



El taller en la práctica metodológica de la Educación Superior

The workshop in methodological practice in Higher Education

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Resumen

El artículo aborda aspectos de carácter teórico vinculados a la estructura del taller metodológico, ofrece ejemplos de los mismos en la disciplina Historia Universal. Partiendo de las insuficiencias que existen en el empleo de esta forma de trabajo en el orden metodológico, tiene como objetivo reflexionar en torno al taller metodológico como estilo de trabajo en la Educación Superior. La temática aborda la utilización de los documentos históricos escritos, se ofrecen ejemplos de cómo realizar talleres metodológicos. Para ello se emplearon métodos teóricos y empíricos. Este trabajo constituye el sustento de los resultados obtenidos en Tesis de Maestría.

Palabras Clave: Talleres docentes metodológicos; Trabajo metodológico; Documentos históricos; Proceso interactivo

Abstract

The article deals with theoretical aspects related to the structure of the methodological workshop, offering examples of them in the Universal History discipline. Starting from the insufficiencies that exist in the use of this form of work in the methodological order, it aims at reflecting on the methodological workshop as a style of work in Higher Education. The theme deals with the use of written historical documents, examples of how to carry out methodological workshops are offered. Theoretical and empirical methods were used for this purpose. This work constitutes the support of the results obtained in the Master's Thesis.

Keywords: Methodological teaching workshops; Methodological work; Historical documents; Interactive process

Introduction

Within any contemporary educational system, Higher Education is called upon to respond to the needs imposed by economic and social development through the training of professionals who will face the impetuous progress of science and technology.

The training of these professionals is carried out on the basis of curricula that ensure that they graduate from higher education prepared to solve the various problems that arise daily in their future scenario of action. Therefore, the methodological work carried out by undergraduate teachers should be based on sufficiently dynamic and flexible designs, allowing the development of scientific pedagogical processes, where modes of action are offered to face with quality the challenges and transformations of the current Cuban school.

The above mentioned allows directing attention to the fact of the existence of limitations, in the methodological order, referred to the selection and use of written historical documents, mainly, of a classic of Marxism, V. I. Lenin, and to the establishment of interdisciplinary relations in this context.

The importance and usefulness of the work is based on the need to prepare teachers who teach the different subjects that make up the Universal History discipline, from the methodological work and through the workshop, in the selection and use of written historical documents with emphasis on those of V. I. Lenin and the establishment within them of relations in the interdisciplinary order.

For this purpose, important elements are offered in the theoretical order about the workshop and it is exemplified how to do it both with written historical documents and to achieve the establishment of interdisciplinary relations. All the above leads to the good development of the teaching-learning process of the referred discipline.

In this sense, the objective is to reflect on the methodological workshop as a work style in Higher Education, given its effectiveness in the improvement of the teaching staff thus as well as the innumerable advantages it has in all areas.

Development

The methodological work has proved to be one of the most important and expeditious ways to achieve the improvement of the efficiency of the teaching work in general and of the pedagogical mastery of each teacher in particular, which has several directions and each one of them, specific forms of organization.

Among these forms are the methodological meeting, the demonstrative and instructive methodological class, open classes and class controls, but in recent years the methodological workshop has been gaining ground as a new form, based on the needs of the teachers themselves, the emergence of new pedagogical approaches and the necessary debate and reflection that should be developed within universities.

The methodological work in Higher Education is endorsed, among others, by the Ministerial Resolution 2/2018 in its Chapter 2, Article 17:

Methodological work is the one that, supported by didactics, is carried out by the subjects involved in the educational teaching process, with the purpose of achieving optimal results in this process, hierarchizing the educational work from the instruction, to fully meet the objectives formulated in the curricula. (p.3)

Workshop is a term derived from the French word atelier which has several meanings: studio, workshop, office, etc. and its origins come from the Middle Ages as a place where apprentices are trained. (Calzado, 1998) points out the diversity of pedagogical activities that are called workshop, which has also been categorized as method, procedure, technique and form of organization of the pedagogical process. (p.5.)

An in-depth analysis of the different definitions given to the term in discussion by various scholars of this subject suggests the existence of common elements among them, which can be summarized as follows:

- Its conception favors team or group work.
- A close link between theory and practice is achieved.
- Its objectives are directed to the exchange of a particular methodological problem related to professional work.

Countless authors have devoted their research work to the topic of the workshop as a form of organization of the educational teaching process, among them Matos (2004), Calzado (1998, 2004), Ruiz (2005), Calero (2005) and as a form of methodological work: Collective of authors of the ISPEJV (1995), (Torricella Compiler (2007).

The definition of workshop by D. Calzado (1998) is assumed, since it is linked to the undergraduate pedagogical process, an element that differentiates it from the rest of the forms of organization with a more integrative look, thus responding to a more current trend of the university teaching-learning process.

It considers the workshop as a form of organization that agrees with the problematizing and developmental conception of education, to the extent that, through it, the dichotomy between theory and practice, production and transmission of knowledge, skills and habits, research and teaching, thematic and dynamic, a phenomenon presented to a greater or lesser degree in some of the forms of organization used so far, is overcome. The analysis of this definition allows us to understand that the workshop offers greater alternatives in terms of the didactic functions it can fulfill.

We also agree with the definition of workshop offered by Dr. Ceila Matos Columbié in 2004 where she refers:

The workshop facilitates the fulfillment of requirements such as the formation of results, professional and vocational orientation, and the elevation of culture in general and trains and profiles the scholar in the questioning of all learning activity and in fact turns it into a deep analyzer of the teacher's professional competence. (p. 66.)

In the present work is used as a way to provide a solution to the determined problem, the methodological teaching workshops that are considered in Higher Education as a fundamental type of methodological teaching work which is endorsed in the Ministerial Resolution 2 / 2018 in its chapter two, second section article 56. Se asume la definición de taller metodológico ofrecida in the aforementioned resolution, specifically in its chapter eleven, article 54 where it states that:

It is the type of methodological work that aims to discuss about a problem related to the training process and in which teachers present experiences related to the topic discussed. Alternative solutions to the problem are projected based on the knowledge and experiences of the participants. (p. 24.)

The implementation of this fundamental type of methodological teaching work allows university professors, who direct the teaching-learning process, to prepare themselves to fulfill their social task in an optimal way. For this purpose, they need to raise their professional levels with their constant updating in the new approaches of the teaching task, being the systematic self-preparation of their own methodological work within the departments, careers and groups of disciplines and subjects.

This analysis allows arriving at important conclusions regarding the methodological workshop that plays an important role as a form of organization where critical debate is stimulated in learning activities where students and teachers play different roles, but united in the fulfillment of a determined objective based on problematic situations that generate development indicating a theory-practice link on the basis of cooperative and participative work.

The analysis of the workshop allows us to assess its didactic potential, which enables us to include it in the methodological work dynamics of the discipline, year, department or faculty collective.

The following are essential features of the workshop

- It is a variant of the methodological work that can be inserted within its dynamics, according to the needs of the teachers.
- It works through group interaction; the methodological problem is the object of analysis, evaluation, reflection, debate and solution proposals by the participants.
- It fulfills the functions of updating, integrating, reflecting and researching.
- It makes it possible to raise the professional level of teachers by dealing with problems specific to their professional level and discussing problems intrinsic to their pedagogical work with the aim of seeking ways to optimize them.
- It has an introduction, development and conclusions, as any methodological activity.

From the above it can be inferred that the workshop, used in the teaching-learning process as a form of organization or as a form of methodological work, makes it possible:

- The reflection of a group where knowledge is contributed and collected to analyze reality and find the tools to transform it scientifically.

- Knowledge is built in a participatory way, through collective exchange.
- The link between theory and practice is encouraged, through the development of an attitude of searching for the causes and consequences of the problems in order to project solutions from them.

The methodological workshop system is structured by stages as described below and each workshop in particular presents a common structure that responds to the one established by the system in general.

The stages do not constitute a dogma, they are susceptible to be changed, in their execution they are not rigid; on the contrary, they constitute suggestions that must be adequate to the nature of the methodological problem approached and the study objective of the course, discipline or subject.

Stage of selection of the educational problem

It constitutes the guiding thread for the development of the methodological workshops, the coordinator should explain to the audience the reasons that support the problem in question:

Group organization stage

The methodological workshops will be properly organized in order to guarantee their correct execution. Professional tasks will be assigned to each group or team, as well as the resources and time available to them. This stage is decisive for the teachers' understanding of the methodological objectives of each workshop, based on their previous self-preparation for this activity.

Execution, reflection and group exchange stage.

Depends on the two previous stages. The previously formed groups or teams assume the leading role in the interventions, based on the reflections made. The assigned tasks are executed and the possible causes of the methodological problem under analysis are studied in depth. The level of self-preparation and the criteria to be defended are tested, and the experiences are exchanged, analyzed, presented in order to reach a consensus and the possible alternative solutions to the problem are evaluated. As much time as possible should be allocated to this stage.

In addition to the preparation of the speakers, the general workshop facilitator's ability to conduct the exchange and record the main agreements should be emphasized.

Final evaluation stage

The facilitator who has organized the methodological workshops should make the final conclusions, considerations and assessments of the workshop results and their ways of concretization.

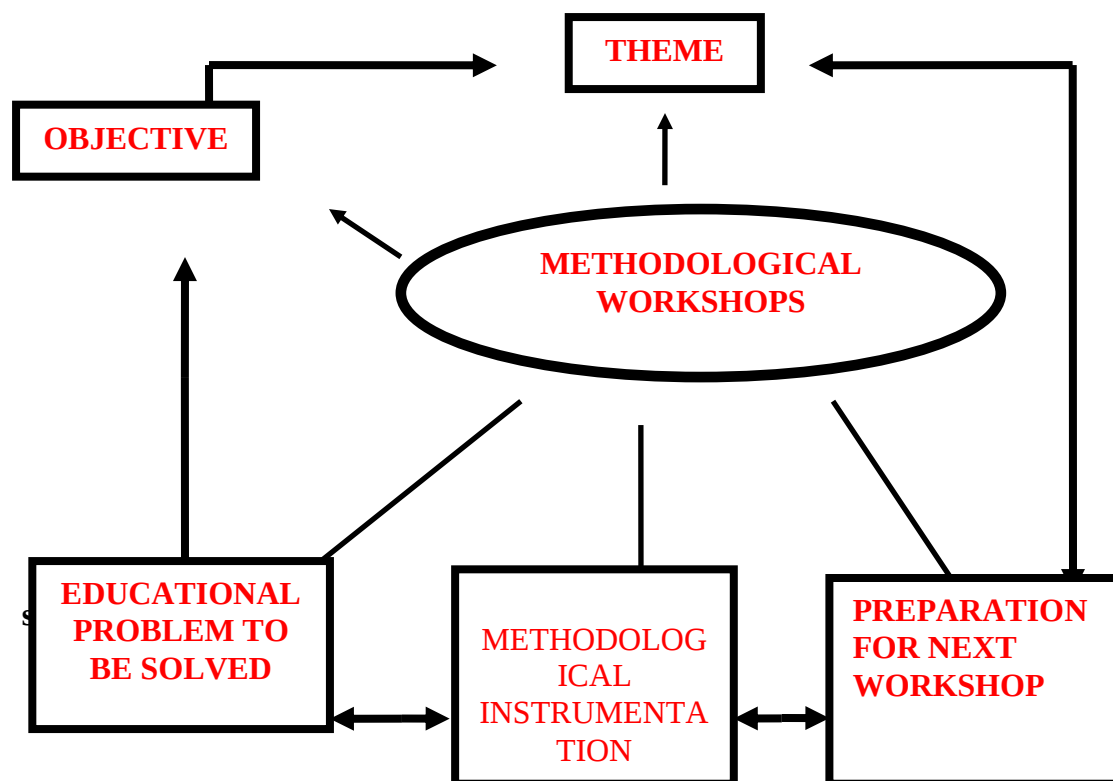
The criteria and opinions of the participants will be listened to, what they have contributed to their professional pedagogical preparation; likewise, the best contributions and interesting proposals will be recognized.

The proposed stages can be combined according to the criteria set out above; they have been arranged in a logical order so that they can be differentiated into introduction, development and conclusions. As with the other forms of methodological work, a document summarizing the work of the workshops and the main agreements should be duly recorded.

Each of the methodological workshops is made up of the components that are presented and respond in their concreteness to the completion of each of the stages determined for the system in general.

In accordance with the above, it is possible to represent the relationship of the components that make up the structure of the methodological workshops as shown in the following diagram:

Figure 1: Structural components of the methodological workshop



Source: Self made

Examples of methodological teaching workshops

Title. The selection of written historical documents

Topic. Methodological criteria for the selection of written historical documents.

Objective. To reflect with teachers on the criteria to be taken into account for the selection of a written historical document.

Educational problem: How to achieve the adequate selection of a written historical document?

Execute. Head of the discipline.

Participants. Teachers of the discipline.

Methodological instrumentation

The facilitator begins the work session by explaining the theme, objective and educational problem to be solved during the workshop and will propose to the participants to share the results of the previous workshop.

The exchange of the results of the study carried out by the teachers begins, with special emphasis on the elements they determined in order to propose the historical written documents to be used in the program under study.

Explain to the teachers that the selection of a written historical document for its appropriate use as a teaching medium in history classes and specifically in the subject Universal History III, is not a casual and isolated fact.

Within the teaching-learning process of the aforementioned subject, there are aspects that condition this element, therefore, it is necessary to establish criteria that favor the basis of the selection.

The workshop facilitator provides team members with a worksheet containing the criteria suggested in the selection of a written historical document for them to analyze and exchange with regard to them. This interactive process allows the enrichment of the experience systematized during the research.

The worksheet has the following structure:

Title. Criteria in the selection of a written historical document.

Objective. To explain the importance they attach to the criteria for the selection of written historical documents.

Content of the worksheet. Selection criteria:

- Availability of the material containing the written historical document.
- Mastery of the content of the documents related to the topics to be addressed.
- Results of the diagnostic applied to the students in the subject.
- Correspondence between the content of the program topics and the selected document.
- The amount of time designated to teach the program.

- Articulation between the objectives of the program of the discipline and specifically those of the program.
- Relationship between the selection of the method to be used and the selection of the document.
- Affordability of the language of the document in correspondence with the level of the student.
- The contribution of the content of the document to the understanding of the facts or processes of history to which it relates.
- Purpose for which the document is used.
- Determination of the direction of the teaching work for the analysis of the written historical document.
- General Orientations. They should achieve the understanding of each of the proposed selection criteria, the analysis of them, the unraveling of their essence and later the explanation of their importance.
- Evaluation. It is carried out through self-evaluation of the team members.

The teams meet and have some time to prepare for the exchange, to which most of the workshop time is devoted.

The facilitator points out that for the analysis and subsequent exchange, the teachers' opinions about the criteria offered will be heard and they reflect on what each one of them means, i.e., what they consist of, their importance and how they can be enriched, based on the work guided in the previous workshop, they can compare their opinions with those offered.

An exchange of criteria and opinions is established in this regard and, finally, it is reflected that none of them constitutes a unilateral or dogmatic criterion, on the contrary, they are susceptible to adaptations taking into account the characteristics of the students and the follow-up of the diagnosis.

A recorder is appointed to record the significant aspects of the exchange.

It is clear that the selection of the written historical document can be determined from the subject syllabus itself. In the case of the program of the subject, it lacks the specific establishment of the selection, which forces the teacher to make it, hence the importance of taking into account the above criteria.

The selection of the written historical document to be analyzed with the students during the teaching-learning process should make it possible to fulfill the objectives of the program, since these, in addition to being of strict compliance, are the didactic aspirations that the students must fulfill and each activity that is planned, oriented, executed and evaluated will be based on these objectives.

Addressing these selection criteria in the case of documents written by V. I. Lenin is significant because there are several of his writings that contribute to the understanding of the same historical process or fact.

The evaluation of the activity depends on the quality of the presentations of the team members.

Preparation for the next workshop

The members of the teams will make a characterization of the program of the subject World History III and will review in the Selected Works of V. I. Lenin volumes one and two, which works of this classic address elements linked to the contents of the themes of theme two (The Great October Socialist Revolution and the construction of socialism in the USSR until 1939).

Workshop 3

Title. Selection of historical documents written by V. I. Lenin.

Topic. The selection of historical documents written by V. I. Lenin, in the program of the subject World History III (HUIII).

Objective. To exercise how to select historical documents by V. I. Lenin in topic two of the program of the subject (HUIII).

Educational problem to be solved: How to achieve an adequate selection of the documents written by V. I. Lenin in topic two of the program of the subject (HUIII).

Execute. Experienced teacher in the subject.

Participants. Teachers of the discipline.

Methodological Instrumentation

The workshop begins with the presentation of the theme, objective and educational problem to be solved by the facilitator and it will be proposed to the participants to develop the workshop in two moments. The first one will be dedicated to expose the result of the characterization made by them of the program of the subject under study, focusing the attention on the themes of theme two and the search made of the historical documents written by V. I. Lenin that are related to the period they deal with.

Secondly, the work teams should carry out a thorough analysis of which documents written by V. I. Lenin to select and make a selection proposal, taking into account the criteria assumed in the previous workshop, and the contents addressed in the thematic areas of theme two.

For the success of the activity they must have:

- Syllabus of the subject World History III.
- Selected Works of V. I. Lenin, volumes one and two.
- Material with the selection criteria.

The teams will have some time to prepare, and then there will be an exchange of selection proposals and their rationale.

From this exchange, a consensus should be reached, thus defining the best-founded selection by the facilitator on the blackboard.

The proposed selection is as follows:

- In the thematic 2.1 the historical documents written by V. I. Lenin are proposed:
- "Letters from Far Away" (first letter).
- "The Duality of Powers".
- "The Tasks of the Proletariat in the Present Revolution" (thesis).
- "Three Crises"
- In the thematic 2.2 are proposed:
- "The Immediate Tasks of the Soviet Power".

- "Six theses about the immediate tasks of the Soviet Power".
- "Theses on the current political situation"
- In the thematic 2.3 are proposed:
- "Report on the replacement of the Contingency System by the In-Kind Tax."
- "On the In-Kind Tax".

It should be made clear that this proposal does not constitute a dogma, other documents can be selected, always being consistent with the established criteria. There are innumerable historical documents written by V. I. Lenin in the period addressed in the thematic, but it is considered that these meet the selection criteria.

The evaluation of the workshop is made according to the quality of the activity presented and the interventions of the participants in it.

Preparation for the next workshop

The reading of the historical document written by V. I. Lenin Duality of Powers, in Selected Works (OE) in three volumes, volume two, is oriented. And the consultation of the Ministerial Resolution 210/ 2007, its chapter three, article 109 to analyze and summarize what is related to the practical class.

It is recommended to take the program of the subject Universal History III for the next workshops.

Conclusions

At the end of this work we conclude that the methodological workshop is a form of methodological teaching work that offers ample advantages in the solution of deficiencies in this order, since it allows the improvement of the teaching staff by orienting, preparing and involving them in the search for solutions to the different problems.

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