Improvement of the English Training Project III, Through Training Action Research from Socioformation

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ABSTRACT

The research consists of a strategy applied from the socioformation since it is a new approach based on the ethical project of life. When applying the research, the deficient planning of the training project from the socio-formative model of the Indoamérica Technological University could be detected as a problem. The purpose is to present an improvement in the planning of the English training project. The applied methodology is the analysis of a training project from the socioformation, with the aim of improving the planning processes following certain educational references such as trans disciplinarily, collaborative work, the rubric, and the final product, contributing to the solution of a real problem of the context.

INTRODUCTION

Educational models and approaches, throughout their epistemological process, have had a favorable evolution for society. Although it should be noted that in the educational systems of the world, the traditional education is still applied, which is focused on the contents of the different subjects. Information society is closely related to changes and transformations in society. The term knowledge society was used for the first time in 1969 by Druker, where the harmony of industrial society began to change and social changes such as serial production, the role of workers and social development began to appear. In the emergence of this new society, the tendency is to value knowledge more than raw materials and capital, elements that were more important in industrial society (Tobón, Guzmán, Silvano and Cardona, 2015). The knowledge society emphasizes the power to create and integrate new knowledge and to be able to access information (Unesco, 2005). This requires an educational process focused on students learning to learn and undertake through projects.

Training projects in socioformation are based on articulated activities aimed at solving problems in the context, considering collaboration. All this includes complex thinking, transversality, flexibility and evaluation, all oriented to learning, promoting continuous improvement through feedback (Huanca, Quispe and Mamani, 2021). Socioformation is a new educational approach that seeks to respond to the challenges of training for the knowledge society based on the implementation of transversal training projects. It allows to move towards sustainability, which indicates, form people with a holistic vision, identified with the progress of humanity (Iñiguez, Martínez, Tobón, and Soto, 2021).

Socioformation is based on enhancing the talent of people and groups, to achieve the knowledge society and so, sustainable social development by solving problems in the context. Therefore, collaborative projects are used to improve the living conditions of the communities (Lara and Tapia, 2019). It arises in Latin America thanks to the contributions of Morin for the search for new strategies according to complex thinking. Already in 2004, further progress was made, presenting its methodology, provided by Tobón, which is applied in Latin America and other countries such as Spain and Portugal. Other researchers have focused their work on the axes of the approach, such as: García Fraile, López Calva, López Rodríguez, and Aguilar Álvarez, 2012; Pepper, 2011. A very positive aspect is that socioformation goes beyond learning, passes to training and is guided to collaborate with the rest of the members, it is articulated with the context and technology, with the aim of achieving sustainable social development (Tobón, 2021).

TRAINING PROJECT METHODOLOGY

It is important to emphasize that in a training project from socioformation, aspects such as: the title, the transversality, the competences, the problem of the context, the activities to be developed, the evidence or products and the resources must be considered. These are shortly explained below:

Title: attractive, eye-catching and related to the problem to be solved.

Transversality: it covers different disciplines and areas of knowledge.

Competences: The criteria or learning are proposed based on the established competencies.

Context problem: context problem to be solved, related to competencies and criteria.

Activities: related actions to identify, interpret, argue and solve the problem that arises; the appropriation of the necessary knowledge and the metacognitive process.

Evidence: products that students present as they progress through the activities.

Resources: materials, means or equipment used to carry out the activities to finally present the evidence.

The evaluation of competences is the process in which the student obtains pertinent feedback to improve and develop talent and performance facing problems based on different knowledge, seeking to advance towards a higher level of performance with concrete actions in the student, classroom, teaching strategies, resources, teacher tutoring and support from family and society.

This article aims to present improvements of a training project at the Indoamérica Technological University, which applies the socioformative model that has the characteristics of solving real problems of the context, critical and continuous research, motivation of students and teachers towards entrepreneurship (Tobón, 2019). Also, describes the didactic planning for the English training project III, third level face-to-face modality, which consists of the planning and development of activities that contribute to the collection of waste in the community, and improve the conditions in the community (Tobón, 2017).

The perceived objectives are: 1) to self-evaluate a training project with its achievements and aspects to improve, 2) to plan a training project for English subject at the third level, considering the methodology of socioformation; and 3) socialize this didactic planning through training projects to contribute to the work of teachers and have a positive impact on the training of students.

METHODOLOGY AND TYPE OF STUDY

An analysis of a training project is carried out from the socioformation, with the aim of improving the planning processes following certain educational references. According to Duque and ideas from Tobón, in his article Improvement of the Training Project of Learning Environments in the Basic Education Career, in which has been raised how important research is in the transformation of social processes, always considering socioformation (Duque, 2020).

Procedure

The analysis and planning process based on training projects was developed considering ideas raised by Huanca and the rest of the authors, considering phases for the analysis, evaluation and elaboration of the new training project, applying the socioformative approach. This article only presents the final result obtained from the improvement of the training project, which can serve as a basis and guide for teachers (Molina, Guevara, and Suarez, 2021).

THE REFERENCES SECTION

The socioformative approach at Indoamérica Technological University and its more specific application in the teaching of English as a foreign language is presented. For many reasons the Indoamérica University follows the postulates and foundations of socioformation, which are mentioned:

1. Good results are obtained in the curricular, didactic and evaluation areas.

2. It is an updated approach and responds to the expectations and objectives of today's higher education.

3. By applying, it contributes to the development of the knowledge society, and therefore, to sustainable social development.

4. The four functions of the institution are fulfilled: management, training, research, and professional practice training.

5. Inter and trans disciplinarity is promoted.

6. It is based on complex thinking and prompts research based on the needs of society.

7. Entrepreneurship is contributed.

Applying this socioformative approach contributes to enhancing the talents of students to solve problems in society, not the mere understanding and learning of content and knowledge of different subjects, or specifically English.

Therefore, the institution bases its work on the following aspects of socioformation:

Management: The entire university community is capable of managing and co-creating knowledge with the aim of solving the community's problems. In this way, collaborative work is contributed.

Training: To train enterprising people, with the capacity to carry out training projects to improve the conditions of the community.

Research: Apply critical analysis in lines of research. Students build, appropriate and apply knowledge through rigorous sources of knowledge to solve problems in the environment.

Professional practice training: The training project links the student with the community, contributing to the identification, interpretation, argumentation, and resolution of real problems in the context, creating opportunities and collective benefits.

Proposal for a Training Project Considering the Socioformation Methodology

The English training project does not focus on content, but on solving real problems in society. The teacher has the task of guiding students to detect these social problems such as: housing, human values, etc. Through the contents and knowledge of the language the teacher can use them to work with the students and be treated as a means for the students to present the expected final product, such as reports, essays, or oral presentations. Fulfilling all this, it would be contributing to the functions of the university, which are: management, training, research and professional practice training.

Table 1 shows actions to improve the deficiencies detected, bearing in mind aspects of socioformation. The improvements represent: 1) focus on competencies; 2) detection of context problems; 3) planning the diagnosis to identify students' previous knowledge; 4) planning activities that contribute to collaborative work; 5) planning of partial products by workshops and final product; 6) solution to the problem of the context, achieving a more realistic training according to the needs of the community; 7) planning relevant assessment instruments.

Table 1. Improvements in the planning of the English training project regarding its didactic component.

Training project title	English III			
Career, post degree or on-going education program	English			
Semester	Third level			
Credits	4			
Modality	Face-to-face			
Specific competence of the graduate profile which this project is related	Manage language on topics that require short answers in relation to their personal and social exchanges.			
Generic competence to be developed	Communicates in English to integrate into the knowledge society, within the framework of multiculturalism and European standards for languages.			
Context challenge or problem to be addressed or solved by students	Environmental pollution is one of the problems we face every day as a society. The challenge is to promote environmental awareness in the neighborhoods of each student through innovative environmental practices aimed at the classification of common waste that contribute to a better quality of life.			
Central product to be achieved	An explanatory video on the results of the campaign of how people should recycle waste in their neighborhood using vocabulary, grammatical structures, writing and speaking, where it is shown that students have acquired the language skills for this level.			
Minimum contents (essential knowledge)	Grammar structures and vocabulary related to the topic. Structure and writing of reports in English. Correct pronunciation and articulation of vocabulary and application of grammatical structures, both when speaking and writing. Approach, study, analysis, solution and application of the problem from different theories of complex thinking.			
Transversality (from the multi, inter and / or trans disciplinarity)	It includes various articles in English on the collection and classification of household and community waste. Transmits phrases and ideas in English to encourage correct ways of collecting waste from home and community. Create informative flyers to handle household and community waste. Social Sciences. ICTs and mastery of digital design. English.			
Workshop	Workshop 1	Workshop 2	Workshop 3	Workshop 4
Learning outcome to be achieved	Learn about the most appropriate	Plan innovative ways to collect waste	Develops and applies innovative ways to	Promote a campaign of the waste classification

	forms and importance of waste collection in different contexts.	and improve sustainable practices in the community.	collect waste that promote a culture of caring for the environment.	in the community.
Workshop title	Analysis and study on waste management.	Ways of waste collection.	New culture for caring the environment.	Community residual campaign.
Workshop Title 1 or Phase 1	Unit 1 and 2. Analysis and study on waste management.			
Learning outcome 1	Learn about the most appropriate forms and importance of waste collection in different contexts.			
Time in hours and weeks of workshop 1	60 hours 4 weeks			
Expected product of the workshop 1	A collage in which students present different forms of waste management and its importance.			
	Articulated activities.	Evaluation. Workshop product and complementary evidence.		Resources.
	Sensitization. Presentation of the objectives of the workshop through a meeting in TEAMS. Creating a group of WhatsApp to establish communication where feedback between teacher and students predominates. Analysis of a case related to the topic of the workshop (previous knowledge)	Meeting uploaded in the virtual classroom. Individual analysis and group discussion of case study.		TEAMS platform. Case study. Virtual classroom. Reflection questionnaire.
	Product agreement and understanding of the assessment instrument. Brainstorming with the aim of addressing the context problem. Students analyze and learn to apply the assessment rubric. (The rubric will be placed in the virtual classroom of the University) Elaboration of a concept map of the problem where causes and effects are reflected.	Meeting uploaded in the virtual classroom. Collection of ideas through a forum. Evaluation rubric analysis and suggestions for improvements. Concept map.		TEAMS platform. Virtual classroom. Forum. Evaluation rubric. Concept map format.
	Diagnosis of previous knowledge. Answers to questionnaire to define concepts about collection and waste. Analysis and discussion of a case study on a topic related to the workshop.	Answers to questionnaire about concepts and definitions of collection and waste. Forum to give answers. Individual and group activity on case study.		Questionnaire for reflection on concepts. Forum. Case study. Questionnaire for reflection on a case study. Virtual classroom.
	Knowledge management. Synthesis of conceptual proposals through slides. By means of rigorous sources, articles and scientific journals will be sought that allow to	PowerPoint slides on the topic addressed. Scientific articles, magazines		PowerPoint software. Computer. Internet.

know about the collection and management of household waste Know the most appropriate forms and importance of waste collection in different contexts through rigorous sources	and any rigorous source that provides information on the topic. Share information for peer evaluation	Articles and relevant information collected.
Contextualization, methodology and / or examples: Slides presentation, encouraging the participation of students on current actions and processes that are applicable to the object of study. Search, reading and selection of relevant information on the collection and importance of household waste	Analysis and reflection on information presented on the slides. Report on the results obtained from the research on the search, analysis and selection of relevant information	Diagnostic report. Virtual classroom. Internet. Computer. PowerPoint software. Results report.
Collaborative application: Brainstorming forum analysis, to direct towards the problem of the context. Ideas on improvements to assessment instruments and final product. Exchange of relevant information obtained from the review of rigorous sources for improvements. Presentation of the collage by meeting in TEAMS and opinions on its relevance.	Presentation of the problem by each team. Proposal of evaluation instruments and final product. Presentation of the information obtained relevant to the study. Collage where you can appreciate the different forms of waste management and its importance.	Forum. Virtual classroom. TEAMS platform. Rubric and assessment instruments improved. Written compilation of information. Feedback messages by WhatsApp. Collage.
Product improvement from evaluation: Format and aspects to be considered for the elaboration of the final product are established, and it is shared between students and teachers to obtain improvements.	Format and important aspects of the final product reflected in the evaluation rubric.	Virtual classroom. Product format. TEAMS platform. Rubric.
Product and experience socialization: Sending a written compilation of relevant information obtained through a bibliographic study. Oral exposition and collage defense. Relevance evaluation between the problem and the product presented. Forum for reflection on possible improvements of each product by teams.	Written report of relevant information analysis about the topic. Oral presentation of the collage using current digital tools such as PowToon, Geneal.ly, Prezi, etc. Analysis of reflections captured in the forum.	Computer. Virtual classroom. TEAMS platform. Presentation of the product. Collage. Forum.

CONCLUSIONS

The planning of the first training project evaluated did not consider aspects and fundamental axes of socioformation and these were improved, such as: real problem of the context, evaluation focused on competencies and skills and not on content, solving the problem of the community benefit and its sustainable social development.

The methodology used in the improved training project has positive aspects in its methodology, as it conceives the activities and processes in an articulated way to achieve a proposed end as a final product, which is mentioned by many authors and researchers who work on socioformation.

The new training project overcomes the previous one in many aspects, as it focuses on the solution of a real problem of the context from the English subject, with a successful didactic planning of training projects from socioformation.

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