

Electiva I Paulo Freire pedagogía de la transformación: sus efectos en la subjetividad de maestro(a)s en formación posgradual¹

Contexto maestría en educación (vir) Ibero, Bogotá.

Elective I Paulo Freire pedagogy of transformation: its effects on the subjectivity of teachers in postgraduate training

Context master's degree in education (vir) Ibero, Bogotá.

Eletiva I Pedagogia da transformação de Paulo Freire: seus efeitos na subjetividade dos professores na pós-graduação

Contexto estrado em educação (virtual) Ibero, Bogotá.

 **Reisner de Jesús Ravelo Méndez**

<https://orcid.org/0000-0001-6455-5425>

Corporación Universitaria Iberoamericana

profe.reisner@gmail.com

Bogotá D.C. – Colombia

Layout and cover illustration
Andrea Sarmiento Bohórquez

Style correction
Nataly Marcela Muñoz Murcia

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RESUMEN

Se tiene como objetivo comprender los efectos del curso electiva I Paulo Freire pedagogía de la transformación en la subjetividad de maestros y maestras en formación posgradual en el programa de maestría en educación modalidad virtual de la Corporación Universitaria Iberoamericana, Bogotá. Se abordó la metodología del enfoque biográfico narrativo, los instrumentos aplicados fueron narraciones biográficas y taller pedagógico digital ejecutado a través de la aplicación Mentimeter. Los antecedentes de la subjetividad se ubican en el siglo XX con los planteamientos del destacado intelectual cubano Fernando González Rey, quien es considerado uno de los precursores de este campo de estudio; en el contexto Colombiano, un tanque de pensamiento que ha generado una promisoría producción teórica y metodológica sobre la subjetividad política, es el programa de Doctorado en Ciencias Sociales, Niñez y Juventud, ofertado por la Universidad de Manizales - CINDE; en el viejo continente es menester mencionar los aportes del profesor Enric Nollea de la Universidad de Valencia, España. Los resultados encontrados se organizaron a través de cuatro categorías de análisis, ellas son: *uno*, contextos y experiencias de los maestros(as) participantes en la investigación; *dos*, efectos en la subjetividad en maestro(a)s mencionados; *tres*, efectos y comprensiones en lo ético-político; *cuatro*, se finaliza con la categoría incidencias sobre la enseñanza en el grupo de participantes en la investigativo.

Palabras claves: Paulo Freire, subjetividad, transformación, investigación de aula.

ABSTRACT

The objective is to understand the effects of the pedagogy transformation course "Effective I Paulo Freire" on the subjectivity of postgraduate teachers in the Master's program in Education in virtual modality at the Corporación Universitaria Iberoamericana, Bogotá. The bioFigureical narrative approach methodology was used, with bioFigureical narratives and a digital pedagogical workshop executed through the Mentimeter application as the applied instruments. The background of subjectivity is located in the 20th century with the ideas of the distinguished Cuban intellectual Fernando González Rey, who is considered one of the pioneers in this field of study; in the Colombian context, a think tank that has generated promising theoretical and methodological production on political subjectivity is the Doctoral program in Social Sciences, Childhood and Youth, offered by the Universidad de Manizales - CINDE; in Europe, the contributions of Professor Enric Nollea from the University of Valencia, Spain, are noteworthy. The results found were organized into four categories of analysis: first, the contexts and experiences of the participating teachers; second, effects on the subjectivity of the mentioned teachers; third, ethical-political effects and understandings; and fourth, the incidences on teaching in the group of research participants.

Keywords: Paulo Freire, subjectivity, transformation, classroom research.

RESUMO

O objetivo é compreender os efeitos do curso de transformação pedagógica "Eficaz I Paulo Freire" na subjetividade dos professores de pós-graduação no programa de Mestrado em Educação na modalidade virtual da Corporación Universitaria Iberoamericana, Bogotá. Utilizou-se a metodologia de abordagem biográfica narrativa, com narrativas biográficas e um workshop pedagógico digital executado através da aplicação Mentimeter como instrumentos aplicados. Os antecedentes da subjetividade situam-se no século XX com as ideias do distinto intelectual cubano Fernando González Rey, que é considerado um dos pioneiros neste campo de estudo; no contexto colombiano, um think tank que gerou uma produção teórica e metodológica promissora sobre subjetividade política é o programa de Doutorado em Ciências Sociais, Infância e Juventude, oferecido pela Universidad de Manizales - CINDE; na Europa, são notáveis as contribuições do professor Enric Nollea da Universidade de Valência, Espanha. Os resultados encontrados foram organizados em quatro categorias de análise: primeiro, os contextos e experiências dos professores participantes; segundo, efeitos na subjetividade dos referidos professores; terceiro, efeitos e compreensões ético-políticas; e quarto, as incidências sobre o ensino no grupo de participantes da pesquisa.

Palavras-chave: Paulo Freire, subjetividade, transformação, pesquisa em sala de aula.

Background

At mid-20th century, the prominent Cuban psychologist Fernando González Rey, revisiting the theoretical interstices of historical-cultural approaches, proposed an emerging field of theoretical discussion called subjectivity. He was one of the precursors of subjectivity studies, conceptualizing it as social subjectivity and thereby updating a new field of theoretical discussion in Social Sciences. As a result of theoretical developments in social subjectivity in the early 21st century in the Colombian context, the Doctorate program in Social Sciences, Childhood, and Youth offered by the University of Manizales - CINDE, has reflected on subjectivity and described it as political subjectivity, a program that has generated a prominent theoretical and methodological output on political subjectivity. In the context of the old continent, it is necessary to highlight the contributions made on subjectivity by Professor Enric Nolleva of the University of Valencia, Spain.

Other authors identified who have made contributions to the field of subjectivity and political subjectivity include:

(Amieva, 2009; Baracaldo, 2011; Bernasconi, Fardella, and Rojas, 2021; Capote, 2017; Corral, 2004; Diaz and Alvarado, 2012; El Sahili, 2012; González Rey, 2008; Gómez and Figueroa, 2019; Novella, 2021; Ravelo, 2019).

The aforementioned background clearly shows that studies on subjectivity have become a field of particular interest for social sciences and social researchers, as it is a field that allows for understanding and revealing the actions of social groups in social and political life.

This research on the effects on the subjectivity of teachers in postgraduate training is being carried out in the master's program in education offered by the Corporación Universitaria Iberoamericana. The curriculum includes the elective course I Paulo Freire Pedagogy of Transformation, in which the analytical plan of the course [PAC], it is proposed that the general competency is to develop the ability to reflect on the tensions between the education system and other areas of society and to intervene to transform problems in the education system in local and global contexts.

As a teacher, social researcher, and advisor for the elective course Paulo Freire Pedagogy of Transformation, I have begun a classroom research exercise aimed at gaining a better understanding of the effects of the course on the subjectivity of the students taking the elective.

Classroom research can be understood as the link and crossroads between the education system and the science system, creating a close relationship between education as a process of training and learning, and research as a process of generating and adapting knowledge. In this same sense, the Science, Education, and Development Mission (1997) states that:

Without research, education quickly becomes a mechanical, static transmission of information, thus denying the possibility of developing analytical and comprehension skills and an innovative attitude that seeks to understand the relationships between biological, physical, and social phenomena (p. 171).

Therefore, classroom research is characterized by its search for the generation of new knowledge in the field of pedagogical processes, training, and learning. In this vein, interpreting Restrepo's (2009) proposal, classroom research can be classified into three main types, which are:

One, teachers' research on themselves and their practice. Teachers take on the role of researchers and investigate their own teaching practice and the processes they develop as educators, taking on an active role of self-research in order to transcend their own processes and strengthen their professional potential.

Two, teacher research on students. Here, the research teacher emphasizes training processes, learning difficulties, problems that arise in interaction (school coexistence), and findings that should be useful for generating intervention proposals to overcome the problems that affect students and the learning process in general.

Three, teacher research with students. The aim is a joint approach (teacher-students) to strategies that enable students to gain advanced research skills. It is an exercise that approaches research from an educational perspective, generating paths of inquiry to access understanding and joint knowledge development

Other authors who have generated theoretical and methodological reflections on classroom research include

(Alonso, 2020; Álvarez, Triana, and Ravelo, 2019; Arellano, Candela, Rockwell, Coll, 2021; Escudero, 2022; Flores, 2021; Isaza, Calle 2017; Mercado, Ravelo, Calle, Monsalve, 2022; Stenhouse, 2007; Sánchez, (2019) Williamson, Toreros, Durán, 2011).

The interest in studying subjectivity in teachers makes sense because subjectivity has an effect on social life and particularly in the educational and pedagogical sphere, where it (subjectivity) is reflected in actions to strengthen ethical-political and ethical-pedagogical horizons in favor of transformations in social life and, therefore, in education.

The guiding question is: What have been the effects on the subjectivity of teachers in postgraduate training in the development of the elective course I Paulo Freire pedagogy of transformation? which aims to generate inputs that allow for the continuous improvement of student learning, enhance the teaching (guidance) process of the course, and achieve concrete and documented understandings of the effectiveness and challenges of the course, allowing for adjustments and improvements to be made to the pedagogical, training, and learning processes, in line with the objectives of the elective course Paulo Freire: Pedagogy of Transformation.

Methodology

This classroom research was approached from a bioFigureical narrative perspective. In recent decades, narrative has gained greater participation and prominence in research. One of the elements of narrative research is to recover and consider the voice, experiences, and meanings constructed by the actors in the research as a construct for understanding social and subjective reality in the construction of knowledge.

Narrating is telling, recounting in a natural and chronological way the experience and subjectivities that emerge in social life and educational experience. Authors such as Landín and Sánchez (2019) argue that:

Narrating is a process that activates reflection to give meaning to lived experience and reveal the constructed meanings generated by the relationship that people establish with their world. This is the role of narrative in educational research (p. 229).

The bioFigureical-narrative method takes an interest in investigating the construction of people's lives in relation to their interactions with the social world and their effects on subjectivity as generators of personal, social, and political reality.

Continuing with the reflection on the bioFigureical-narrative approach, Connelly and Clandinin (1995) indicate that:

The main reason for using narrative in educational research is that human beings are storytelling organisms, organisms that, individually and socially, live lives that are told. The study of narrative, therefore, is the study of how human beings experience the world (p. 11).

Taking the above into account, it can be considered that human beings are by nature narrators and storytellers of their own lives, and researching narratives generates approximations of the personal and social ways of life constructed and lived by people in their sociocultural contexts.

Techniques used in the research

Two techniques were used to collect information for the research. Initially, autobioFigureical accounts were developed based on a guiding question posted in the course's virtual classroom, where the master's students wrote autobioFigureical accounts of their experiences as teachers and/or the contexts of professional development and the effects of the course on their subjectivities (desires, wills, thoughts, reflections, emotions, and actions).

AutobioFigureical stories. These are essentially based on the lived experience of the individual, where past experiences are brought into the present to be reflected upon, thereby providing a better understanding of the reflection and better guiding the narrator's actions in relation to the experience being narrated. For authors such as Juliao (2021), one:

One of the basic characteristics of autobioFigureical stories is that they recount lived experiences; they are also like tools that help us find meaning in life. The narrator recounts them, interprets them, and connects them to each other, and through them, the other characters who appear are always presented from the narrator's perspective (p. 83).

Therefore, by having the master's students write autobioFigureical accounts, we aim to gain insight into their experiences of life in the teaching profession and the effects of the course in question on the subjectivity of the participants in the classroom research.

Pedagogical workshop [PW]. This is a commonly used educational resource that is applied in various educational processes for the purposes of learning, teaching, teacher training, institutional planning, and curriculum evaluation. Here, the pedagogical workshop has a new purpose, which is to serve as a research technique for gathering information for classroom research. According to UNESCO (1988), the pedagogical workshop:

Experience has confirmed that TP is an effective training strategy and particularly suitable for teacher training professionals (...) TP should be a hands-on experience for participants—applying the principle of “learning by doing”—and offer them the opportunity to subject this experience to methodical analysis (p.III).

Following UNESCO's approach, TP is an educational resource that, on the one hand, promotes experiential learning where reflection and action are articulated, but also, TP can be useful in research processes that allow it to be interpreted from the perspective of generating new knowledge for social and educational transformation.

In this classroom research, the practical assignment with a research technique purpose was carried out using a digital application called Mentimeter, where participants responded to the workshop guidelines. Based on a coincidence analysis, the digital application generated word clouds, identifying relationships and showing the most relevant coincidences in the execution of the practical assignment.

Population. The population participating in the research consisted of 120 master's students who enrolled in the course corresponding to the first semester, identified as Paulo Freire's pedagogy of transformation, in the context from the online master's degree in education, Corporación Universitaria Iberoamericana. Teachers who are linked to the teaching profession and have professional experience ranging from 15 to 20 years of teaching come from diverse professional backgrounds, with degrees in various disciplines and others with non-degree training in engineering. These teachers work in various contexts throughout Colombia, in the departments of Nariño, Antioquia, Córdoba, Putumayo, Sucre, Arauca, Cundinamarca, and Guajira.

Results

This section presents the main results found in the course of the research. Initially, the results associated with the autobiographical account are listed in order. Table 1 shows the context and experiences, followed by Table 2, which shows the effects on subjectivity. Next, the results of the pedagogical workshop are presented in Figure 1, showing the effect on ethical-political issues, and finally, Figure 2 shows the impact on teaching.

Table 1. Contexts and experiences

Results of autobiographical narratives	Discussion and analysis
<p>M01 "I am 49 years old and was born in the gateway to the Amazon, Caquetá, in the city of Florencia, where I have lived my entire life. I graduated from the University of the Amazon with a degree in early childhood education and a specialization in pedagogy, (...) I have been working with early childhood programs for over 18 years."</p>	<p>This section of the analysis covers the contexts and experiences of teachers who are pursuing a master's degree in education and are taking the elective course I Paulo Freire Pedagogy of Transformation and participated in the classroom research exercise, with the autobiographical account and the digital pedagogical workshop.</p>
<p>M06 "I am from Quibdó, Choco. I have a degree in Social Sciences and six years of experience, four years as a classroom teacher and two as an educational support teacher in an indigenous educational establishment."</p>	<p>The teachers in question are in different contexts and located in different regions and diverse cultures of the Colombian nation. There is a notable presence of teachers in peripheral regions and distant municipalities in rural Colombia. Here are some of the municipalities and regions where they are working as educators: Florencia, Caquetá; Quibdó, Chocó; Sahagu, Cordoba; Cordoba-Tetón, Bolívar; Buenaventura, Valle del Cauca; Popayán, Cauca; Orito, Putumayo, among other municipalities and regions.</p>
<p>M07 "I am a graduate of the Lácides Iriarte Teacher Training College in Sahagún, Córdoba, with a specialization in Art Education. I have a degree in English from the University of Córdoba. I have twelve years of experience teaching elementary and middle school."</p>	<p>Similarly, teachers are participating in contexts of cultural diversity and working with diverse populations, such as Afro-descendants, indigenous peoples, mestizos, settlers, and/or peasants.</p>
<p>M08 "I have 21 years of teaching experience. In 2003, I began working in physical education. From 2008 to 2015, I worked at a private elementary school. In 2012, I joined the public sector as an arts education teacher in middle school."</p>	<p>Similarly, these teachers work in areas that have suffered decades of violence and intense internal armed conflict (forced displacement, massacres, drug trafficking, homicides), coupled with the absence of the rule of law to guarantee fundamental human rights to the culturally diverse populations of these regions.</p>
<p>M09: I am 39 years old, I was born in Buenaventura, Valle del Cauca, I am a sociologist, I worked as a classroom teacher for six years, and now I work in the Ministry of Education's Todos a Aprender (Everyone Learning) program.</p>	<p>In this context, teachers involved in the teaching process face not only the common problems of the education system (coverage, quality, learning), but also the challenges of intercultural education that recognizes diversity as a fundamental possibility for community building.</p>
<p>M10 "30 years of teaching experience. In my career as a teacher, I have been able to work in both the private and public sectors. In the former, I have worked with families in normal circumstances, and in the latter, with vulnerable populations, displaced people, victims of conflict, and dysfunctional families."</p>	
<p>M13 "I have 26 years of teaching experience at an institution located in a rural area of the municipality of Córdoba, Tetón, in the department of Bolívar, in the Montes de María region, an area that was marked by violence."</p>	

Results of autobiographical narratives	Discussion and analysis
<p>M14 "I am 56 years old, I was born in Florida - Valle and I have been living in the city of Popayán for 26 years. I have a degree in preschool education and worked as a classroom teacher for 12 years in the urban area of the city of Popayán. For the last two years, I have been working as a support teacher for the IncluyeT program of the Ministry of National Education."</p>	<p>In addition to the above, there is a psychosocial problem due to the effects of various types of violence, which can be considered to have had an impact on personal, family, and social life, close to collective trauma, where many young people have grown up as victims, as orphans, and many mothers as victims, as widows.</p>
<p>M15 "I have a degree in Early Childhood Education from the National Pedagogical University, where I learned about Freire's pedagogy, which I feel has shaped my career as a teacher, as has Vygotsky. I have 10 years of teaching experience, working with young children aged 1 to 5 in private and ICBF kindergartens in the city of Bogotá."</p>	<p>These issues must be on the agenda of pedagogical reflection generated by teachers, issues that must be addressed through pedagogical actions, requiring teachers to have the skills to tackle the realities of each of the challenges in contexts of prolonged violence with curricular and didactic persistence.</p>
<p>M16 "I have a degree in Early Childhood Education and 13 years of experience as a teacher in early childhood education in the urban area of the municipality of Medellín."</p>	<p>With regard to teaching experience, it is recognized that a high percentage are graduates in various disciplines and/or non-graduate professionals who joined the teaching profession through competitive examinations.</p>
<p>M17 "I am a graduate of the Putumayo Teacher Training College and have a degree in Mathematics from the Catholic University of Oriente (UCO). I have 24 years of teaching experience. I started as a primary school teacher in the rural area of the municipality of Leguizamo when I was 18. In 2021, I was appointed through a post-conflict competition."</p>	<p>Similarly, there is a wide range of years of experience, with some teachers having 5 years, others 10 years, 20 years, and 30 years of teaching experience. This suggests that they are teachers with extensive experience in the field of education, with strengths in know-how skills, the result of their experience and reflections built up to strengthen their actions.</p>
<p>M20 "I have a degree in Biology and live in the department of Putumayo, municipality of Orito. I am a teacher at the Bocana de Luzon Ethno-Educational Center. I have 11 years of work experience."</p>	<p>They are experienced teachers in the field of teaching and methodology and didactics, who have begun their postgraduate training at the master's level in education, with the aim of qualifying themselves and equipping themselves with better and greater reflective and theoretical skills that will allow them to broaden their understanding of the educational world and act as citizens of education based on a global understanding of education in order to act appropriately at the local and contextual levels.</p>
<p>M21 "I am 30 years old, I am a systems engineer, and I have been teaching since 2022. So far, I have worked in rural schools in areas that have been somewhat affected by violence from illegal armed groups."</p>	
<p>M22 "I have been a physical education and sports teacher in the Colombian teaching profession since 2006, working in several remote regions of my department of Cauca."</p>	<p>When teachers were asked about their prior knowledge of Paulo Freire's ideas, a small percentage indicated that they had studied Freire's ideas during their undergraduate training.</p>

Note: Analysis of contexts and experiences through excerpts from autobiographical accounts.

The following are the results regarding the effects on subjectivity in teachers undergoing postgraduate training.

Table 2. Effects on subjectivity

Resultados de relatos autobiográficos	Discusión y análisis
<p>M01 <i>"Learning about Paulo Freire's pedagogical ideas has changed the way I think, feel, and act, encouraging me to recognize education as an active, reflective process that underscores the importance of using education to empower ourselves and generate social change. It has motivated me to promote the construction of learning, encouraging children to ask questions, think critically, and be active participants in their learning process."</i></p>	<p>When analyzing the autobiographical accounts constructed by the master's degree teachers who participated in the classroom research, it can be understood that the elective course I Paulo Freire Pedagogy of Transformation has had some effects on their subjectivity.</p>
<p>M02 <i>"The Paulo Freire course in my professional life has helped me understand that implementing an approach where students act as active participants in their learning process is extremely important in the context where I work. (...) When content is presented to them from a 'banking' approach, I notice that learning is hindered. I have become aware of this thanks to Freire's pedagogy of transformation course; before, I did not differentiate between the two situations."</i></p>	<p>It is primarily recognized that the master's students have come to understand that education is in itself a political process, insofar as it serves one or another social project and, consequently, favors one or another social group, legitimizing meanings where people normalize and/or naturalize certain relationships of power and domination or, on the contrary, constitutes indignation at relationships of domination and strengthens their transformation.</p>
<p>M05 <i>"Since taking Paulo Freire's course, I have questioned the perspective that underpins my professional practice. I have asked myself whether the education I am providing is really based on a critical approach that enables the transformation of social reality, or whether it is closer to traditional paradigms."</i></p>	<p>Another effect generated in the subjectivity of the teachers is identified when they report that they now have a greater level of interest and commitment to the educational and pedagogical process, where a committed teacher is forged, who assumes education, or rather education, as necessary for the transformation of the problems present in local, regional, and international contexts.</p>
<p>M10 <i>"has allowed me to get involved in promoting community learning, where the context allows us to build trust and together create a classroom space that provides the opportunity to be free. This means developing multiple skills, overcoming weaknesses, and strengthening attributes. That said, there is a big difference between the teacher I was at the beginning of the course and who I am now."</i></p>	<p>Teachers who strengthen their pedagogical-political commitment, generating in them a passionate feeling for their teaching practice, being aware of their transcendental role in the formation of new generations, achieve greater passion, dedication, commitment, and desire, a subjective process that enhances action for the education of children and young people.</p>
<p>M11 <i>"The Paulo Freire Paulo Freire Pedagogía de la Transformación course has been an enriching experience as a teacher. This pedagogy, focused on liberation and awareness, has fundamentally changed the way I understand my role as a teacher and the potential impact I can have on my students' lives."</i></p>	<p>From the above, teachers consider and assume that teaching is politically useful to society insofar as it promotes the transformation and resolution of problems experienced by people. Therefore, teaching is an encounter to transfer tools to children for greater levels of moral autonomy (to make their own decisions) and intellectual autonomy (to be able to organize ideas and think for themselves), and to relate to the dominant and hegemonic power in a rebellious way for its transformation and democratization.</p>
<p>M12 <i>"I have been incorporating aspects related to what is expressed in pedagogy for transformation, which facilitates teaching in the pursuit of true education, but it becomes difficult when you are part of an oppressive system. It provides motivation to work against the tide, favoring the educational population and not the system."</i></p>	<p>Therefore, teachers today must see themselves as citizens of education, where, on the one hand, they understand the theories and global issues of education, but, on the other hand, their actions take place in a context that is localized and mediated by the local culture, in which they must intervene to transform what is necessary and maintain what is convenient.</p>

Resultados de relatos autobiográficos

Discusión y análisis

M15 "From the teacher I was before to the teacher I am now, I constantly ask myself whether my students' learning has been meaningful, since it is very important at the ages I work with, because that is when the first foundations of knowledge are laid. For this reason, when I read Freire, I ask myself: What kind of man or woman do I want to shape for society? Am I doing it right? Among other questions."

M16 "Reading about Paulo Freire fills me with hope for my work as an educator and the transformative changes I am bringing about in children. Every day is a different learning experience, and it is dignified to the extent that I, as a teacher, accompany them with love and patience, recognizing their interests, needs, and particularities that allow me to strengthen their learning process."

M18 "It has led me to create more opportunities for dialogue with students and learn more about their circumstances. It helps me develop teaching strategies that contribute to their lives. I had a communication barrier with some students. Not knowing their context, I was unwittingly creating a deficiency in their learning. As a teacher, I was creating pedagogical obstacles. After remembering Paulo Freire, I developed a closer relationship with the students, which has allowed them to show improvement in their learning."

M19 "The Paulo Freire course has helped me understand many of the pedagogical actions of participatory learning in the educational context. It has also led me to improve my interpersonal interactions with each of the people I interacted with during the training process. Likewise, I feel that positive and favorable changes are taking place in my teaching methods."

La The elective course Paulo Freire Pedagogy of Transformation has prompted self-reflection among the teachers, which is referred to as reflection on oneself. These teachers say that they are in a state of constant self-examination, where they recognize their strengths but are also aware of the areas for improvement in order to achieve comprehensive excellence. Therefore, a teacher who is in a state of constant reflection and training generates better learning outcomes for their students.

These are teachers who are constantly striving to be more and better (more teachers) and (better people). This means that they are constantly reflecting and learning. Being a better teacher involves continuous improvement in the theoretical, disciplinary, methodological, and didactic domains of the disciplines. but also becoming better human beings, having the ethical and political clarity that commits them to a project of society that is based on the training of a type of man and woman that corresponds to the ethical and political and/or ethical and pedagogical horizon.

Teachers being aware of the effects they can have on students' lives generates a shift in relation to the training process and favors students rather than the hegemonic system. Favoring students means transferring to them greater powers so that they can challenge the established system. This is developed through dialogue. Being open to dialogue is, on the one hand, a democratic pleasure that recognizes others as equals in humanity, but also, in encounters through words, it is the possibility of recognizing the other in their otherness.

Note: analysis of effects on subjectivity through autobiographical accounts.

Figures 1 and 2 below show the results obtained from the digital teaching workshop, with Figure 1 focusing on ethical and political effects and Figure 2 on the impact on teaching.

Figure 1. Effect and understandings in ethical-political matters**Elective I course Paulo Freire Pedagogía de la Transformación and its effects on ethical-political reflection as an educator**

37 responses

**Note:** Word cloud representing ethical-political effects Own work, 2024

Discussion and Analysis

The virtual pedagogical workshop was conducted using the Mentimeter digital application, where the initial question was: *What effects has the elective course Paulo Freire: pedagogía de la transformación had on your ethical-political reflection?* The interaction format was organized by word cloud, where a visual representation is configured and the most frequently used words are placed in the center and are larger in size, with the less frequently used words being placed at the margins until they reach the periphery.

Figure 1 shows that the most frequent theme in the ethical-political reflections developed by the master's students is change. In this vein, the ethical-political sense of the master's students is rooted in a socio-anthropological reflection and is therefore ethical-political, given that all educational and pedagogical acts are guided by a horizon that gives them meaning, namely, the project of building society and the desire of men and women to educate through pedagogical processes.

Therefore, change as an ethical-political condition, which is also ethical-pedagogical, is the basis and horizon of pedagogical and educational processes. These constitute the means and methods for achieving the desired social project. In this sense, education is political, and pedagogy is a qualifying adjective that indicates how the dream of society is achieved.

Furthermore, teachers are above all politicians, because their teaching practice constructs cultural meanings that favor or oppose change in society. In other words, what teachers do or fail to do serves one social group or another that is disputing cultural meanings. Therefore, today we need teachers who are citizens of education, who understand global theories and problems to change realities and overcome local injustices.

Figure 2. Incidents related to teaching

Elective I course Paulo Freire Pedagogía de la Transformación has begun in his reflection on teaching

77 responses



Note: Word cloud representing incidents related to teaching. Own work, 2024

The virtual teaching workshop was conducted using the Mentimeter digital application, where he then asked the following question: *What impact has the elective course Paulo Freire: Pedagogy of Transformation had on your teaching?* The interaction format was organized by word cloud, where a visual representation is configured and the most frequently used words are placed in the center and are larger in size, with the less frequently used words being placed at the margins until they reach the periphery.

In the same vein, Figure 2 shows that the most frequent coincidence in the incidents in teaching that the teachers have identified is centered on dialogue. In this sense, teaching is understood as a dialogical process that serves the democratic and humanizing formation of the person. Consequently, every educational and pedagogical act is formative insofar as it strengthens the cultivation of humanity, understanding humanity as the capacity of people to have relationships of empathy and sympathy with others, but I am outraged by acts of injustice against those who are relatives and distant ones.

For teachers participating in classroom research, teaching is fundamentally a dialogical act that humanizes and strengthens the ability to recognize differences and otherness. Given the crisis of humanity that society is undergoing, it is essential to strengthen the pedagogy of dialogue, because it contains elements of collective agreements that allow us to overcome the hardships we are facing and move towards the transformation of local and global realities.

Provisional Conclusion

The interest of social theory in studying subjectivity lies in the social effects it generates in the established order, and its impact on affecting stability and influencing change. In this vein, researching the effects of the elective course Paulo Freire's Pedagogy of Transformation on teachers in postgraduate training is given by the possibilities of transforming the problems of the educational system in the contexts where they live, in addition to the classic problems of the educational system, such as quality, coverage, and school repetition. In the contexts investigated, local problems that challenge teachers are noted, these include: developing interculturality through educational and pedagogical processes; overcoming the collective trauma caused by multiple acts of

violence during the armed conflict with pedagogical proposals focused on dialogue to reinforce forgiveness as a mechanism for overcoming and sociocultural transformation.

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Origin

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Ethical Aspects

During the classroom research, ethical principles specific to knowledge generation in the social sciences and education were put into practice, ensuring the correct handling of data collection and processing. To this end, informed consent was implemented, whereby participants acknowledged the purposes of the research, the characteristics of their participation, and the different phases of the research process.

Conflict of Interest

The author expressly and directly declares that there is no conflict of interest with the information presented in this article and its subsequent publication.

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