% of the total) is accredited in the second tranche of accreditation (4 and 5 years); in the first section (2 and 3 years) there is 16% of the offer (79 programs); and in the third tranche of accreditation (6 and 7 years) 68 programs are counted (13% of the offer).

In the same report (Comisión Nacional de Acreditación, 2018), a difference is also established between the programs taught by the universities belonging to the Council of Rectors of Chilean Universities (CRUCH) and the private ones, arguing that in the universities that belong to the CRUCH there is a higher quality, that is, it yields hard data such as: 74% of the offer accredited, 10% does not

credit and 16% is outside the accreditation system. Private companies are 54% accredited, 27% are not accredited and 19% are out of the system.

The reality and discourse that circulates in higher education institutions is very similar, as it has been said in the beginning, the educational system is marked by a technical approach that often dismisses the appropriateness and the individual processes of the units; as Bourdieu and Passeron (1997) assume that differences in the field where power is deployed, either in educational institutions or in government institutions where differences in human capital are evident. It is necessary to organize the processes for a homologation of competences, with local specificities. In that sense, the research takes up the discourses more than an impression of the experiences as both generation and construction of alternative curricular positions. To know that we are dealing with the educational and pedagogical in the field of action, where the subject develops; and where we understand that

“The subject is always located and lacks identity, it is manufactured through practices [...] through acts of identification with multiple subject positions that are necessarily articulated - they are not independent elements of one another; However, the way they connect with each other is contingent, the contingent nature of need.” (Laclau and Mouffe, 1987, p. 128., as cited in De Alba & Peters, 2017)

In this way, the processes in institutions become contingent on the basis of social and local needs, this is the case we are going to describe. Therefore, in the voice of the curricular subjects who participated in the research, different milestones are rescued that contextualize the future of the program, this because we have considered that speaking of situated didactics, considering the construction of Didactic Operation, requires a theoretical exercise and of categorical articulation that does not abandon historicity, the context in which processes develop.

The origins of the current Bachelor of Education and Pedagogy in Elementary Education Program can be traced back to the legacy of the prestigious “Escuela Normal de Copiapó” (Normal School, sometimes referred as Teacher Training Colleges), founded in July 1905, aimed at teacher training for Primary Schools. Between 1927 and 1935, the Male Normal School of Copiapó lives a period of recess and restarts its work in 1936 with novel changes in the training of teachers that were reflected in 1955 with the entry of female students, graduated from secondary education, incorporated into the Professional cycle of primary teacher training.

From 1973 with the advent of the military dictatorship of Augusto Pinochet (the power is taken leaving Salvador Allende dead in La Moneda Palace) there are changes in education, principles are disrupted, and the social project begins to change, a new identity began to take shape. For instance, the closure of the Normal Schools is ruled at national level. The Catholic University of the North of Antofagasta installs Headquarters in Copiapó, receives all the students of the Normal School and part of its officials; an Elementary cycle of pedagogy is implemented to continue with teacher training. In 1976, the Government orders that students of the program and part of the teachers become dependent on the Headquarters of Copiapó of the State Technical University. Five years later, in 1981, the University of Atacama is created and in it the General Elementary Education Pedagogy Program is dictated, with two-year Study Plans, from the Secondary License.

In 1983, the Faculty of Humanities and Education is created to which the General Elementary Education Pedagogy Program is attached. In 1986, the Curriculum was modified, and an 8-semester curriculum and a parallel Curriculum were established to obtain the Academic Degree of Bachelor of Education. In 1988, a new training curriculum was approved under the annual regime. Since 2000 and as part of the “Teachers for the 21st Century” project that the Faculty won to attend the Initial Teacher Training, work has been done on the renewal of the training plan for all pedagogies.

In 2014, the Department of Elementary Education is created, in which it goes from being a School to a Department. Currently, the bachelor's degree in Education and Pedagogy in General Elementary Education is attached to the Department of Elementary Education. And in 2016, the curricular redesign of the program is approved by the Board of Directors of the University of Atacama, this modification offers a competence-based curriculum of 9 semesters and with transferable credits (SCT) where pedagogical and disciplinary standards are incorporated as a policy generated from the Ministry of Education in Chile (MINEDUC).

The University of Atacama as heiress of a tradition in teacher training, is no stranger to the changes that are required to train teachers in the 21st century, this is how the project "Teachers for the 21st century", allowed the inclusion of various curricular innovations, including in 2009 the incorporation from the first year of training the initial practicum focused on the educational context, adding existing practicum processes: Practice I focused on the subject; Practice II, focused on the teaching process, Professional Practice focused on the practitioner, in which the student must demonstrate their capacity for autonomy and self-evaluation of the process. It should be noted that at the operational level, Initial Practicum is integrated as a workshop, since it is not formalized in the curriculum, it does not appear in the list of subjects, therefore, it has no credit allocation due to all the above is not in the curriculum.

We quote from the voice of the actors the following:

*The experience in the area of practical training with pedagogy students gathers different visions of different roles developed, as a methodologist, supervisor and practicum coordinator, both in the curriculum of the annual plan, as well as the redesigned process of the six-monthly competence-based curriculum of the Bachelor of Education and Pedagogy in General Elementary Education, which allows students to integrate the practice of the areas of general, specialty and professional training.*

*One of the most important changes and challenges occurred in this competence-based curriculum renewal (which started in 2017) that our program faces is the curricular increase associated with the formation of the axis of practice of the curriculum, incorporating a process of progressive and reflective practicum processes that allow to insert future teaching pedagogy students from their first years of training in a practicum collaborating centre, in which they must respond both to the increase in on the program and to the needs demanded by the regional and national context.*

*According to professional training in the Pedagogy program in General Elementary Education and with extensive teaching experience in the municipal, semi-private schools and in the academy fields, knowledgeable about what happens in the classrooms, their events, ways of acting of the students, their interactions, how the different actors integrate, classroom teachers, school executives, and academics of the University that are linked to this component of practical training, there is evidence of achievements and mistakes, which account for the activities that the student develops in contact with the school or educational centre, demonstrating skills and knowledge of the discipline based on the "know how to be" and "know how to do" together with the ability to increase their reflective capacity.*

*In this context, from supervision, a practicum process has been observed in which the theoretical discipline is connected with the practical, establishing a link with the reality within the classroom. This observation shows the person who is observed and the person who observes, each one fulfilling different roles, who is observed must put into practice their knowledge, skills, emotions and who observes is who goes beyond observing, it is someone that also feels participant in the*

*performance of the observed, assuming to be a guide, to intervene if required, making an in-situ feedback of the process with the collaborating teacher from the educational centre.*

*The role of the methodologist consists in the lesson plan review before the implementation, it is observed that the teacher in training has a clear vision of the moments of the class and the times that each moment requires, but it is not the design which is reviewed, which is specific to each student because of the differences and their own individualities, both from the knowledge of the content, which include the lesson sequence (activities), the methods, strategies, and evaluation most appropriate for teaching learning.*

*The practicum coordination works with a structured team of academic supervisors of practicums that identify with the objectives, in an environment of participation in decision making, each with a specific number of students to accompany them according to their workload.*

*For the proper functioning of the practicums, the involvement of the supervisory team within the unit is important, since they are with whom decisions are made regarding the establishments, technical units and collaborating guide teachers with whom they will work and from whom their insights are collected that give the teachers in training an account of their soft skills, strengths and weaknesses, recognizing in them the little proactivity and initiative, the little knowledge about conflict resolution, which has forced us to reformulate our practicum processes having new requirements and demands .*

*The functions of the Supervisor Teacher are:*

- *Accompany the student in their practicum processes.*
- *Monitor student progress through observations and feedback.*
- *Collect the evaluation guidelines of the students accompanied.*
- *Perform the number of observations stipulated for each practitioner, register, evaluate and provide feedback.*
- *Identify needs in relation to the process of the students based on the level of mastery in which they are in practice and communicate them to the Coordination.*
- *Evaluate and feedback the practice reports made by the students based on the level of mastery in which they are doing the practicum.*

*The conditions have undoubtedly changed, from having an establishment without agreements, to having collaboration agreements with both municipal establishments, private schools, corporations and foundations, a weakness detected in previous accreditations and that today is a requirement for the accreditation of the program, indicated by the law of the Teaching Career (Law nº20,903).*

*One of the main challenges due to the complex and demanding nature of the Bachelor of Education and Pedagogy in General Elementary Education today is the progressive and reflective practicums that begin in the second semester of the first year, the different levels of the practical*

*subjects of the Initial, intermediate and advanced level are developed throughout the curriculum with a theoretical-practical approach and professional practice with a practical approach.*

*The change is fundamentally based in the way to face this challenge with the new requirements and needs that the initial training demands, among which is the increase in the number of students in initial training every year, reason that bases the emphasis on the processes in which the student demonstrates skills and knowledge of the discipline, in the "know how to be" and "know how to do", their reflective ability and from their first practice in the second semester, the student faces real educational situations (in Problem-Based Learning modules) that mobilize all the previous experience together to the knowledge they learn during their teacher training.*

*The elaboration of a common practicum model for the pedagogy programs of the Faculty of Humanities and Education is a proposal, which comes to unify criteria, having as common factor in all of them: purposes, foundations, objectives, characteristics and a clear progression and increase of compromise.*

*The aforementioned are clear evidences regarding an emerging need to establish an own model of practices within a competence-based approach, emphasizing a redesign of the curriculum, which comes to respond to the requirements from the different scenarios, in which is observed, intervened, reflected, etc. All of which supposes the existence of structural conditions, in which this process of change must be adjusted to reality, to the context, to the needs of the establishments, which allows the construction of our teaching identity.*

What was exposed is a simile in the speech that emerges from the interviews that were conducted to those in charge of the practicum processes of Elementary Education at the University of Atacama.

Next, we present the process of conceptual scaffolding and theoretical methodological crossing that configures the Didactic Operation and that in this presentation we begin. It is worth mentioning that premises for their understanding will be announced and the elements that are maintained in relation, tension, movement will be defined. To introduce the following premise:

***The field of the vivid curriculum in creative action opens the horizon for the understanding of the creative dimension of social practices from the association with pedagogical practice as part of the theory of social change.***

The creative action that emerges in the vivid curriculum is configured as the creativity of social practices, because they show a different way of thinking about the relationship between theory and pedagogical practice. In pedagogical practices understood as social, political and cultural part of the curriculum, the action is not a means to or cause of change but is an instance of change itself. Creative action is not only an instrument at the service of future curricular construction, nor is it a chain of causal events that change or alter what is given. It is the intention, the project, the motive of the theory that permeates the pedagogical practice that gives creativity to the action being the point of effectivity of the change.

Table 1. Elements of the central category Creative Action

<b>CREATIVE ACTION (central category)</b>
IMAGINATION (educable personal attribute)
ACTION PROJECTS (subcategory)
Political role of the classroom teacher (property)
Creative circumstance (property)
Intersubjective relations (property)
INTENTION
The meanings associated with creative practices and actions
Recipes by hand, collection of knowledge (Schutzian <sup>b</sup> notions that serve the interpretation of pedagogical action)
AIMS OF EDUCATION, TEACHING HALLMARK - WORLD OF LIFE - DIDACTIC INSTANCE
Education philosophy, critical knots.
Macrostructural Conditions

*Note:* Central category: Proposal of pedagogical practices for creative action. Transversal categories: Creative Action. Vivid curriculum. Focuses the analysis in the thematic areas: Pedagogical Academic - Creative Teaching.

First, we will mention that the focus on this deepening is in three dimensions that belong to the subcategories' *Macrostructural conditions* and the *Curriculum*, where we find an academic perspective, a pedagogical perspective and a prescriptive perspective. These perspectives link and contrast. The interesting thing is to reveal through the speeches how it is that these relationships or contradictions can come together in a pedagogical proposal in creative action, and certainly with an emphasis on didactic operationalization.

The academic-pedagogical perspective guides the process of interpretation not only of the theoretical, procedural and attitude contents, which are expressed in practices that are structured through them, but also of the arguments that corroborate their meanings, actions and the knowledge that the teacher handles in a reasoned or unconscious way. It gives an account of the type of interest that predominates in the curriculum and in the profession, as cultural heritage and social ways of relating. In this understanding of the profession determined as explained above in three dimensions (determined by the reproductive function, it has a determination that naturalizes the profession and the determination that it is a profession of a political nature), it is necessary to consider the practice - society relationship and the educational community that is implicit in the didactic triangle.

The central axis of the pedagogical-academic is the proposal of pedagogical practices from the creative action. From the academic perspective it is necessary to pay attention to the curricular proposals that have a structure in which the purposes of education and teacher training are latent or explicit. In the configuration of this structure it is necessary to review the axiological elements: political, ethical, aesthetic, social, in addition of an epistemological direction.

The curricular proposal in its definition and organization reveals the objective of the education that it pursues, it would be the philosophical scope that is behind the practices and the way of understanding the teaching exercise. The curriculum can be critically focused, in a technical or practical way. Therefore, through language and discourse, the way to nominate certain curricular issues, the relationships established in the school environment by teachers, students and managers,

<sup>b</sup> Schütz, A. (1974), *Estudios sobre teoría social*. Buenos Aires: Amorrortu.

the organization of content, the importance of issues related to ethnicity, modalities, community relations, teaching, among others. All this serves as an instance to know the practical proposal, establishing the relationships between the school's curricular proposal that includes the purposes and objectives of the teaching process with the ways of carrying it out.

Regarding the pedagogical perspective, the study focuses on the concordance of knowledge in the proposals of pedagogical practices that can align with the creative action and, as it has already been said, in its didactic operation. On the one hand, the disciplinary knowledge that is defined from the theory and paradigm of knowledge that are relevant to training. On the other hand, the pedagogical and didactic knowledge that allude to the way in which the curricular contents are taught. This pedagogical knowledge is what matters most to research, without dismissing the discipline knowledge. The reason is that pedagogical knowledge goes further, it disregards the methodologies, skills and objectives set from the instrumental perspective that is consistent with the technological approach. Both knowledge in dialogic and dialectical relationship give way to the choice of which objectives and which should not be selected and learned for the practice of the teaching profession. In the same way they elucidate the ways in which knowledge becomes part of integral formation and becomes the mirror of forgotten culture, in order to recreate it, reconfigure it into a conflicted historical type.

We propose the organization of pedagogical knowledge based on four primary considerations: the *epistemological*, which refers to the objectives and limits of knowledge, the relationship between theory and practice and that has to do with what we call *situated didactics or in didactic operation*. The other aspect is the *formative* that refers to the construction of the curricular organization as a process by which the subject matters and the teaching forms are delimited<sup>c</sup>. Another aspect is the *psychosocial* aspect which also has relation with the situated didactics because it refers to the specificity. Finally, the *didactic* aspect that implies an effort in the interpretation and reflection on the organization of the class, the way in which the lesson is dictated, the spaces, the resources that are used when teaching, the innovations in the classroom.

Pedagogical Practices: Pedagogical Academic - Creative Didactic.

---

<sup>c</sup> This aspect is disaggregated from what appears in the diagram as a subcategory: philosophy of a humanistic nature for education and what we will later call philosophy for creative education.



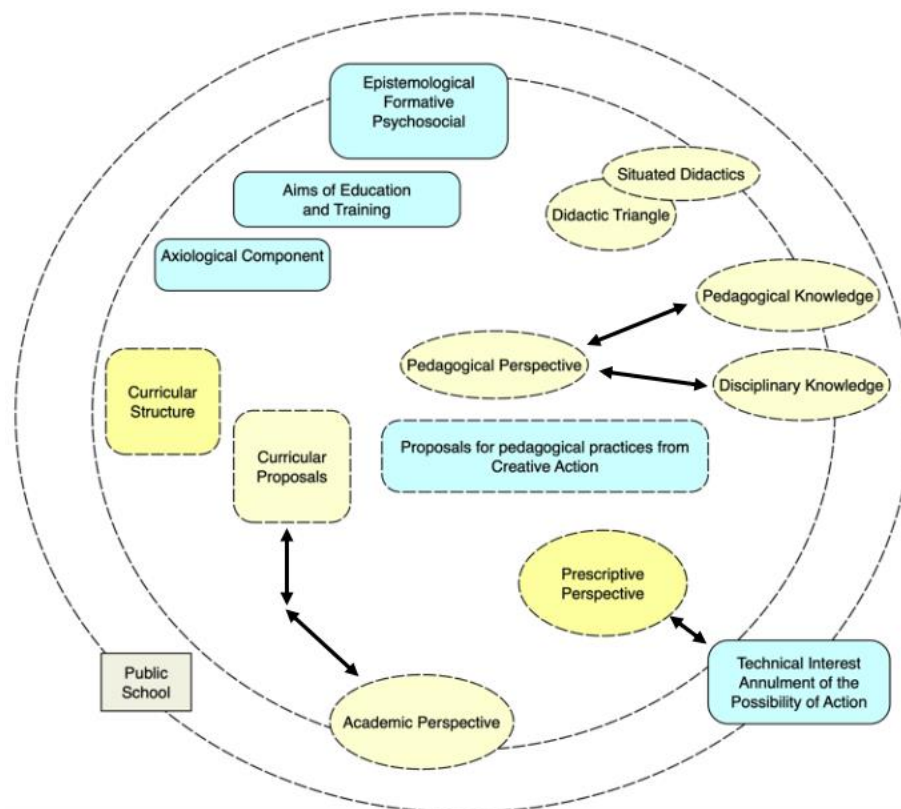


Figure 1. Elements of the central category Creative action. (Burgos, 2017)

Creative Action we locate it and call it a transversal category. This is configured and articulated with the social aspects of creativity, with a characteristic of the action, with an attribute of it and of the human being. This transversal category appeared both in the *aperceptual* scheme and in the deepest layers of consciousness and psyche that is expressed and represented in the *appresentational*, referential and interpretive scheme. Having said this, what was pursued in the research that precedes the Didactic Operation research was not to know the essence of the creative action as such, but how it is constituted, expressed by the teacher in the classroom, to understand on what depends its emergence. In this way Creative action behaves as a first order category, central and transversal. Consistent with what has been described, Creative Action is related to the vivid curriculum, since it is in its field and, in addition, with the subcategories.

At the center of the curricular field, there is the *Vivid Curriculum* and Creative Action, articulated they represent field permeability, the relationship, self-determination that each of the subcategories has with another. Therefore, in the field of the *Vivid Curriculum* we have the presence of the institution, its curricular guidelines, the presence of a philosophy of education that is related to the teaching hallmark and creative action. These in turn are determined by the macrostructural conditions. The *Vivid Curriculum* has a space of action that is not only configured within the institution but is built on the experiences that have occurred and will occur both outside and within the educational environment. The central and transversal category: *Creative Action*<sup>d</sup>

<sup>d</sup> To further analyze the Creative Action category revise: Burgos, C. (2017). *Hacia una Pedagogía del Currículo Vivo en Acción Creativa. Tres experiencias Latinoamericanas: Chile-México y Costa Rica* (Doctoral Thesis). Temuco, Chile: Universidad de la Frontera.

## 2. Method

The method used is attached to qualitative research, with a case study approach. The categorical construction and subsequent description of the Didactic Operation emerges as a latent need in the initial training of teachers of the UDA in the Elementary Education Program (axis of practice). From the reading done in national and international institutional documents; Observation and reflection on the practical procedural dimension and discourses installed regarding didactics and innovation, tensions and crossings between meanings, concepts and actions carried out by academics were established<sup>e</sup>.

A structured interview is conducted based on topics to the seven research subjects and the study programs of the practical axis are analysed. The methodology used is the analysis of educational discourse and movements, possible articulations that we can find between the Creative Action category (Burgos, 2017) and what academics understand by situated didactics that would be the operationalization of what is stated as Didactic Operation.

For the analysis of educational discourse, we use diverse analytical tools (argumentative analysis, analysis of the enunciation from an anti-essentialist perspective) As Buenfil Burgos (1993, p. 3) mentions "Speech is understood in this sense as the inherent meaning in every social organization". In this regard, we must think that educational topics demand an understanding that incorporates all the elements that underlie its ontological constitution, that is, to look at the political, the cultural, the social, the pedagogical aspects.

This articulation will be the mechanism that will allow us to approach the subject matter and achieve the configuration of the Didactic Operation, built from a specialized knowledge, the use of theory and conceptual scaffolding of the curricular-pedagogical and didactic field in articulation with the knowledge and practice of the teacher who is at the service of the training, design and curricular implementation processes in the practical axis

## 3. Research conjectures

Could the structure of the field of the Didactic Operation serve the student in training to increase the expression of didactics in the practicum processes or does it serve the theoretical education in the education processes and the teacher for its inclusion in the field of pedagogical teaching?

How is a category configured that serves the theoretical-methodological training in terms of the practical procedural dimension that focuses on the presence of didactics in future teachers?

## 4. Analysis Unit: The Elementary Education Pedagogy Program - practical axis

The Analysis Unit is the Subject Programs that constitute the practical training axis of the Elementary Education Pedagogy program of the Faculty of Humanities and Education of the University of Atacama, the only State University in the Atacama region.

---

<sup>e</sup> It is important to mention that it is the continuation of the Creative Action research of the Vivid Curriculum, from the need to operationalize this category.

## 5. Subject matter

The creative didactic elements present in the axis of practice redesign of the Degree in Education and Elementary Education Pedagogy of the UDA.

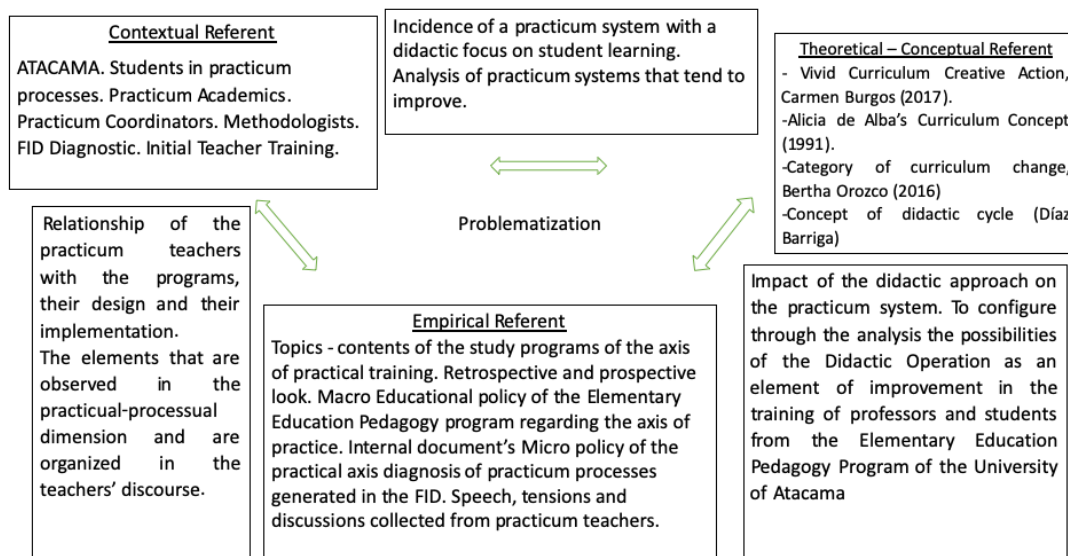


Figure 2. Subject Matter

Note: Author's creation: Empirical, contextual and theoretical-conceptual referents in which the research is focused.

The interview based on topics contemplated questions regarding the use of the theory in the didactics used in professional training, we talked about the meaning of the didactics, what elements the interviewed would rescue and which not, what elements they consider critical, if there is articulation between the practicum system and study programs, how the adjustments are made, if they have built instruments, which are they. Those interviewed pointed out varied elements that gave an account of the field that constitutes the didactics of the axis of practice and how it is articulated and organized.

The results were located according to the preponderance of the subject at issue: Education, pedagogy, teaching practice, teaching hallmark, creative action, didactics, methodology and theory. Below are the results obtained from the interviews and discussion group through discourse analysis and the use of Atlas.ti software.

Table 1. Results obtained from the interviews and discussion group through discourse analysis.

Colour	Name	Foundation	Density	Groups	Groups number
	Didactics	9	0	Creative Action, Absence of didactic planning	2
●	Artisanal Design	8	0	Creative Action, Absence of didactic planning	2
	This element from the practicum must be changed	1	0		0
	Reflection on the training processes	6	0		0
	An articulation between the general study programs and the practicum processes is missing	1	0		0
●	Absent Articulation	7	0		1
●	Absent Articulation	11	0	Creative Action	0
●	Absence of established evaluation mechanisms	13	0		1
●	Installed Actions	21	0	Creative Action	2
●	Presence of creativity in the practicum processes	6	0	Creative Action, Absence of didactic planning	0
●	Isolated actions	5	0		2
	Lack of creativity	10	0	Creative Action, Absence of didactic planning	
	Curriculum organization of professional practice.				

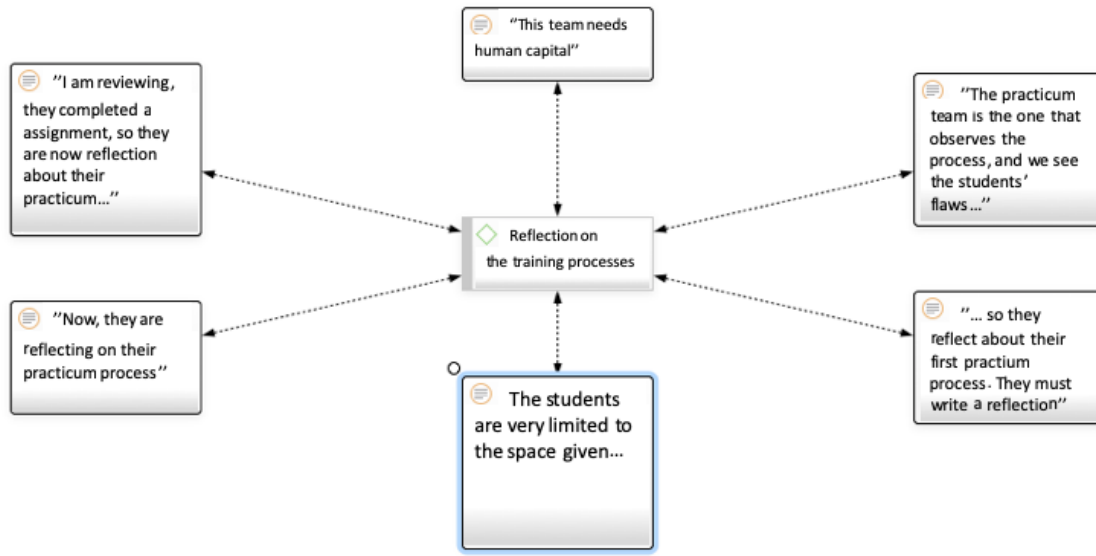


Figure 3. Data reduction in Atlas.ti analysis: Reflection on the training processes.

Regarding the reflection on the training processes, it is inferred that there are very few instances where to develop a constructive reflection. Rather, the reflection is carried out in accordance with the description of the circumstance and a broader look and a project that determines the articulation is required between the components of the specific subjects and the didactics used in the practicums. The instruments are weak and focused on the attitudinal and procedural component, leaving little room for theory.

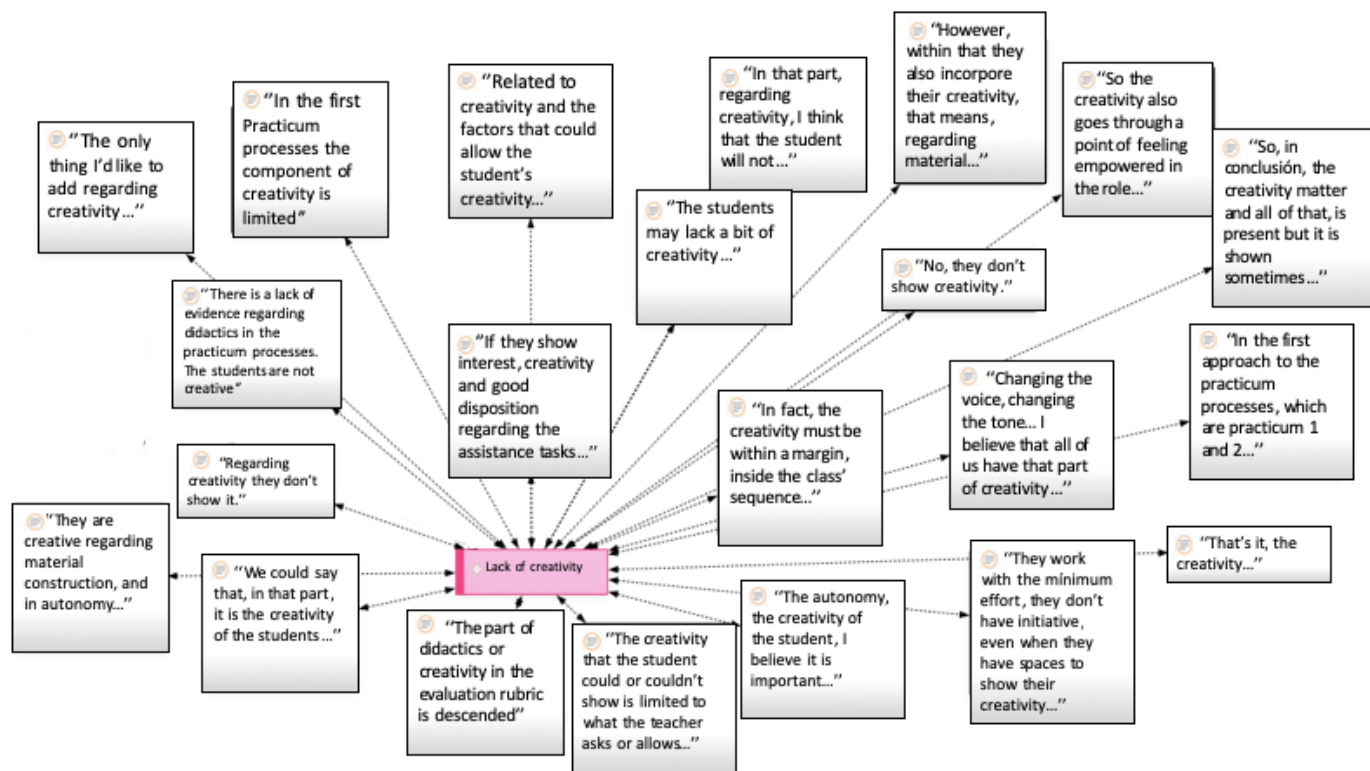


Figure 4. Data reduction in Atlas.ti analysis: About the actions that are considered creative

Regarding creativity, the subjects of the research are divided into three axes, the ones who think there is creativity, the ones who think that there is no creativity and that all actions must be planned and directed, and the ones who think that it should be developed.

In general, professional practice is determined by several problems, however, it is worth mentioning that academics who are developing accompaniment in the processes feel worried and are willing to incorporate mechanisms for improvement. They share that there is a space of autonomy that we relate to projects that can be shared in an intersubjective relationship. At the same time this attribute is related to the imaginative function that the subject has available from the knowledge repertory. An issue related to teacher training and meaningful experiences. The processes that can be generated for academics to reflect and imagine are the possibility of improvement in didactics and teaching.

It is important to emphasize that the processes of curricular change and its harmonization are carried out in an artisanal way. In other words, the institution promotes certain changes, but the adjustments that sometimes produce real changes are made without systematization. It is therefore a concern to collaborate in the operationalization of these processes.

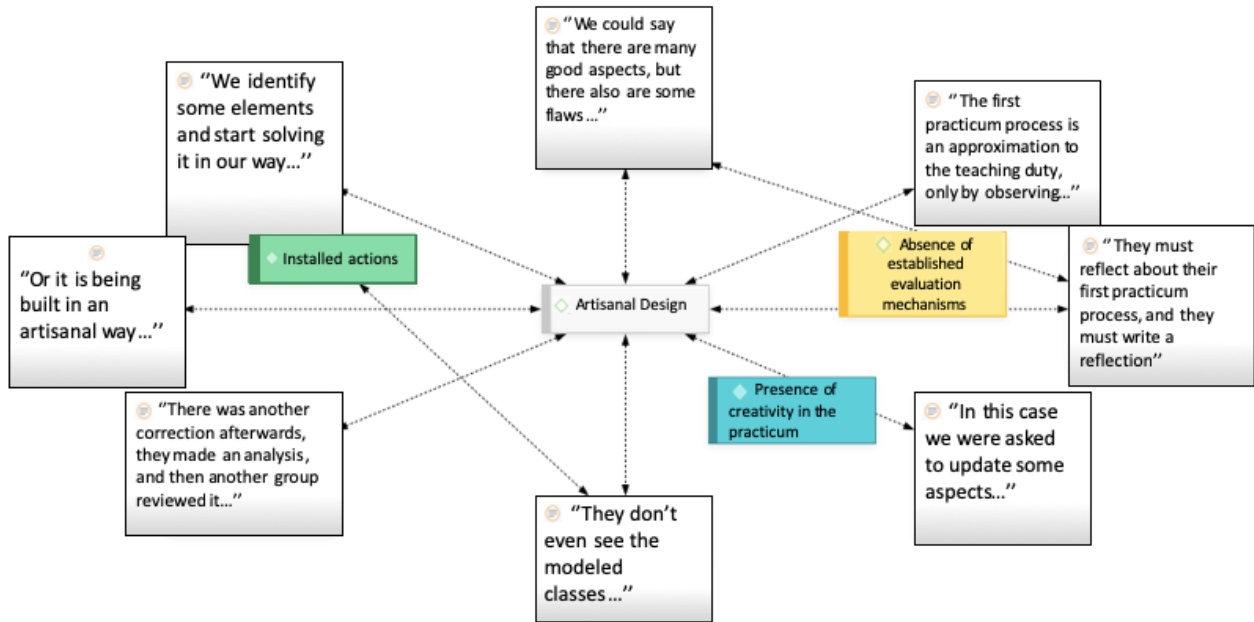


Figure 5. Data reduction in atlas.ti analysis: Regarding the processes of artisanal design

There is little articulation between general programs and the practicum process, it is stated that there is a presence of specific didactics, but not general didactics that should articulate all the pedagogy programs, as a common trunk. Considering that a holistic view in the didactic vision is important for a process of quality.

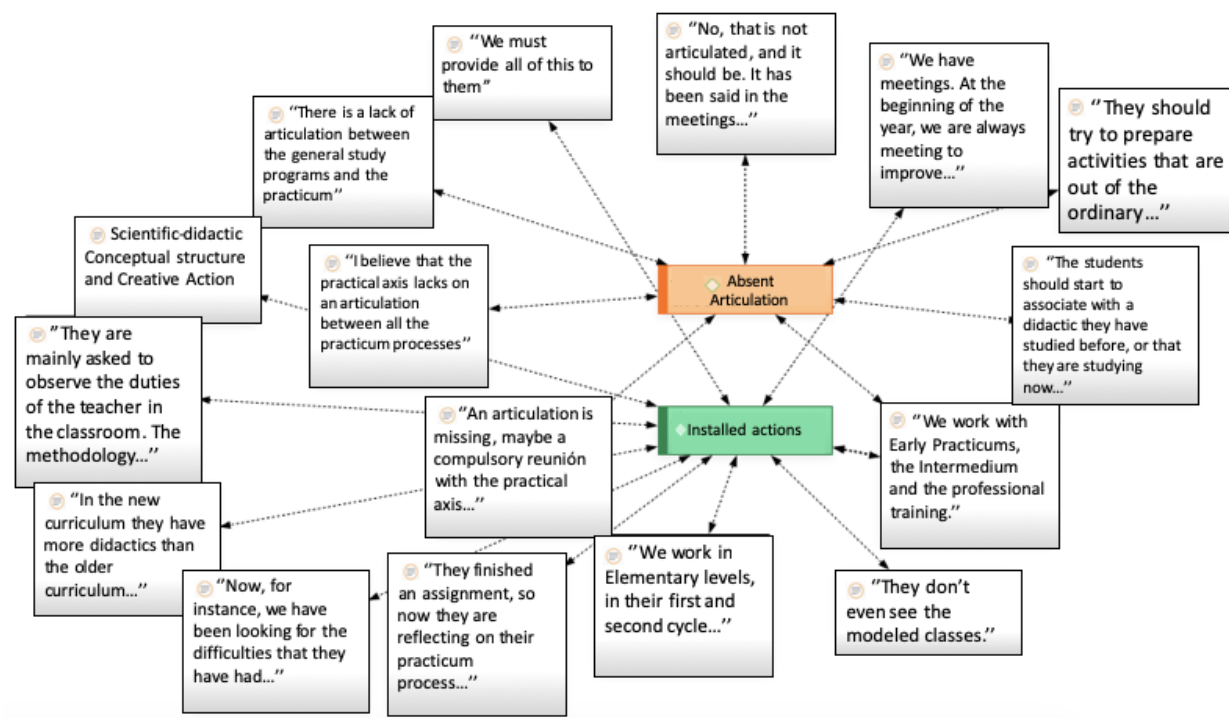


Figure 6. Data reduction in Atlas.ti analysis: Regarding absent articulation and installed articulation.

## 6. Results

Next, the issues that we should take into consideration for the readjustment or change proposal within the Elementary Education Program curriculum.

- Isolated actions, action projects.
- Installed actions.
- Absent articulation, critical knots.
- Absence of established evaluation mechanisms
- Didactics
- Artisanal Design
- Lack of creativity
- Presence of creativity in the practicum
- Reflection on the training processes
- There is a lack of articulation between general programs and the practicum processes, macrostructural conditions

Finally, we can express that Didactic Operation is constituted as a category for the analysis and implementation of curricular adjustments from the understanding and reflection of the subjects. This should consider the imagination, the teaching hallmark, the systematic reflection and evaluation as an installed process. Didactic Operation as a category must be understood from the theory of social



action, with a critical view on didactics, taking the didactic sequence as a translator element of contextualized content.

From the reduction that has been made from the research that constituted the Creative Action of the Vivid Curriculum (Burgos, 2017) we can advance in the operationalization of the conceptual scaffolding proposed from the research with the academics of the University of Atacama who coordinate, carry out classes and supervisions to the students of professional practice of the Elementary Education Program.

Having collected the information, we place Didactic Operation at the center of the scheme between pedagogical knowledge, disciplinary knowledge and pedagogical perspective. The Didactic Operation incorporates elements that are in the field of situated didactics. Articulated by constant reflection and evaluation, action projects that are generated among curricular subjects and that contribute to the articulation between general programs and the practical axis. Suffice it to mention that the practicum system must take into account didactic knowledge as a basis, a fundamental element in the Didactic Operation. To conceive an academic who manages the theory and disciplinary knowledge of the field that attaches his teaching as well as the elements that play a role in the Didactic Operation, understood as part of an always open whole and possible to be interpreted by the subjects, determinant from the macrostructural conditions and of the political role of didactic education is a category of curricular analysis that allows the choice of contents and competences of a study program from a perspective and angle that incorporates the pedagogical, the disciplinary, the political, the cultural, the imaginary, the subjective, creativity and the action project; in which the intentionality, the repertory, the teaching hallmark, the intersubjective relations, the reflection and the evaluation are inscribed.<sup>f</sup>

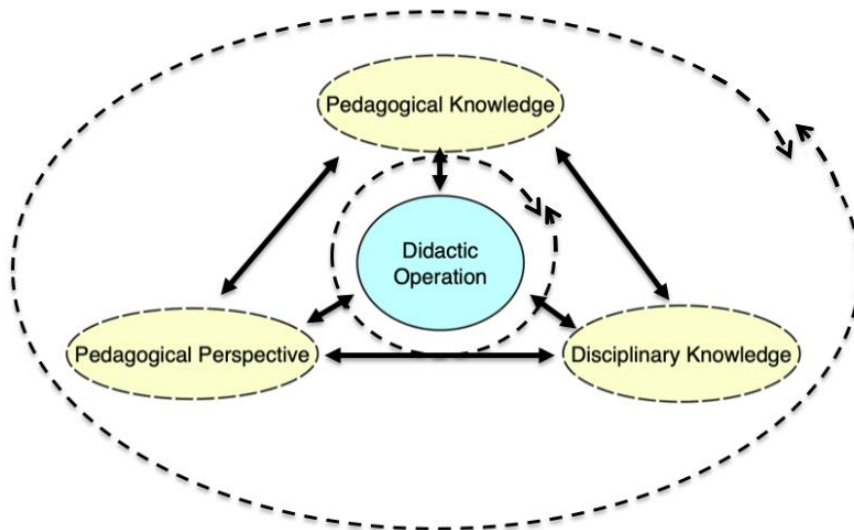


Figure 7. Position of the Didactic Operation in the scheme.

<sup>f</sup> The exercise we present requires the next stage to be validated, therefore, it is expressed as a categorical proposal that will be implemented in 2020 through the last stage of Regular DIUDA project 22341 at the University of Atacama.

## References

- Alvarado, L. (2009). *La polémica en torno a la idea de universidad en el siglo XIX*, México: IISUE-UNAM.
- Bourdieu, P., & Passeron, J.C. (1996). *La reproducción: Elementos para una teoría del sistema de enseñanza*. Madrid: Popular.
- Buenfil Burgos, R. (1993). Análisis de discurso y educación. *Documento DIE 26*. México: CINESTAV.
- Burgos, C. (2017). *Hacia una Pedagogía del Currículo Vívido en Acción Creativa. Tres experiencias Latinoamericanas: Chile-México y Costa Rica* (Doctoral Thesis). Temuco, Chile: Universidad de la Frontera.
- Comisión Nacional de Acreditación. (2016). Obtenido de Acreditación de Carreras de Pedagogía 2016 En el marco de la Ley 20.903:  
<https://www.cnachile.cl/noticias/SiteAssets/Paginas/Forms/AllItems/Acreditaci%C3%B3n%20Pedagogia%202016.pdf>
- Comisión Nacional de Acreditación. (2018). *Carreras de pedagogía: análisis de fortalezas y debilidades en el escenario actual. Serie Estudios sobre Acreditación*. Santiago, Chile
- De Alba, A., & Peters, M. (2017). *Sujetos en proceso: diversidad, movilidad y políticas de subjetividad en el siglo XXI. Instituto de Investigaciones Sobre la Universidad y la Educación*. México: IISUE-UNAM.
- OECD (2017a). *Education in Chile, Reviews of National Policies for Education*. OECD Publishing, Paris. Doi: 10.1787/9789264284425-en