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ART GALLERY

Marilyn Novak

Marilyn Novak is from São Paulo, Brazil. The 43-year-old Brazilian studied journalism and worked for decade writing about sports, tourism and nature-related activities such as mountaineering and adventure activities. She recently moved to Chapada Diamantina in Bahia, and says that she produces art as a political expression and psychological need; however, she does not want to professionalize it. She is currently engaged in photography and poetry. The illustrations of this edition were produced when she was still living in São Paulo, in drawing and painting sessions with live models, activities that were organized by the Brazilian caricaturist Laerte and his son Rafael Coutinho.

Editorial

Youth and sexuality cannot be thought individually. Likewise, young people cannot be reduced to a uniform and undifferentiated unit, comprehension and sexual experience cannot be carried out from uniformity. To think about youth and sexuality in the plural means to develop an educational proposal that is not “one size”. This matter currently constitutes one of the challenges with greatest urgency. To take sexual education seriously implies considering the faces, the voices, the pain and hopes of all the people that wish to grow humanly and are willing to take love within a multiplicity of contexts and relationships.

Love, when it is authentic, with independence from the environment and the relationships in which it is experienced, seeks and promotes the welfare of the other, focusing on the unconditional defense of dignity of the fundamental human rights, the same way as convinced respect of plurality and the diversity of its expressions, of the respectful promoting of all that humanizes the person in the effort that they make to learn to love. Love, just for the fact that humanizes sexuality, is capable of distinguishing the fine line between experimenting all from the conviction that all has to be experimented.

There are three topics that show the urgent need of sexual education and the developing of educators in sexuality: gender, sexual diversity and virtual relationships.

Gender: The matter of gender has multiple dimensions –biological, psychological, socio-cultural, political, economic, legal, religious, spiritual, ethic and theological–, and due to its complexity, it cannot be approached in an irresponsible, non-critical and terrorist way. Acknowledging the diversity and assuming it as a referent of experience and human realization, committing oneself to justice equity in relationships, being against all forms of violence and exclusion based on the sexual differentiation or sexual-affective orientation, promoting respect for human dignity and for the fundamental human rights are aspects intimately related to gender.

Sexual diversity: The subject of sexual diversity, misunderstood by many in different contexts, results in discrimination, harassment, violence and social exclusion. To correctly approach this subject contributes to the process of self-awareness, self- acceptance and consequently self-realization and self-humanization. Nobody is capable of humanizing themselves without knowing who they are and without being in peace with themselves. Humans live in a privilege era where access to information is at everybody’s reach. There is no space for considering this matter as taboo. There will be new paradigms and they will reflect various possibilities for human realization.

Virtual relationships: The no restricted access to the virtual social network has changed the comprehension of sexuality radically, and the way to approach this matter as well. Internet has become an approaching instrument for the possibility of relationships. If such relationships are among people or profiles, and the profiles are susceptible of being modified or manipulated according to the expectation of others or even according to the web platform utilized, these aspects are worth considering. Something that must be studied deeply is until what extent youngsters are

subjected to this process or in this space. In short, the social network are there to serve us all, its use results in questions and challenges that until recently had another connotation such as distance, anonymity, frustration, indispensability, relationships.

In order to contribute with the formation of educators in this field, the **monographic section** of *Alteridad* proposes five articles. The first one, by Vânia Gomes, named *The human person as a fundamental category of sexual and gender education: a phenomenological approach*, Knowing that the body is not enough to understand the human being, the author makes it clear that without it, there is no way to base ontology of the human person, and consequently an educational proposal for the integrity of a human being. It is through the body placed in different personal, social and historical conditions that it is possible for the human being to socialize. It is through the body, open to the transcendence that people can experience the full sense of sexuality and the project assumed for the realization as a person. Vânia, based on these categories, offers a meaningful contribution for the comprehension of topics related to the sexual identity and gender identity, the sexual pleasure and the pleasant realization of the human being.

The second article, *Gender Equity as a Learning Unit at the University*, from Claudia Salinas Boldo, assuming that sexuality is a constituted dimension of the person; the author starts under the principle that it is impossible to understand it without making reference to gender and, therefore, to the relating dynamics influenced by power, inequity and consequently by gender violence. The author proposes the urgency of the knowledge on gender in higher education, so that youngsters can be offered an interpretative framework of the reality, linked to the need of building up fairer, more inclusive and more democratic societies. Through a research on college students, Claudia demonstrates that the university space could be an educational space to prevent violence and inequity and therefore to favor respect for the diversity and openness to plurality.

The third article, from professors Jose Roberto Da Silva Bretas, Silvia Piedad de Moraes and Luis Fabiano Zanatta, approaches the matter of *Sexuality and Youth: Experiences and Repercussions*. Based on a survey done on teenagers and youngsters, the authors show the impact of love and sexual relationships that they had in their lives. These are extremely linked to the evolution phase in which they are, such experiences express beliefs, values, wishes, ideals fears, insecurity, doubts. To know these experiences promotes that positive and realistic participations have greater impact in the process of sexual and health education. For the authors, the educational proposal cannot reduce sexuality to a transversal topic. It is necessary that the approaching of the matter be an explicit part in school syllabi or even in curricular matrixes.

The fourth article, *Manifestations of violence among students of higher education: The uses of WhatsApp* by professors Luiz Antonio Lucio Lopez, Teresa Prieto Quezada and Jose Claudio Carrillo Navarro, features a survey done on university youngsters about the new types of mistreatments done or suffered by themselves through Whatsapp, focusing on the indifference as a way of passive violence and also on the fact that the importance of Whatsapp is undeniable in these youngsters' everyday life. It has become an instrument for abusing, bullying, disrespect, aggression, harassment, exclusion and indifference, to such extent that it can be defined as cyberbullying and cyberharrasment.. Both the use of social networks and its logics of production, consume and communication require new paradigms of the ethic, axiological legal and educational kind. Teenagers spend a lot of time connected, and precisely because of that, it is necessary that such paradigms help building up a new communicative culture and making new frameworks that could regulate interactions so that people will not become cyber victims.



The fifth article, named *Sexual harassment in Ecuadorian universities: content validation for instrument development*, is the result of a research done by Paz Guarderas, Maria de Lourdes Larrea, Juan Cuvi, Cristina Vega, Carlos Reyes, Tatiana Bichara, Graciela Ramirez, Christian Paola, Laura Pesantez, Ana Lucia Iñiguez, Katherine Ullauri, Andra Aguirre, Milena Almeida, Erika Artega. This article is about sexual abuse in higher education institutions as a topic that does not yet have clear preventive policies and due to this it results in inequality relationships. The lack of awareness on this matter and its consequences, the caring for the victims added to the lack of preventing policies still constitute an expression of power relationships linked to gender, ethnic groups, social classes and sexual orientation, that need to be faced and gotten over.

The **Miscellaneous Section** also shows five articles, the first, from Ivan Valencia Martinez and Cecilia Dolores Correa de Molina proposes *The subject of education's comprehensive and complex world* is a multidimensional being, immerse in doubts, certainties and utopia; situations that require complex observing in order to understand and interpret the symbols that are present in the education act hermeneutically. Along these lines, the ethnographic method proposed by the authors is introduced as methodological path that is suitable in order to identify realities, create processes of integrity, validate perceptions, redefine the integral growth and transform the education community. And a teaching practice from complexity needs to understand and value the student as a human being that seeks acknowledgement, inclusion, and communication, ecological and human sensitivity.

The second research named, *Internationalization in university teaching strategies: a proposal* from Rosberly Lopez Montero proposes the improvement of teaching through the application of didactics that allow the development of values and competences in university students and that make it easy for the graduates of different school careers to have a vision of the globalized world that has an impact in the working field. The internalization must not be seen only as living abroad but as the implementation of didactic strategies in higher education coming from the teacher such as diagnosis, planning/performance and evaluation of their activity. The author also proposes possible activities and adaptable strategies to various levels according to the aims of each university course for the purpose of developing competences in the student that might be useful for their academic and professional development.

The third manuscript called *moving from special education to inclusive education? Perspectives and possibilities of advance*, by Rodolfo Cruz Vadillo, who analyzes the beliefs that professors have in the inclusion of disable people and analyzing the idea that inclusive education is only a discourse space. Following a qualitative, descriptive and interpretive methodology, a questionnaire with thirteen open question was applied to 61 professors participating in the Master's Degree Program in Pedagogy in the city of Puebla. The results indicate that for these professors, special education and inclusive education fulfills the requirements of equity, equality and no discrimination. However, it shows that it is necessary that there is a relationship between both of them.

The fourth piece of writing, *Teaching Training in Special Education: Study Habits and Teaching Practice* from Mauricio Zacarias Gutierrez and Ma. Juana Eva Luna Denicia, was carried out with Special Education students at Fray Matías de Córdoba, in the city of Tapachula de Cordova and Ordoñez, Chiapas. The researchers through the application of a questionnaire to 101 students in the semester belonging to the August 2015 - January 2016 show that the youngsters do summary exercises and outlines in order to learn and they do this at home. As for the teaching practice, the results show that presentations, class participation, works and written exams are some of the routine activities. They conclude the research by affirming that the study habits and the teacher practice are two important axes in the training of the special education.



The last article, Access and Desertion at the Universities: Financing Alternatives, from Elvis Roberto Sinchi Nacipucha and Glicería Petrona Gomez Ceballos shows that due to the passing of the Organic Law of Higher Education the access to the Universities in Ecuador is increasing although it has not happened on its totality. In order to identify the causes that make the access difficult along with desertion and to suggest financial alternatives a questionnaire was applied to a 383 student who were the sample population at Universidad de Cuenca. This was complemented with interviews and documental revision. Among the causes of the problem could be mentioned the high cost of college degrees and the desertion of courses. Also the authors identified ways for reducing desertion such as the opening of school reinforcement centers and informing about the different institutions that offer financial services and scholarships.

The members of the editorial board invite authors to send their articles for their evaluation in this journal, **The Monographic Topic, Volume 14 number 1 (January- June 2019), Educational Innovation. Possibilities and Challenges of Open Practices in Digital Society**, coordinated by the topic editors PhD. Maria-Soledad Ramirez Montoya from Tecnológico de Monterrey (Mexico) and PhD. Natalia Gonzalez Fernandez from Universidad de Cantabria (Spain), and also for the Miscellaneous Section that evaluates the results obtained from research papers related to education. <<Alteridad>> is present in around 100 date bases, repositories and libraries as ESCI, DOAJ, REDIB, REDALYC, MIAR, CAPES, among others and it is being evaluated in order to be part of SCOPUS.

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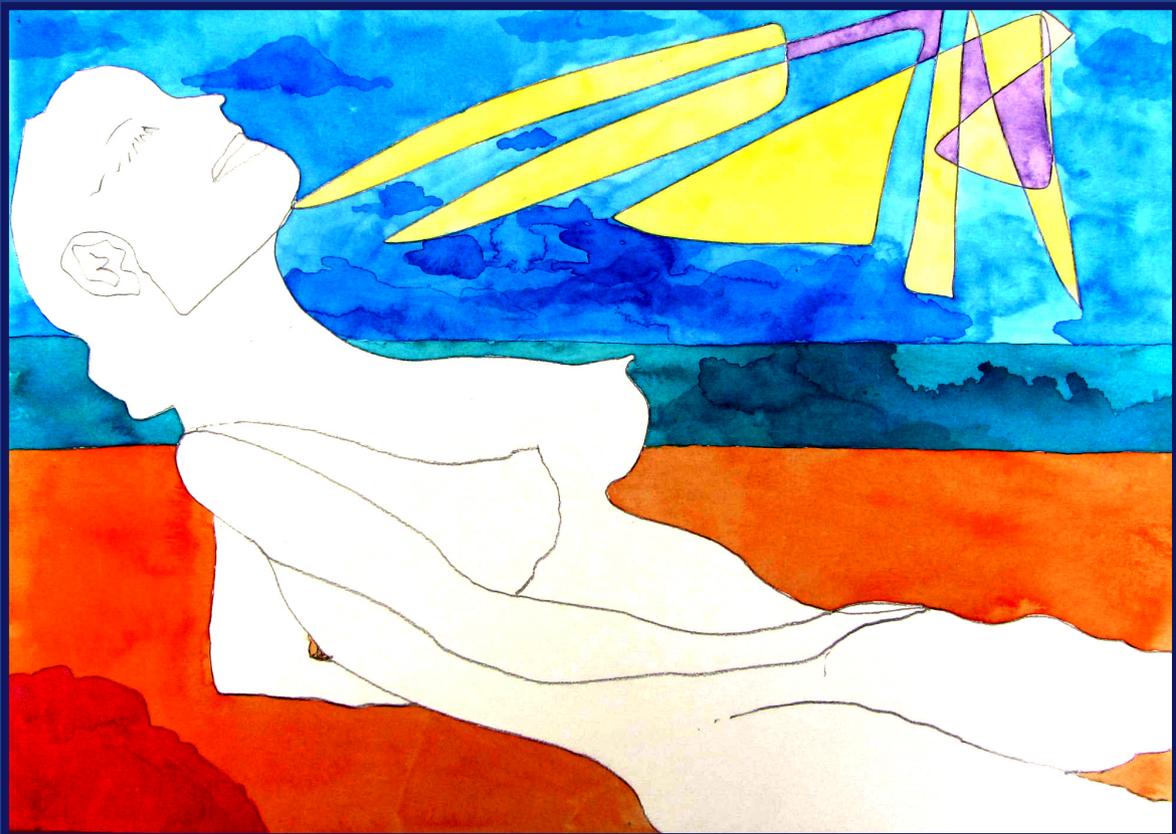
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Education and sexuality

“Educación y sexualidad”





The human person as a fundamental category of sexual and gender education: a phenomenological approach

La persona humana como categoría fundamental de la educación sexual: una perspectiva fenomenológica

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Abstract

In this article we discuss the ontological foundations of the human person for sexual and gender education. The extremes of materialism, mechanismism, idealism and essentialism tends to annul bodiliness when approaching these foundations, thus we explore the necessity of an anthropological foundation of body-centered sexuality. Methodologically, we made a choice for the phenomenology of bodiliness in Merleau-Ponty and analyzed the concrete aspects of bodiliness and sociableness, discussing its overture to transcendence and its challenges of the necessary utopias to the exercise of human freedom. We conclude that bodiliness is not a sufficient condition, but it is a necessary condition for the integral study of human sexuality, which allows us to situate sociableness and develop transcendence. This prevents a study of sexuality without body, as it occurs in the essentialist and mechanistic approaches.

Keywords: Philosophy, psychoanalysis, sexuality, education, anthropology, phenomenology.

Resumen

En este artículo discutimos los fundamentos ontológicos de la persona humana para la educación sexual. Delante de extremos materialistas mecanicistas e idealistas esencialistas, el tratamiento de esa fundamentación tiende a anular la corporeidad, de ese modo, exploramos la necesidad de una fundamentación antropológica de la sexualidad centrada en el cuerpo. Optamos metodológicamente por la fenomenología de la corporeidad en Merleau-Ponty y analizamos los aspectos concretos de la corporeidad y sociabilidad, discutiendo su apertura para la transcendencia, con los desafíos de las utopías necesarias al ejercicio de la libertad humana. Concluimos que la corporeidad no es suficiente, pero es un punto de partida necesario al estudio integral de la sexualidad humana, que permite situar la sociabilidad y desarrollar la transcendencia, sin ceder a una sexualidad sin cuerpo, como ocurre en los enfoques esencialista y mecanicista.

Descriptores: Filosofía, psicoanálisis, sexualidad, educación, antropología, fenomenología.

1. Introduction

When studying human sexuality some questions are considered whose first principle is the body. However, the body experiences are not merely sensorial, but also symbolic. Thus, it is possible to forget that sexuality happens first in the body, and reduce it to some symbolical elements of language. To avoid such reduction, the methodological approach was used which begins with the body and remains close to any reflection.

When thinking about our own self, it is understood as a unit. Humans have a body, a history, a life. This unit, however, it is not so simple, relationships are established and in every space of these relationships there is a specific self and an own world.

If the own self finds an own world in every field of relationships, the way it makes sense of that world depends upon a language that is linked to it.

Ontology is defined as the study of the principles of language that is made up by a lived world, which is why the study of the meaning of the being is discussed from an intentional approach (Ferraz, 2008, p.16).

In this text, the experiences that are being unified around sexuality will be observed, based on the body experience.

2. Methodology: the option for the phenomenological perspective

If the human person wanders through several categories of ontology, one could research for the existence of a pure self. That is, from a self that moves towards multiple relationships. This question can be summarized in a shorter but more difficult one: What is the own self made of?

A hypothesis states that the own self is constituted only by its external relationships and on language practice, according to what was proposed by Marx in the 6th theses on Feuerbach...

“the human essence is not an inherent abstraction to every individual; it is actually a complex set of social relationships” (Marx and Engels, 1976, p. 4).

This hypothesis could be taken to the extreme when we state that there is no own self. There are only relationships that end up defining the own self.

Another hypothesis states that the own self is based on intuition. There is a first intuition upon which the relationships are established, as is proposed by the long French tradition of philosophy, with a framework based on Descartes (1999, p. 62) and reaching Merleau-Ponty (2006b, p. 493).

Taken to the extreme, that hypothesis could mix the terms intuition and imagination. This way the own self is barely and imagined internal entity upon which humans build up our relationships.

Those two hypotheses oppose to a third previous hypotheses, taken from the ancient western philosophy: The one that states there is an abstract human essence, metaphysical entity that results in the own self: The Soul. Philosophically speaking, Pythagoras's, Socrates' and Plato's souls (Frede, & Reis, 2009, pp. 21, 145) are inherited and when it is proposed, it precedes the biological, psychological and social relationships.

As far as this research paper concerns, the methodological choice was chosen from a start: the principle of the own self is based on intuition, being this intuition originated not from imagination but from the human body. This intuition does not end up with the own self, it is merely its principle, since the own self is completed in a body that has relationships, in a body that lives in a world.

It is a placing aligned towards the phenomenology of Maurice Merleau-Ponty, mainly in his works *A Estrutura do Comportamento* (Merleau-Ponty, 2006a) and *Fenomenologia da Percepção* (Merleau-Ponty, 2006b).



The ontological world and body that we reencounter in the heart of the subject are not the world in idea or the body in idea, it is the world the one contract in a global take, they are the own as a cognitive - body (Merleau-Ponty, 2006b, p. 547).

It is called *choice*, because the aim of placing the human person as main category of sexual education must be fulfilled, and that choice is one of the hypotheses that allows understanding this situation based on the body, without yielding to a mechanistic perspective, from which neither marxism or positivism are out of the question.

The choice of taking the body as a starting point, in turn, gets away from the idealist perspective, since this perspective would permit to discuss sexual education, in spite of the body or without it, as it was possible with the ancient philosophy.

The methodological option by the Merleau-Ponty phenomenology leads to a journey through three principles of an ontology of the human person. The idea is to start from the two principles that are displayed in their materialness, which are the corporeality and socialization and to later discuss the principle of the possibilities, which is transcendence.

The body, as a principle, is not enough to understand the human being because the body is *placed* by personal, social and historical conditions; therefore, society must be analyzed and finally an understanding on transcendence, in order to discuss how that body moves through worlds of relationships to turn them into something new.

Therefore, those three processes show up as a principle of the human being, because it is the human being who lives - in the body and in the society- with the purpose of building up a destiny, which in philosophy is called *project*.

3. Results and discussions

3.1. Corporeity

The biological history has shown the natural evolution resulted in a self-organized body

for the individual survival and the species survival. It is impossible to talk about interiority without its assumption: the organism. Therefore the human interiority is a resulting phenomenon from a cosmological strategy: *autopoiesis*.

Autopoiesis is a term proposed by Maturana and Varela (2006, p.16) that refers to a way of organization of the matter in order to optimize the use of energy. It is a strategy that arises to a reaction towards the entropy. In other words, the entropy refers to an unavailability of energy in a system. Every time a process is done, entropy increases, that is, the spent energy can be recovered when doing the process.

With superior animals, the auto organization occurred in order to articulate different systems, such as, the neuro-physiological system. In the case of humans, the neuro-physiological system specialized itself in language.

Philosophical anthropology has expressed that relationship between body and language for many ways, since the human person is a language being, or as Cassirer (1965, p.49) claims: The human person as a symbolic animal.

Symbolic language establishes all the mediations of the human organism. Based on that basic control function, which is organized via intuition of a self as a first reference, an explosion of representation possibilities occurs, surpassing the control of the survival functions. Language starts to have a possibility of getting away from the body. Humans live the superposition of the symbolic system to the instinctive one, which has its intersection in the principle of pleasure, as proposed by Freud (2010, pp. 162-1663).

Pleasure is a corporeal and symbolic construction, experienced through a state of satisfaction of the organism, which turns into a reference of the symbolic representations. This satisfaction has a fundamental and referential experience which is the organic joy, or orgasm.

Interiority is part of the situation experience in the world: it is necessary to represent the absent relationship in order to know which



relationship humans should seek to get the satisfaction desired. The absence –emerging from the need– is a starting point of the meanings in the lived world.

Placing language in the body, due to an intuition originated from the cognitive- body, is represented as the own self to get away from this statement “All is language”, as if the symbol were constituent of the body, and not a possibility for the body. It is necessary to call the attention to this ideal aspect since the social practice of language seems to give materiality to the word, as if the word were identical already to the concrete social relationships. The words, however, remain immaterial.

This idealist mistake is possible because once the language is present, the word and culture, it is possible to create afterwards the body, that is, confine the body upon the much larger experience of the concrete corporeality.

Language does not constitute the body in its biological history, but language instituted it in its cultural history. The distinction between constitution and institution of the body is diluted in the person, since from the day humans are born they have a body seen as an object that is culturally constituted-instituted.

This way, the everyday affirmation that “Boy is born as a boy, girl is born as a girl” is created, as a certain sexual morphology, that in the human species is conceived under three groups: feminine, masculine and intersex (Damiani *et al*, 2007) -that is a group that actually presents a great diversity of other groups-, it could be instituted by the state, with the sex field of the birth certificate. This way, the group that presents variety is not instituted- today named by the science intersex-making the family institute socially a sex for the biological constituted child in a diverse morphological condition. What is different cannot exist, it cannot be denominated either.

It is the victory of culture over the body making bend to the limit of the state.

For this reason, from a psychological and social-political perspective, this order is relevant: First, the biological constitution of the body;

and then, the institution of the body by a social practice in language.

In order to understand the emerging of the cognitive-body, it is necessary to do some research on intuition of the self that precedes the word, otherwise the only aim would be to philosophize about the powers exercised by hegemonic groups on the body through instituted languages, without the possibility of the new language and therefore, new liberties.

How can a body become a semantic self, that is, a self that is a constructor of meanings? The question is that the person is in the situation. Such meeting is the *intuition of the semantic-self*.

That instant, before the semantic-self is called a contracted-self - as Henry Bergson thought- that needs to expand and express itself. Bergson (1988, pp. 89-90) believed that the expression was a part of consciousness which, in its initial stage, would be intuition. Due to his vital position, Bergson seems to be in search of a non-materialist principle for life. Biology, however, shows that the material movement, in its search for a balance and a lesser consumption of energy, associated to a huge cosmological time for such movement, originated life and, thus, consciousness (Barrow & Tipler, 1988, pp. 556-570).

At this point, it is sufficient to know that this semantic-self is placed in a world that incites it to create and make changes of meanings through language. In this way, from the biological base, language will be mentioned with the possibility of experiencing two orders of replicators: the genetic and the linguistic ones.

For Dawkins (1979, p. 211), the biological replicators -the genes- made their way to cultural replicator -the memes. The memes use symbolic elements as a means for replication, copying themselves faithfully, joining in networks as texts or images. Memes reproduce with less variability than genes, but they last throughout time.

Through the memes, culture imposes its institutions to the genetic constitutions, by means of big networks, some of them called “identities”, others called “sexuality” or “gender”



and so on, superposing a social order on the biological order.

For the person, this represents a process of intuition -expression of his self and his sexuality within a world of the body and of society. For every intuition of the self, sexuality expresses itself in a unique way; this is called sexual identity (Luck and Schramm, 2009). Thus, the self feels its cognitive body, its sexuality and looks for its expression.

Meanwhile, this sexual identity begins by the placement of the cognitive body: it is biologically placed in a sexual morphology, in a condition, the feminine and the masculine ones being more frequent than the intersex ones.

In this medical ontology, it is necessary to consider a political sequence that places people classified as intersex out of citizenship. The prefix “inter” invokes that this sexual morphology is a non-morphology and, therefore, almost inhuman.

The variety of intersex conditions puts in doubt the daily practice of using a binary model to refer to sexual morphology. Besides, if for some of these conditions there is a need for medical intervention, in other conditions the person might function well with the body of birth, without the need of modifying this body so as to adapt it to the field of “sex” with scarcely two alternatives, because the State demands it.

The condition established by the sexual morphology of birth will not change naturally: it corresponds to the first situation of the body. This situation can cause a conflict and the first transcendence for the cognitive body, which is the transsexual condition, this is, the conflict between the sexual morphology of the body and how it is perceived by the semantic self.

Nevertheless, it is necessary to explain the sense of transcendence in phenomenology, since essentialist philosophies make an approximation between transcendence and immaterial and, finally, significance and soul.

According to phenomenology, the human existence is a tension between immanence and transcendence: the cognitive body is placed in a world and by means of transcendence it projects

itself and moves towards the new. Evidently, transcendence is freedom in relation to current immanence. Without transcendence, people are meant to live the same way all the time (Merleau-Ponty, 2006b, pp. 10, 211).

Here can be observed in the intersection of phenomenology, existentialism and social critique: transcendence is the process of both the individual and social Utopias of personal and historical revolutions.

On the other hand, this phenomenological transcendence differs from metaphysical transcendence, which includes in its reflection an essential reality that is different from the lived world. For essentialist philosophies, transcendence is a *metaphysical* transformation of reality, though it is a historical process: it is a history that ends in *another* immaterial reality, an order that is completed out of time, beyond history.

For phenomenology, the cognitive body is placed in history, since the point of departure and arrival is always the lived world. Transcendence is delimited to the possibilities of the body, it is not necessary to project it in an immaterial order, since is not possible.

Once phenomenological transcendence has been differentiated from metaphysical transcendence, the conflict between the cognitive body and the sexual morphology of birth can be discussed.

In its concretion, the body is placed in a sexual morphology of birth; however, the “self” of the cognitive body feels other morphology and begins a transcendence process of the sexual morphology, the modification of the body and inside the body.

Although science can discuss the reasons of this conflict between body of birth and sexual identity, from a philosophical point of view, the process takes place because there is a cognitive body with the possibility of transcending. Given that sexual morphology is a situation of the body, consciousness moves in order to transcend it.

The difference between this movement and any other movement of further transcendence is that the adaptation processes between



the intuition self and sexual morphology is contained within the process of intuition of the self; thus, becoming a project that precedes all the other expressions of the person.

This process is called *sexual identity*, since it is a question of the internal relation of the cognitive body in its sexual morphology and its reference to language.

Body to language can be wrongly reduced, reducing questions of sexual identity to questions of gender identity, thus hampering the assistance to people who really have issues with sexual identity for having erased the body before the social relations.

Such reduction happens because gender is a cultural construction that can be defined as follows:

- Gender: Set of practices, representations, role functions, values and procedures that a society establishes by means of culture for a person, in agreement with the morphology of his/her body.

It is necessary to keep in mind that Os Príncípios de Yogyakarta (UN, 2006, p. 7), define *identity of gender*, emphasizing, the situations of sexual identity under the expression “*personal sense of the body*”:

- Identity of gender: The internal and individual experience of gender of every person, that can or not correspond to the sex attributed at the birth, including the personal sense of the body (that can involve for free choice, modification of the appearance or corporal function through medical, surgical or different means) and other expressions of gender, including clothing, the way of speaking, and gestures.

This reduction of the body to gender happens for a practical social reason: the people who have issues on sexual identity are going to question the roles of gender culturally attributed to

their sexual morphology of birth. Therefore, it is possible to assume that if there is an issue of sexual identity, there will consequently be a question of identity of gender.

A frequently forgotten aspect is that an issue of gender identity is not necessarily a question of sexual identity. The person can scarcely question the gender that is proposed by culture, without the intuition of adequacy or inadequacy of his/her sexual morphology of birth.

For this reason, the definition of sexual identity is separated from that of gender:

- Sexual identity: A process through which the person senses, feels and expresses which body morphology is adequate for him/her.

Therefore, sexual identity refers to an intuition of the cognitive body and gender identity refers to the expression of this body inside a certain cultural repertoire.

The intention is to be cautious when creating criteria for classifying and investigating on the reasons for this desire to classify. It is necessary to recall Foucault (1996, p. 53) and to think that classification systems are systems of *power*. Hence, the initial purpose of classifying a person or a group of people is an exercise of power, no matter if it is the case of an exercise of rights, or the application of punishment, in the case of the State.

Therefore, the State considers that *identities* in general and, in particular *lgbti –lesbian, gay, bisexual, transgender and intersex identities*– should be subjected to rights, duties, punishment, depending on the political flavor of moment. It is necessary to focus on this aspect, since there is a tendency among movements that are for and against *lgbti* people, to assume, in an idealistic and essentialist manner, these identities and, consequently, their rights or penalties.

Identities are not definite, since they are not ideal essentials that inform reality. Identities are processes and, therefore, they experience changes.



As for the relation between the processes of identity and corporeality, post-structuralist investigations on the gender lead to an approach assumed during the development of phenomenology that, from a new perspective, needs to be adopted once again.

In the same way that structuralist investigations conducted by Levi-Strauss helped Merleau-Ponty to discuss on wild ontology as a pre-reflexive ontology (Merleau-Ponty, 1990, pp. 58-61), the post-structuralist questions on gender gives rise to investigations on pre-gender corporeality, that is to say, the fundamental freedom of the cognitive body prior to the cultural destinations that have been attributed by the definitions of gender that consider the sexual morphology of the body.

This means to start by considering gender as a category of historical analysis and as a constitutive element of social relations based on the distinctions between sexual morphology and the establishment of power relations (Scott, 1999, c.2, II, §3) and, therefore, a source of rights, and the respective debate on them, for the examination of gender as a category that allows for the delimitation of the subject's immanence in the phenomenological analysis. Because of the purpose of this text, it is not necessary to deepen this analysis, but it is necessary to emphasize its importance, due to the need for specific discussion on pre-gender corporeality, that is, on corporeality that, even in the immanence of diverse sexual morphologies, is transcendent in its experience, in spite of the categorical imposition of a cultural binary system.

With the purpose of defending people's rights on sexual orientation and gender identity, the principles of Yogyakarta also provide a definition of sexual orientation:

- Sexual orientation: the capacity that every person has to experience a deep emotional, affective or sexual attraction for individuals of different gender, of the same gender or of more than one gender, as well as having

sexual relations with these people (UN, 2006, p.7).

Sexual orientation finally directs the person *to the other*. It answers the question "What kind of gender do people tend to feel emotional, affective, intimate and sexual attraction for?"

Therefore, considering the psychological aspect, sexual orientation is the characteristic of one's insufficiency for accomplishing sexuality: not only the other becomes necessary, since this other has a certain gender, a certain sexual morphology, a certain presence.

The diffuse nature of sexuality leads to the external cognitive body and its placement in the lived world. It allows for the development of research on the social aspect of sexual identity and gender identity: sociableness as the anthropologic foundation of sexual education.

3.2. Sociableness

In everyday life, sexuality does not seem so diverse when it is observed socially. If a teenager is asked about his/her future, the probable answer is: to grow, to marry and to have children.

If someone moved directly from the free love movement of the 1960s to the year 2010 would be quite surprised to discover that one of the demands of the *lgbti* movement is just the possibility of establishing a family. Nothing would seem more conservative than getting marry and having children, even if it is a gay couple. For many times, a revolution, instead of creating new paths, seeks hardy to widen paths that already exist

In its social aspect, the person does not build himself/herself: it is governed by a heteronomy condition. The world does not begin when people are born and, thus, every person who enters the society finds an established order, called civilization.

A state of civilization tends to be a state of denial of animality and human corporeity, since it is a state that imposes order by means of



practices and norms that discipline the bodies and the social relations, included a sexual morality. Both sexual identity and sexual orientation, emerging from body conditions, begin to be disciplined by the available cultural repertoire; the result of that discipline is a civilizational order.

In this sense, morality is a language construction that proposes an ideal to the body, in order to avoid that it destroys itself in the satisfaction of the pleasure, moving the body for the productions which serve the society (Marcuse, 2001, pp. 122-123).

The tension between pleasure and reality is also a language construction. The social reality results from a project to seek pleasure from the hegemonic groups that built it. If in psychoanalysis people distrust pleasure –in the unconscious– people –also need to distrust reality –in hegemonic groups that were established in the socio-historical process.

Civilization is quite challenging, because it consists in consolidating the objectives of survival of the body –which are at the base of human selfishness– with the objectives of the survival of the species –which are at the base of human solidarity and control and power objectives of social groups seeking hegemony.

In a social order – totalitarian or democratic – the search for pleasure in a state of anomie is threatening; thus, civilizing implies imposing controls on aspects of human expression, even in sexuality, to favor desirable strategies in a hegemonic group. It is necessary to annul the human corporeity within some social process to offer a silence paradise of body desires, or even, without body. Civilizing implies creating utopias, even if those utopias are impossible (Freud, 2014, section III).

The social order, by being and order, establishes repression, no matter the order; hence, the wariness with the utopian speeches of a sexuality made or a peaceful coexistence in a diverse world.

When observing the social aspect, cultural diversity is the result of different civilizational processes, which created different patterns of

sexual morality and different forms of repression. However, the repressive character is the common element in them, as a constituent element of civilization.

In this way, multiculturalism needs to deal with geographical and cultural territorial wars. The proclaimed victory of language over nature fails when people have to physically move in the planet by the conflict in their geographical territory, just to discover that they cannot enter the territories of destination due to their cultural difference. In the end, language yields to the concrete defense of the physical territory

On the other hand, a sexual utopia is the opposite of a civilizational project in history, because the pleasure is in the body and is experienced immediately. The body pleasure relies in decades. Another utopia is necessary to displace the energy of the body of a present satisfaction for a future satisfaction. Paradoxically, the survival of the consumption economy needs that urgency of “today”, of the manipulation, of the immediate desire, of a non-reusable planet to sell a new planet for tomorrow. However, the planet cannot live without future and without preservation. The consuming civilizational project that should have a future project destroys the future that is in the present.

The civilizing processes, which by *order* wanted to avoid the self-destruction provoked by a search of short-term pleasure, seem to lead exactly to that self-destruction.

On the one hand, social orders are efficient in limiting people and confining them to rules, starting by their bodies and their sexuality; on the other hand, they generate their own self-destruction, because these are processes moved by hegemonic groups with the power to impose them, which also have the power to be *above* the order and the set of norms imposed, so that hegemonic groups do *not* suppress the destructive elements of their own pursuit of pleasure

The inefficiency of the civilizing process in compensating people for pleasure repressed has generated a guardianship process of sexuality by



the state. Inefficient in repressing and compensating, the state is allowed to co-opt, as a strategy to prevent non-hegemonic groups from gaining social strength and destroying the existing social order.

The result of the contradiction between social order and human sexuality is a constant struggle between the repression imposed by the civilizing project and the needs of expression and relationship in sexuality.

Facing with so many contradictions, people and social groups need projects that overcome the situation created by the social order, so that sociability, as a historical project, also opens the perspective of transcendence, the exercise of social and personal freedom.

3.3. Transcendence

In corporeity –in the conflict with the body morphology in transgender– and in sociability –by the need to break the contradictions of civil projects – is found the need of transcending.

Transcendence will have its risks, because it does not represent the lived world but a future world, a possibility from the lived world. An important distinction is that if the world lived is immanent to the concrete limitations: the natural world, the biology of the body and the current social relations; the future world is completely transcendent and, even those limitations, if considered, are possible constructions in language, without the need to clarify the *establishment* of that possibility

The constructive and transcendent characteristic of language is its power and its ambush.

A closer examination of language allows verifying that it can be logical, pre-logical or non-logical and that the origin of the language does not connect directly with the logic. The logical language is preceded by the mythical language and myth is the first cultural articulation of transcendence. Thus, there is a non-logical order, which is the order of the myth and, if there is any order, it is possible to propose a moral discipline for the body.

Being considered under the psychological aspect, transcendence represents the before and the after language.

As creative as it may be, language limits to what the cognitive body and the living world produce in their interactions and go beyond its creative capacity. There is a depletion of words and metaphors and, then, it is necessary to remain in silence. For that reason, Wittgenstein called this process “mystical,” since there is a contemplative consciousness says nothing (Wittgenstein, 2017, p. 261).

Between these two extreme experiences –the origin and exhaustion of language– must be asked: what is the *source* of the meaning process that originates the development of language and, thus, the possibility of transcendence representations?

One more time is needed to assert to the principle of corporeity: The beginning is in the body and its most primitive and universal experiences: body, conception, gestation, birth, relations with the natural elements, relations with the recreation of life, death.

There is a historical controversy if in fact there are “universal symbols” or “universal grammar” and, for philosophers that is a famous and recurrent problem: the question of universals. For the limits of the reflection, it is enough to say that the meaning process needs a present element –the symbol in its expression– is an absent element –its meaning, which by it is *re-presented*.

Among all the categories and pre-reflective experiences possible to human, the most important is the ability to establish relationships. The reason for these relationships is the link between pleasure and necessity. The development of this capacity is given by the most fundamental desires that constitute sexuality and as Freud stated (1972, pp. 177-178), are presented from childhood, characterizing child sexuality.

Freud discovery shows that the relations with the lived world have a first moment in this search of satisfaction of the body’s desires: oral, anal, genital, which show themselves and constitute metaphors for other meanings, becoming paradigmatic experiences.



Symbols and myths reflect such models on lived worlds and their possibilities of transcendence, which had meanings for human groups, without excluding the power relations, in which groups imposed their myths to other groups.

From the social point of view, a civilizational project needs transcendence in order to propose a new social order.

On the other hand, it is known that no relationship depletes the need for human pleasure. The frustration remains, since it is the door of transcendence, of the search for a new and an absent.

This experience of anxiety, of a search that never ends, of permanence of desire, points towards a continuous experience that extends by the time and suggests the eternity, the mystic and the contemplation.

That perspective somehow optimistic has its price. In the mythical language, the suppression of sexuality and the address of pleasure for social objectives are given by the taboo. The taboo is a restriction to action, based on symbolic areas that evidence the imposition of a sexual discipline before there is a logical ordering of language.

By instituting a new order, the taboo confers a historical character on the proposal of transcendence and only the distinction between mythical structure and system of rational laws will differentiate a mythical-religious moral order from an ethical order.

On the path of creating the metaphor of corporeal joy to eternal joy, the body was glorified, that is, unused in its experiences of sexuality, as proposed by Agamben (2015, p. 133). In the idealistic transcendent world, even if there is a body, joy does not belong to it, then it is necessary to discipline and suppress the joy of the body, so that the soul may enjoy eternity.

However, even the idealistic mystic needs to have by reference the joy, whose experience is only possible by the corporeity. Without the corporeity and its language, by which relations are expressed, one does not have to transcend.

When philosophy breaks with idealism, as is the case of psychoanalysis and anthropology,

there is the extension of the body experience in successive metaphors, until rediscovering the pleasure by the language, or pleasure is represented by that metaphor of eternal joy, as a personal or historical project.

Also psychoanalysis and anthropology, at some point, will enter the realm of idealistic utopias, as they consider the hypothesis of healing human frustration, which is not possible. That utopia became the small utopia capable of reducing the great psychoses in small neurosis.

In the face of constant frustration, instead of the negative trait of the alienation of the body by some mythical or logical structure, the constructive trait of the challenge of building freedom can be used.

From the phenomenological point of view, transcendence refers to the immanent condition in which the cognitive body remains -that is its situation. There is no possibility of transcending the cognitive body. When such possibility is affirmed, idealism and moral disciplines without a body are being used again. Instead of that body abandonment, it is possible to project the world lived for a new world, by means of metaphors of the lived that lead to the new one. The absence revealed by desire is built in a world of possibilities and presences.

Therefore, there is a commitment to think about the experiences of sexuality in its ethical limits, without people being transformed into objects of affective, emotional and sexual relations, as a sexual order that is based on the cognitive body, from which are derived the main conditions of sociability and transcendence.

4. Conclusions

The objective was to discuss the fundamentals of corporeity, sociability and transcendence for the sexual education process.

The challenge for education is not to abandon the body once there is desire to build a future that does not yet exist by means of transcendence, having as language as a resource,



which can be reduced only to social practice and constituting a disconnection process of the body.

Corporeity can be an ethical foundation of sex education to the extent that the respect for the situation of the body consists of an inquiry into the world lived in those bodies, the cognitive body. Therefore, the body ceases to be the cover of an essentialist conception of the soul or an idealistic conception of language, to be the own human experience in its different relationships, even the sexual.

Even though corporeity is an important foundation it is not sufficient, because it is impossible to suppress the other –and with it the sociability– or reject the transcendence –and with it both the desire and the search for satisfaction and, finally, the happiness.

It is proposed to construct an anthropology and an educational proposal of the integrality of the human person from the body in the lived world, in the emergence of cognitive body, its relations and its ontologies, like new meanings and new constructive experiences, in the concretion and the biological, social, civilization and historical limitations that constitute and institute humans.

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Gender equity as a learning unit in the university

Equidad de géneros como unidad de aprendizaje en la universidad

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Abstract

This research describes an educational experience on the subject of gender equity, with a learning unit aimed at university students from various areas, in the online mode, in a semester period. This learning unit that is taught for the first time in the university, is a way to promote gender equity and combat the problem of violence by denaturing it and understanding the responsibility that every student has in the reproduction of inequality, and also as a change promoter. The objective of this work was to analyze the learning reflections carried out by the 18 students who participated in the course, through three inductive categories: patriarchy, violence and equity, built on the basis of the units of the course. To achieve this, a collection of the final sections of their tasks was carried out. The analysis of these sections, identified as "learning reflections", indicates that students consider that patriarchy is a historical construction, that we have learned to see gender violence as something natural and that equality and equity are not the same. Likewise, it was found that the students were able to link these concepts with situations from their immediate contexts, and were able to recognize themselves as factors of change.

Keywords: Equity, gender, sexuality, university, education, learning.

Resumen

En esta investigación se describe una experiencia educativa en el tema de equidad de géneros, con una unidad de aprendizaje dirigida a estudiantes universitarios de diversas áreas, en la modalidad en línea, en un período semestral. Esta unidad de aprendizaje que se imparte por primera vez en la universidad, es una manera de promover la equidad entre los géneros y combatir el problema de la violencia por medio de la desnaturalización de la misma y del entendimiento del propio papel tanto en la reproducción de la desigualdad como en el cambio. El objetivo de este trabajo fue el de analizar las reflexiones de aprendizaje llevadas a cabo por los 18 estudiantes que participaron en el curso, a través de tres categorías inductivas: patriarcado, violencia y equidad, construidas con base en las unidades del curso. Para lograr esto, se llevó a cabo una recolección de los apartados finales de sus tareas. El análisis de dichos apartados, identificados como "reflexiones de aprendizaje", nos indica que los estudiantes consideran que el patriarcado es una construcción histórica, que hemos aprendido a ver la violencia de género como algo natural y que la igualdad y la equidad no son lo mismo. Asimismo, se encontró que los estudiantes fueron capaces de vincular estos conceptos con situa-

ciones de sus contextos inmediatos, y fueron capaces de reconocerse como factores de cambio.

Descriptor: Equidad, género, sexualidad, universidad, educación, aprendizaje.

1. Literature review

In this work, a description and a further consideration on the reflections generated by students enrolled in the optional Learning Unit (LU) “Gender equity” is carried out. This learning unit is taught as part of the Catalogue of Learning Units at Universidad Autónoma de Baja California (Autonomous University at Baja California) (UABC).

The elements analyzed were 135 learning reflections generated by 16 female and 2 male students. These learning reflections were the final part of the tasks identified as “activities” which were completed within each of the three units that make up the course.

1.1. Sexuality, gender and university youngsters

The university, as a space of integral formation, has the mission to offer prospective professionals spaces and resources that help them, not only to be trained within a particular field of knowledge but to grow as human beings.

The UNESCO (2014) states that sexuality “...is a basic aspect of human life that [,,] is closely related to the development of the person’s identity, therefore it is not possible to understand sexuality without making reference to gender...” (p. 37).

Gender, gender identity and the role of gender are elements related to sexuality. Gender is a social category with psychological introjections; gender identity refers to the private psychological feeling of being a man or a woman, and the role of gender comprises the set of behaviors that are adopted due to social demands concerning sex (Álvarez-Gayou, 2011).

Sexuality, hence, is a basic dimension of human life, and the latter is closely related

to gender as an inseparable element. Palomar (2005) defines gender as a principle that gives certain order to social relationships, that originates from sexual differences and that is penetrated by power.

Power is an element linked to gender that permeates the relationships and interactions with the other and produces certain social practices such as those activities, behaviors, and attitudes that are endorsed to genders and developed by men and women who reproduce what is socially expected from them in agreement with the gender they are identified with. In this respect, Silveira (2001) points out that the concept of gender refers to an: endorsement of responsibilities and to a series of different expectations that society sets on men and women.

It is by means of the body that people experience all these relational dynamics which are filled up of power and inequalities. Butler (2006) affirms that the body exposes us to the sight of others, makes us vulnerable and is both a vehicle and the target of violence. The author also claims that it is by means of our body that we can relate with others and that these relationships are always infiltrated by power. We form a community in which we influence one another, we built interdependence, and we get involved with inequality and violence.

Results from the latest National Survey on the Dynamics of Relationships at Home (ENDIREH) show that 43.9% of the Mexican young women who answered the survey have suffered from violence by one or more of their couples during their relationships; 34.3% have experienced some type of sexual violence in public or community spaces; 26.6% have been victims of violence at work, specially of the sexual type and they have been discriminated for being a woman or for being pregnant, and 25% have confronted violence, mainly physical and sexual violence at school from the part of their peers, teachers, and others (INEGI, 2016).

According to data from the same survey, Baja California is one of the ten entities



that exceeds the national mean of *total violence throughout life* as well as *recent violence* –violence perceived during the last twelve months-. This is due to gender stereotypes, social inequities, and behavior patterns that have been learned in the family of origin (González and Fernández, 2010).

Talking about violence and gender relationships implies to talk about power relationships, assumptions, and beliefs that are built around an apparently feminine and masculine essence, love and ways to relate with a couple. Ramírez, López and Padilla (2009) studied the relation between those beliefs related to gender and violence among Mexican male youngsters. The authors found that the concept of equity is already part of the imagery of these youngsters, however, they are not able to visualize all the possible forms of violence that might exist nor to understand the way equity expresses itself within a couple relationship. This could be connected to the naturalization of violence and the general belief that there is a certain essence linked to genders. Ramírez and Nuñez (2010) carried out a research with 376 Mexican university students with the aim of detecting violence indicators in a couple. The authors state that differentiated education among men and women is a risk factor for gender violence since men are taught to be autocratic while women are taught to be devoted.

Results of socialization processes can be reverted by means of education so that new knowledge can be installed and the previous knowledge can be questioned. In this sense, Fernández (2014) claims to be in favor of preventive work in educational settings in order to promote equality, equity, and respect for diversity; this is the way how violence can be eradicated from young couples. Mingo and Moreno (2015) who analyzed five gender violent cases against female university students in the context of Universidad Nacional Autónoma de México, affirm that "... sexism comprises in itself the mechanisms for its own reproduction" (p.153). Female receptors of gender violence experience fear for public exposure and reprisal such as the

loss of prestige. Powerlessness is one of the feelings that they experience. This takes place due to the existence of social and gender structures that reproduce violence, silence, and the fact of perceiving women as an object-victim instead of a subject.

Gender violence is a consequence of the lack of equity. INMUJERES (2007) defines gender equity as "...a principle of justice related to the idea of substantive equality and the recognition of social differences" (p. 59). This concept refers to the need for recognizing rights, providing opportunities, and allowing the access to resources in equal conditions to all the people that are part of a society.

When connecting the topic of gender equity to that of youth it seems appropriate to quote Silveira (2001, pp. 457-458) who warns us that "... being young in feminine is not the same as being young in masculine..."

In order to complement the previous statement, it is worth mentioning the contributions of Fernández (2014) who claims that the category of gender should not be interpreted as a synonym of "woman" since it is crucial to recall that misogynous violence is not the only form of violence; there are other forms of violence against people who have sex-gender preferences or identities which are considered as unacceptable and invalid by the dominant system of ideas.

The National Survey on Discrimination in Mexico conducted by the National Council for Preventing Discrimination (CONAPRED, 2011) reports the following data from Baja California: 62.9% of the surveyed subjects consider that the rights of homosexuals and bisexuals are not respected; 44.6% indicate that they would not allow people with preferences different from heterosexuality to live in their homes; 69% is in disagreement and very in disagreement with the possibility that lesbian couples are allowed to adopt children; 60.4% is in disagreement and very in disagreement with the possibility that couples of homosexual men are allowed to adopt children; and 30.4% considers that sexual prefer-



ences foster division among people. Likewise, this organization warns that discrimination and intolerance are expressed in terms of abuse and exclusion which, in turn, cause fear and the rupture of social arrangement.

Discrimination against women and against people who are part of the LGTBTTTIQ community is a consequence of the patriarchal ideology that prevails in our society. Bolaños (2003, p. 72) claims that patriarchy promotes discrimination and the punishment of the transgression of the assigned roles. It does not allow for autonomy, equity among relationships or communication.

In the university context we can witness the inequalities expressed in several forms. One of them is found in the selection of careers that women make. They keep choosing careers in the areas of social sciences and humanities, leaving aside careers that are part of the exact sciences (Bustos, 2008; De Garay and Del Valle-Díaz-Muñoz, 2012; Montané and Pessoa, 2012). It is for this reason that authors like Palomar (2005) suggest the inclusion of the topic of gender in higher education institutions, an idea that involves, among other actions, to create formation spaces in which the topic of gender can be approached.

In relation to the topic of gender equity and its inclusion in university contexts, Buquet (2011) warns that in spite of the fact that most of the advancements regarding the topic of gender are the result of university academic production; these institutions have not included the perspective of gender in their own processes and spaces. This author, as well as Palomar (2005), states that one of the ways to consider the institutionalization of this gender perspective within universities is to inform youth on this topic. Likewise, she mentions that this formation process can offer new elements to students that will help them to understand and analyze social reality.

Gender formation in higher education is important because one can provide students with an interpretative framework of reality which is linked to the need for building societies that are

fairer and more democratic. Donoso-Vázquez and Velasco-Martínez (2013), who teach gender courses in the major of pedagogy, and as a result of their own experience, indicate that students modified their mental schemata and assimilated the concept of gender. They also report that some of the students who were unable to detect inequalities within their immediate environment at the beginning, later on became more sensible to this topic in their immediate contexts and they felt that they were more capable of transmitting the message to other students and to transform their reality.

The learning unit “Gender equity” is one of the first steps that UABC has taken on the way towards transversalization of institutional gender and this is why it seems important to ask ourselves: In which ways did the students from the learning unit “Gender equity” were able to relate the main concepts studied during the course -patriarchy, violence, equity- to their immediate contexts? How did the students assume their own responsibility as reproducers of inequity or generators of changes?

1.2 Context

The UABC is a higher education institution located in the State of Baja California in México. The mission of this institution is to promote the human development of its students as well as their commitment with the community and society in general.

Because of the existing need to open a discussion regarding the topics of equity, sexuality, and gender at the UABC, the learning unit of “Gender equity” was created as part of the Catalogue of Online Learning Units (CUAL) in the month of September 2017.

The objective of the learning unit “Gender equity”, as stated in the blackboard platform, reads as follows:

... to create a space for reflection on equity of genders so as to contribute to finish with those inequalities of opportunities and of treatment between women and men. Therefore,



the purpose of this course is to develop among students the capacity to be equitable, fair, and correct when it comes to treating women and men according to their respective needs (UABC, 2017).

This learning unit was divided into three units: Historical background of genders, Dilemmas on genders, and Equality and equity of genders. The activities carried out by students in order to accomplish these goals were varied. They comprised: essays, research, concept maps, interviews, comments, case analyses, and their participation in forums.

The course had 18 students altogether, 16 females and 2 males from the following careers: Medicine, Psychology, Law, Nursing, Industrial Engineering, Psycho-pedagogical Tutoring, Business Administration, Accountancy, Graphic Design, Communication, Education, and Foreign Language Teaching.

Students' average age was 23.5 years; the lowest age was 20 and the highest was 30.

As part of the first activity, students were asked to introduce themselves and to talk about the reasons that had led them to choose the learning unit "Gender equity". The most common reason was their interest for learning more about the topic and to clarify their doubts. This is the reason that 12 students expressed and made them decide to enroll in this course. Four of the students answered that they were interested in acquiring knowledge that would enable them to provide solutions to social problems related to gender. One of the students claimed that she was interested in expanding her knowledge regarding the topic of feminism. Another female student said that she had chosen this course because she considered that violence of gender was a common phenomenon in her discipline; moreover, she admitted that she had detected "*machista*" attitudes. Another student said that she had had been a victim of sexual violence, a fact that had motivated her to learn more about the topic.

2. Methodology

The objective of this research was to identify the knowledge achieved by students in the three units that make up the learning unit "Gender equity".

In order to fulfill the objective, the assigned activities were collected and then a further qualitative content analysis was carried out.

The learning unit "Gender equity" was first taught during the semester that lasted from September to December 2017. During this term, five groups were opened. This research was developed with the activities collected from one of these groups. The group was chosen because it was the only one to which we had access.

The learning unit "Gender equity" comprised nine activities. The first activity, the introduction, was not evaluated and the other eight activities covered the eight goals of the course. These eight activities were evaluated by the professor with the purpose of calculating the students' final grade. In the last section of each of the activities, the students were asked to write down a "reflection upon their learning process" describing how they had integrated the contents studied during the course to the way they internalize reality or their immediate contexts.

Such reflections upon learning became the units of analysis of this research. A total of 135 reflections on learning were analyzed, although 144 had been planned and this was because some of the assignments were not handed in or were handed in but this final section of the reflections upon learning was missing.

Mason (2002) claims that the use of documents in qualitative research implies the supposition that those documents are an important part of social dynamics, in this case, the educational settings in which the research took place contains evidence of this reality construction that the subjects make.

Students who accomplished the activities that were considered for this research were asked to donate their writings by means of a written consent that established a commitment of confi-



dentiality, the restriction of not quoting phrases from their reflections upon learning, and the use of such material for academic purposes only.

Content analysis techniques were applied to these reflections. Piñuel (2002, p. 2) defines content analysis as:

... a set of interpretative procedures of communicative products [...] that stem from unique communication processes that have been previously registered [...] whose purpose is to create and process relevant data concerning the conditions under which the texts have been produced or on the conditions that might take place for their further use.

This same author explains the series of steps that must be followed in order to carry out a content analysis: selection of the communication process that will be studied; of the categories that will be used, and of the units of analysis.

The communication products considered were those activities related to the learning goals of the learning unit “Gender equity”. It was possible to gather data that reflected the conditions under which such products were produced, that is to say, the immediate contexts and the ways in which the students reinterpreted them in the light of the acquired learning.

The communication process analyzed were the activities, the units of analysis were the sections identified as “reflections upon learning” that were included in the last part of all the activities. For data analysis, three inductive categories were selected. Each of them was related to the three learning units into which the course had been divided. These categories were: patriarchy, violence, and equity.

A set of categories was constructed based on the topics that were dealt with in each of the three units that made up the course. For the analyses, 36 units of analysis –reflections upon learning- from the first unit of the course were used. They were the product of two activities. Likewise, 50 units of analysis from the second unit of the course and 49 units of analysis from the third unit

were used. As mentioned before, the inductive categories that served as the basis for the analysis of the information are related to the units of the course. Therefore, for each of the categories, a set of units of analysis was considered.

From each set of units of analysis we proceeded to count the amount of units of analyses in which the main concepts –patriarchy, violence, and equity- were related to an experience or a situation that had taken place in the family, academic, or work contexts immediate to the students, since this was taken as a proof of the denaturalization process of certain situations; situations that are the result of stereotypes, prejudices or power unbalances within relationships.

Later on, we counted the units of analysis in which the students recognized themselves as reproducers of prejudices, stereotypes or unequal treatment or, on the contrary, as promotion agents of change within their immediate family, academic or work contexts, since this is interpreted as an evidence of the student’s ability for identifying his/her responsibility in the reproduction of certain ideologies and the potential of becoming a factor of change.

Besides this quantitative description, a general qualitative one was carried out for each set of units so as to account for the reflections written by the students

3. Results

3.1. Patriarchy

The set of units of analysis that correspond to the category of patriarchy were 36. In 35 of them, a relation with the immediate family, academic or work contexts was found and in 30 of them it was possible to identify the acknowledgement of themselves as reproducers of prejudices, stereotypes or inequalities or as factors of change in their immediate surroundings.

Female students

Regarding the topic of patriarchy, the female students explained in their reflections



upon learning that this is an ideological system that originated in the early stages of the history of mankind. They explain that patriarchy is the historical oppression of women and they recognized the importance of knowing about the economical, political, and religious factors that originated this form of social alienation.

Both the male and the female students expressed that prior to the study of this first unit they were little conscious about the manifestation of patriarchy in daily life since by means of the socializing processes that take place in family and school settings they have learned to standardize certain behaviors and attitudes that derive from patriarchic ideas. The female students were even able to identify and describe patriarchic dynamics that take place in their immediate surroundings. Some of them mentioned that some family members – especially their parents- refuse to accept sexual preferences and sex-gender identities that are different from the regular ones. Conversations on sexuality do take place among family members but always with the purpose of preventing infections or undesired pregnancies.

However, the female students affirm that, since the roles of gender and stereotypes are learned, they are behaviors and attitudes that can be unlearned. They explain that it is important to question gender stereotypes and to finish with patriarchal ideas, since they are impositions that restrict a person's choices. They believe that society is advancing on in these topics, but there is still a lot of work to do.

A student said that in there are no patriarchal dynamics within her family because there are only female members.

Male students

One of two male students mentioned that from the patriarchy point of view, women are considered to be as goods and an object that serves for reproduction. Men are the ones who assume the control and the dominant position

and women rights are not recognized. He also said that patriarchy has its origin in history.

Another student recognized certain advancement on the topic of gender equity and he gave as example the situation of mothers known as “heads of family” who economically provide for their families and make all the decisions at home. He said that he gets involved in household activities because he thinks that these must not be considered as an exclusive responsibility of women.

3.2. Violence

The set of units of analysis corresponding to the category of “violence” was 50. A relation with the immediate family, academic, and work contexts was found in 45 of them. 45 students also recognized themselves as reproducers of prejudices, stereotypes or inequality, or as factors of change in their immediate environment.

Female students

The female students said they had been victims of gender violence, mainly a symbolic one, in all the spaces of their lives. They indicated that violence not only affects women, but also men. They were also capable of identifying cases of discrimination, rejection and aggression towards homosexual, lesbian, and transgender people in their immediate environment.

The female students pointed out that there are certain behaviors such as shouting or pushing that are accepted as normal at home, as well as certain requirements related to the supposed duty that women have of obeying and taking care of men at home.

Likewise, they described some forms in which violence is expressed in society. One of these forms is related to the treatment given to certain crimes where women are attacked, since the victim is blamed because of the way she was dressed or because she had been accompanied or not. Her moral condition is often judged from a



“must be” viewpoint that is linked to a patriarchal-kind of commands.

A student said that a form of violence can be found at health institutions when patients reject women’s medical assistance and prefer men’s assistance. This shows the lack of trust they have towards the work performed by women. Another student spoke about the contraceptive responsibility, since this is something that has been traditionally assigned to women instead of men, even if both of them take part in the sexual activity.

The students think that the following actions are necessary to attack violence: to stop imposing roles and activities, and assuming us as beings who are free to choose, regardless of our gender; to open the spaces for making decisions; to recognize the right that the women have to hold positions of power; to guarantee the application of existing laws; to strengthen civil organizations that help women; to promote the study of exact sciences among women, and to offer formation to society in general so that people become sensitive to the topic of gender violence.

Male students

One of the male students spoke about women suicides as an example of violence of gender, and mentioned jealousy as a form of violence that is accepted as natural. Another student mentioned that it is necessary to recognize women’s abilities and talents and to open spaces where they can be expressed and developed, since gender should not be an impediment for people to perform activities they wish to do. He also said that members of the academic community should encourage women to occupy spaces have been traditionally reserved for men.

3.3. Equity

The set of units of analysis that correspond to the category of “equity” was 49. A relation with the immediate family, academic, and work contexts was found in 47 of them. 47 students also rec-

ognized themselves as reproducers of prejudices, stereotypes or inequality, or as factors of change in their immediate environment.

Female students

The female students expressed that there are differences among all human beings, not because of issues that have to do with sex and gender. But these differences must not be a reason for discrimination or rejection. They consider that the university has an important role as a promoter of equity of gender and that the best way of accomplishing this task is to give proper and timely attention to the cases of violence, and to incorporate the gender perspective into their own dynamics and internal processes.

The students talked about the importance that the learning unit “Gender equity” had. However, they said that this type of educational efforts that “opens minds”, would have to be reproduced at schools levels and reach the teachers, since they are capable of modeling behaviors and attitudes.

Something else that should be mentioned is the importance of focusing on efforts for deconstructing the idea that university careers correspond either to men or women. It is also important to deliver workshops aimed at raising awareness among the student community and society in general.

They agreed on the idea that in order to achieve democracy, decision making requires equity and everyone’s participation. They also talked about the possibility of promoting changes from the framework of their own professions.

Male students

One of the male students mentioned that gender does not define either talents or abilities. In relation to this, he highlighted the fact that there are women who have managed to succeed, which demonstrates that women can achieve the goals they have set for themselves Likewise, he said that equality refers to equality of rights



and opportunities, and that equity refers to providing everyone with resources so that they can make use of their rights and have access to opportunities. Another student pointed out that it is important to think about the way in which one can promote equity of gender within one's professional area and one's personal context.

4. Discussion and conclusions

The aim of the learning unit "Gender equity", is to generate discussions among students, in two different ways: a) to achieve the denaturalization of certain unequal relation dynamics of genders, as well as to make visible various forms of violence of gender, and b) to achieve an understanding of one's own role, both in the construction and maintenance of inequality and in the process of change, that is to say, the process of construction of equity and equality. Part of the aim of this learning unit is to develop among students the capacity of being equitable, fair and correct. This last aspect is something that cannot be verified and that exceeds the limits of the present work, nevertheless, we can say that the reflexive processes - expressed in the two forms previously mentioned - have been achieved in all the students.

As Álvarez-Gayou (2011) and the UNESCO (2014) claim, sexuality and gender cannot be separated. Both elements have been considered by the students in their reflections. Likewise, students expressed that gender is a construction based on a sexual difference that is linked to dynamics of power which do not always reflect evident forms of violence. This situation, according to Butler (2006); Palomar (2005); Ramirez, Lopez and Padilla (2009) and Silveira (2001) contributes to maintain inequity.

The learning unit "Gender equity" is an educational setting where people can work in the prevention of violence and inequity, as Fernandez (2014) suggests.

In the reflections written by the students, it is possible to find that comprehension pointed

out by Buquet (2011) and Donoso-Vázquez and Velasco-Martínez (2013), through which the concepts can be identified and an understanding of one's own role inside a process of change is achieved. Such process of change is aimed at the construction of a fairer and equal society for all.

The female students spoke about gender, inequity, and patriarchy as concepts that have been constructed historically. They have been interpreted as social unequal dynamics that are perceived as natural and normal. They also identified sexist practices and forms of violence in their immediate contexts, and they thought of themselves as promoters of change within their families and disciplines.

With regard to the differences found between reflections of male and female students, women identified some forms of violence because they had been victims of such violence; this was a fact that male students had not experienced. Male students did not talk about the way inequality, gender stereotypes, and patriarchy affect them.

Men could identify forms of violence and inequity in their immediate context, nevertheless, they spoke about women suicides in general terms instead of referring to environments that were closer to them.

An aspect that is worth highlighting is that one of the male students said that the fact that women get paid for their jobs and make decisions at home is a proof that shows "we have advanced" on the topic of equity. This comment can be linked with another one written by a female student, who said that a family that consists of women only is a free family because it is free from patriarchal ideas and dynamics - due to the mere absence of men - of ideas and patriarchal dynamics.

It would be necessary to approach topics such as the "double shift" to achieve a deeper and more complex understanding of gender as an object of analysis and incorporated social phenomenon, in such a way that students could understand that patriarchy, violence, and inequi-



ty cannot be eradicated by incorporating women into public or labor spaces, nor shaping families exclusively with women.

One of the male students mentioned that the fact that there are women “that have succeeded” in society is a proof that talent and abilities do not depend on gender and that women can achieve life goals. Here it would be necessary to promote a reflection concerning the fact that the term “success” has been defined in patriarchal terms, and that these women who have outstood have done it despite certain conditions and restrictions that should not exist.

One of the male students spoke about the importance of promoting equity of gender in the framework of his discipline, but it is necessary to emphasize that he did not mention how that might be done. He did not mention how he could promote equity or attack violence from his family or academic context either.

It is inevitable to mention the fact that of 18 students enrolled in this learning unit, 16 were women and only two were men; also, the fact that all the students belonged to the areas of social sciences and health, except for one male student who was studying engineering. The learning unit is an optional course and was not chosen either by other male students or by students of the exact sciences. This should be taken into account by university academics and authorities, with the purpose of designing strategies that promote the topic in these areas where the content of equity of genders is not considered to be important or useful for students’ formation. One would have to add a reflection about the usefulness of discussions on equity and equality in the areas of the exact sciences and arts, to Buquet’s (2011) contributions on the ways equity of genders is expressed within the social sciences.

Based on these results, an assessment of the course syllabus is recommended so as to include more specific information on the way inequality is expressed in terms of symbolic violence. Works as those of Ramirez, Lopez and Padilla (2009) and Ramirez and Núñez (2010),

are evidence of the fact that stereotypes of gender and violence are phenomena that have been so normalized and naturalized that it might be complicated to think about established relations using radically different bases.

If we consider Butler’s (2006) contributions on the conception of gender and violence of gender as experiences that go through the body, a body crossed by dynamics of power, it seems necessary to integrate reflections concerning the corporal experience to the analysis. It is also crucial to offer a formation aimed at the construction of equitable, assertive, and respectful relations with diversity, since it is not only important to make visible what we have already identified as not desirable but to promote those dynamics, behaviors, and attitudes that can help us to construct inclusion and equality.

With the design and implementation of the learning unit “Gender equity”, the topic has been set for discussion at the UABC and we have fulfilled the mission of opening university spaces for the questioning of stereotypes and for the deconstruction of violence.

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Sexuality and youth: experiences and repercussions

Sexualidad y juventud: experiencias y repercusiones

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Abstract

The objective of the study is to qualitatively search for the understanding of the perceptions of experiences experienced by young people of both sexes in terms of love and sexual relationships, seeking to evaluate the impacts of these experiences in their lives. The study adopted a qualitative approach, made with 60 participants, aged between 14 and 20 years old, who attended two public high schools in the southern region of the municipality of São Paulo / Brazil. The data were collected using the strategy of the focus group and analyzed through the method of content analysis, type categorical analysis. The results were categorized and their organization made into three themes: incursions in the love field, sexual initiation and the impact on life. At the end of the study, it was concluded that even if it had limitations, it

contributed rich and significant content in terms of the love and sexual experiences and consequences in the lives of young people, what will contribute to the discussions on the subject and in new studies.

Keywords: Youth, sexual behavior, education in sexuality, sexual health, sexuality.

Resumen

Este estudio tuvo por objetivo buscar cualitativamente la comprensión de las percepciones de las experiencias vividas por jóvenes de ambos sexos acerca de las relaciones amorosas y sexuales, buscando evaluar los impactos de esas experiencias en la vida de esos jóvenes. El estudio contó con un abordaje cualitativo realizado con sesenta participantes, con edades entre 14 y 20 años, que frecuentaban dos escuelas públicas de educación secundaria de la región sur del municipio

de São Paulo. Los datos fueron recogidos por medio de la aplicación de la técnica de grupo focal y analizados por el método de análisis de contenido, del tipo análisis categorial. Los resultados fueron categorizados y organizados en tres temas: incursiones en el campo amoroso, iniciación sexual e impacto en la vida. Se concluyó que a pesar de tratarse de un estudio limitado, produjo un

1. Introduction

This study is one of the actions adopted with the youth that took part in the sexual education activities, carried out by researchers and graduate students from the Group of Studies about Corporeality and Health Promotion (Gecopros for its initials in Spanish) of the Universidad Federal de São Paulo (Unifesp) through extension courses and events. During the execution of the different activities, many doubts, curiosities, myths and taboos arose in students' speeches. Among the various subjects discussed about "body and sexuality", idealized and symbolic aspects of the generation of subjectivities were revealed, particularly related to the diverse representations of the early experiences, love encounters and sexual practices.

For this study, the word youth is adopted as a social status. The notion of youth spans the period between the social statuses of childhood and adulthood (Grosso 2000).

Considering the complexity of the adolescent/youth sexual behavior, a major project (CEP nº 1126/2016) involving adolescent and youth representations was formulated, having as one of the subjects the love and sexual relationships between them and the identification of the subjectivities resulting from these experiences. Thus, the objective of this paper is to present an innovative instrument for the analysis of the data collected during the activities carried out by Gecopros.

In this context, the social determines the shaping of the subjectivity and behavior patterns. Consequently, such influences totally affect the events, turning the adolescence into a unique

contenido denso y significativo acerca de las experiencias amorosas y sexuales y consecuencias en la vida de esos jóvenes, que contribuirá para discusiones sobre el tema y nuevos estudios.

Descriptor: Juventud, comportamiento sexual, educación en sexualidad, salud sexual, sexualidad.

period of experience and assimilation of the disclosed models.

It is understood that sexuality is a key element in all stages of human development, and involves practices and experiences related to satisfaction, affectivity, pleasure, feelings, exercise of freedom and health. Sexuality is a historic, cultural and social structure, which is transformed as a result of social relationships. However, many societies undergo censorship and limitations in their possibilities of completely experiencing sexuality, due to myths, taboos, prejudices, interdictions and power relationships.

Foucault (2014) mentions that sexuality is a relationship of power between men and women, parents and children, teachers and students, priests, among others. Such relationships are established according to cultural prejudices about sex and variations in spatial and temporal contexts in the history of every population.

Every individual is intrinsically linked to power relationships. Sexuality is related to desire and truth, and is influenced by moral and ethical issues. Therefore, abstinence, respect and interdiction arise, and the individual is subjected to different kind of impositions regarding sexuality, which prevent an open discussion about it as any other human matter.

Despite the several cultural transformations, the technological and scientific development of the society and the freedom of expression, many people today have difficulty to speak about sexuality or manifest their doubts, experiences, feelings and problems in this area. In the family, conversations with the children about the matter are still scarce or nonexistent, and many relatives are opposed to the idea that the subject



is discussed in the classroom. Similarly, some institutions restrict discussions about sexuality and, consequently, the realization of projects along with the community. In other occasions, the issue is treated inappropriately thus reinforcing the prejudices, discriminations, and/or prohibitions, and separating from the laic and scientific point of view.

The youth is a period of (re)discovery, and the sexuality is developed along life. It is the part of the personal history of every individual shaped by its relationships with others, the environment, the culture and his/her exposure to different views of the world. In this sense, Foucault (2014) refers that sexuality is not only built in the biological dimension, but mainly on the imagination. Sexuality is not only in the tangible plane but also in the discourse behind it.

In the same way of thinking, it can be highlighted that sexuality is also determined by the knowledge and control of the body, because these are the evidence of human existence, in social space and history. The knowledge about the body and sexuality is essential for the self-esteem, freedom, identity, sexual pleasure, as well as respecting the bodies of the individuals involved in the relationship.

In this context it is understood that family, school and State need to pursue and protect the transversality of a quality sexual education for youth, even though national context is under the influence of preconceptions about sexual and reproductive rights, which result from the progress of religious conservatism in the government (Zanatta *et al.*, 2016). It is important to remark that the Brazilian national curricular parameters (Brazil, 1997) include sexual orientation (sexual education) in schools as a transversal subject. There is no doubt that exercising a responsible sexuality involves broad sociocultural and political aspects that are out of the scope of schools' duties. Even so, the impact of school investment on sexual education is unquestionable. It is necessary to address the matter in an integrated manner with other disciplines, thus attaining

and aggressive deepening in the youth knowledge about sexuality.

In this way, from the thematic scope and its actual importance, two fundamental questions were raised to delimit this study: Which are the daily perceptions about sexuality of the youth that participate in the study? Which is the contents that rises about love and sexual relationships with other youth?

To answer those questions, the main objective was defined as: qualitatively search for the perceptions of experiences of youth of both sexes about love and sexual relationships, and the impact of such experiences on their lives.

2. Methodology

This is a descriptive study with a qualitative approach, whose purpose is to present elements of a particular population or facts and problems of a reality, and besides to find relationship between the variables. This kind of study drafts the reality, because it describes, captures, analyzes and interprets the context or the processes of constructing the social phenomena. The focus of the approach on the reality, or how a person or a group is led, understands or acts in the present, performs a comparison or a contrast reporting the actual conditions, requirements, paradoxes and how to reach results (Gil, 2010).

The complete project of the study was developed from a research about sexual initiation and the practice of safe sex among adolescents, being evaluated and approved by the Ethical Committee of the UNIFESP, with protocol nº 1126/2016, CAAE: 58771416.7.0000.5505, fulfilling all patterns established by resolution 466/12, about the Research Regulations Involving Human Beings (Brazil, 2013). It is important to remark that the terms of consent and approval were appropriately applied along with the people responsible and participants of the study.

The search was carried out with the aid of the members of the Group of Studies about Corporeality and Health Promotion (Gecopros,



for its initials in Spanish) of the Universidad Federal de São Paulo (Unifesp), in two public schools of the second cycle of elementary and high school, located in the southern area of the municipality of the city of São Paulo.

For this purpose, a deliberately selected sample was used, such that the participants were chosen to reflect the variety of individuals involved in the study. The group was constituted by 60 youth of both sexes, from 14 to 20 years old. The following premises were adopted as inclusion criteria associated to the objectives: age delimited by the Youth Statute (Brazil, 2013); being registered in one of the schools involved in the study and taking part of the sexual education activities promoted by Gecopros, but with broad variation among them such that different and/or divergent points of view show up.

The data were generated for five focal groups, each of them divided into two sections. The group composition was determined in the literature, with questionings aligned with the objectives of the study emphasized in the active participation of the individuals in the discussion; the role of the observer was to assimilate non-verbal information expressed by the participants and write it down in a field diary (Gatti, 2005).

The group sessions were carried out in the school premises, and lasted an average of 60 minutes. A script, organized based on key moments, guided the discussions executing the following steps: opening (presentation, information and schedule agreement); debate; summary; and closing. The meetings were recorded and then transcribed reliably. The main question of the study was "how is it living sexuality during the youth?"

A contents analysis of the collected data was carried out; such analysis is defined as a group of analysis techniques that involve procedures and objectives for describing the narrative contents, and providing qualitative indicators for acquiring knowledge related to the production/reception conditions of the elements of the analyzed communication. The analysis was carried out using a technique known as category analy-

sis, in which the text is split up into units and, promptly, categories are obtained by creation of similarities (Bardin, 2011).

3. Analysis and results

The contents were structured in categories searching for the outlines of the significance system that revealed, as a whole, important aspects about experiences in the area of sexuality and the impact on the life of the participants. These categories were organized and presented as following: (1) incursion in a romantic relationship; (2) sexual initiation; (3) impacts on life.

3.1. Incursions in romantic relationships

This category presented narratives that revealed aspects related to the early love relationships, with reactions distinguished by fear, curiosity, insecurity, interest in the other, friendship and exercise of new social interaction abilities in the adolescence as observed in the narratives:

There are girls that feel ashamed when boys as them to go out, I am very silly, I am afraid, I have never gone out with a boy. My friends keep saying that the first kiss is very important. I kissed for the first time only when I was 14 years old, but I do not even know if that was really a kiss (female sex, 14 years old).

When I see an interesting young boy, I feel a warmth. I am a virgin, I want to remain a virgin until I get married, it is my goal, did you understand? I do not mind about what people say (female sex, 16 years old).

I believe that I am not yet prepared to engage in a serious relationship, I only want to seriously go out with someone. Finding a girl and being with her for a single day, or more than one day if it was a good experience (male sex, 15 years old).

I always wanted to truly like a boy, have a boyfriend, but I am not like other girls that have



sex. Many boys already came to me asking to be their girlfriend, but I have never accepted, because in my opinion if you are going to be with someone or have a relationship, you have to feel something or you have to like him (female sex, 16 years old).

I am not a person of being with two girls as many people believe it should be. I only have one girlfriend. Our relationship was complicated, everything started from childhood to adolescence. I met her and I started to like her, but many problems prevented us from being together; after much insistence, after a year, I could be with her. I have been with for more than one year and a half. I consider myself responsible, because I have a serious relationship with her. She is my best friend and I am her best friend. I support her and she supports me too (male sex, 19 years old).

My girlfriend is 16 years old. We plan to get married and have kids in the future, I believe that is not far from happening (male sex, 17 years old).

I had a boyfriend who even asked my mom if he could be my boyfriend, it only lasted three months, I did not like him, I only wanted to have a boyfriend, but I did not have any sexual experience, I am embarrassed (female sex, 15 years old)

I only had a boyfriend, it was secret, but that was not correct (female sex, 13 years old).

This category exhibited very different facets. Embarrassment and fear are frequent representations in the narratives, especially in young girls. The insecurity at the beginning of an engagement is present, as an indication that at the expense of a relationship without compromise it means some responsibility with the other person.

Some participants demonstrated preference for a relationship without compromise, considering that staying with someone in this type of relationship is a way of interacting socially, and broaden affective experiences. The

youth meet, and feel attracted for each other, talk, have fun, and decide to be together only one time. Such a relationship lacks of pre-established rules, and kisses, hugs, different praises and even a sexual relationship may occur. The relationship without compromise is related to other subjective forms produced by the contemporary society, as well as a group of new paradigms and affective, socials and economic relations of this time, and hence is not a term or a superficial phenomenon (Justo, 2005).

Maintaining virginity as a natural condition and a certificate of morality for marriage appeared in the narrative of the female participants, but no of the males. In the patriarchal society, social recognition of the innocence of a young girl is related to the condition of her body, to her virginity. On the other hand, it constitutes an option of intimacy. In the groups of adolescents/youth, many virgin girls are treated ironically, and sometimes there exists pressure on them so that they cease being virgins. This fact is also linked to control and regulation practices within the group, such as irony, sarcasm, rejection and control of the number of schoolmates for girls and exaltation for boys (Sales and Paraiso, 2013). Such perceptions show that sexist and heteronormative language are present in all social structure (Morgade and Faisond, 2015).

There are others that look for a relationship and fall in love. When youth fall in love they are driven by the intensity of their feelings, such that they can have difficulties to sleep, eat or concentrate in any other thing. Since a love relationship is considered a more stable form of relationship, they have different expectations, figuratively signing the agreement of happiness and sincerity that occurs in love relationships.

3.2. Sexual initiation

This category showed that sexual initiation occurs before important information and knowledge have been internalized. As a consequence, a vulnerability context is configured, with expo-



sure to risky situations, lack of care in adopting precautionary measures such as the use of condoms as a way to prevent pregnancy and sexually transmitted diseases (STD). Experiences were revealed based on the trust on schoolmates, as can be seen in the narratives:

I haven't yet had my first sexual relationship, mi sister got lost because she had sex being only 12 years old, she was immature (female sex, 15 years old).

Virginity is important for me, having sex should be for pleasure. I don't want to have a vulgar relationship, enforced. I want someone I like, and that likes me, because the first love relationship has to be very special, because it is going to change my life. If it is a vulgar relationship, it will mark me and leave sequels (female sex, 17 years old).

It was meaningful; I was 11 years old when I had sex for the first time (male sex, 17 years old).

My first sexual relationship was very meaningful, a bit strange, the girl was more prepared than me, but it was great (male sex, 17 years old)

Sexual interest started during my relationship and we had sex promptly. We had sexual relationships being 12 years old. My first sexual experience was with my girlfriend (male sex, 17 years old).

I had my first sexual relationship being 13 years old. It started very early, but I was conscious and responsible, I did it with the correct person (female sex, 16 years old).

My first sexual relationship was very rushed, I was 11 years old and did not feel anything, I knew nothing, it was only to please the other person. Today I am very sorry, because it was not the way I wanted it, I was taken by surprise, I did not have time to think, that's why I did not like it (female sex, 17 years old).

In the sexual relationships I am always accustomed to prevent, I put him the condom (female sex, 16 years old)

I don't even know how it is to have sex with condom, it should be the most ungraceful thing, I will not feel anything, I will not feel pleasure. I do not want to wear condom, and if my boyfriend asks to use it, I tell that I do not want to have sex (female sex, 15 years old).

The condom is very ugly, it gets stuck just in the moment, deprives the person, you cannot.

The narratives in the study revealed aspects that happen during sexual initiation, event also known as "first time", such as reflection of those who observed unsatisfactory experiences and want theirs to be different. In this way, narratives demonstrate the idealization of the first sexual experience as a satisfactory, pleasant and no-fault event. In particular, young girls that had sexual relationships looking for a change in the affectivity of schoolmates, are generally able to overcome the pain myth even though their virginity is lost.

As it can be seen, the motivation for sexual initiation can be due to many reasons, such as curiosity, love, pleasure, fear to lose the partner and the intention of not being a virgin anymore. However, it is evident that love is still a dominant motivation for girls.

In this sense, search results pointed out that participants represented sexuality as different from sex. Women represented the agreed sexual relationship as feeling, complicity and caress, while for men the sexual relationship was represented by means of gender categories that demonstrate power relationships between women and men, and as a self-pleasure act. Evidences such as these indicate that girls perceive sex more tied to feelings, while boys perceive it connected to the practice itself and to personal satisfaction in the act (Costa and Fernandes, 2012; Saavedra *et al.*, 2010).

Heilborn *et al.* (2006, p.165) state that:

The passage to sexuality is carried out at the end of an ongoing process of physical and emotional exploration, in stages that can take several years or, conversely, be relatively fast. Learning in relationships that lead to adult



sexuality are included in social frameworks organized by couples, who establish rules of behavior and give a status to partners: the engagement system.

But, as it was demonstrated in the narratives, it is in full transformation, with the relationship without compromise being incorporated in that context.

Another aspect that was revealed by the narratives remark that the first sexual relationship can produce feelings of regret when they are carried out to please the other person, without considering the own desire. Actions and feelings of the scope reveal that the ideological model represented by woman subjugation to the man, emphasizing the influence in her way of thinking and acting. In this sense, sexual education has been pointed out as important for the girls to have better tools to make decisions on their body and more secure choices about the beginning of sexual life.

As it has been seen, the first sexual relationship was not a systematically planned activity. It sometimes happens, but it is important to highlight that participants of the group had the first sexual relationship at the beginning of adolescence or at the end of childhood. In this sense, this observation agree with the results of the PeNSE 2015, which indicated that 27,5% of Brazilian students of the 9^o year of secondary education (13 to 15 years old) already had sexual relationships at least one time. Among the male students, such percentage was 36,0%, while among female students it was 19,5% (Brazil 2016).

According to one of the female participants, sex has to be safe, it has to occur with responsibility, and avoiding the risk of an unplanned pregnancy. When a girl believes that using contraception methods involves facing issues prior to this decision and the no fault self-permission, and the conflict with family due to the type of relationship to be established with the partner. Some studies confirm the fact that for female adolescents love and sex are more connected to feelings, while for male

adolescents the affective relationship is linked to comradeship and sex with prevention (Costa and Fernandes, 2012).

On the other hand, narratives generally showed that when both boys and girls talk about their love and sexual life, they give little importance to prevention, either of pregnancies or STD's. It seems difficult to balance love and/or pleasure in a prevention attitude.

In this context, it is worth highlighting that a study carried out in 2010, involving 8741 youth registered in public schools of Paraíba State. According to the narratives of the discussion groups, the inexperience is the main cause for not wearing a condom in the first sexual relationship, followed by the handling difficulties and wrong beliefs that in such relationship it is not possible to become pregnant or acquiring a STD (Ribeiro *et al.*, 2011).

Facing the issues, another aspect that needs to be addressed is the use of the condom, and the importance of talking about it to propel a change that ensures more sexual freedom women. However, in this environment, there are very negative discourse about girls that look for pleasant and safe relationships. Many of them are negatively evaluated as "easy" women and/or accustomed to casual sex. According to Ribeiro *et al.* (2011), the difficulty lies in the fear to displeas and lose the partner, or to project an image of "having experience". For boys, such behavior of the partner of asking to wear the condom produces distrust. These different points of view hinder the possibility of conversation and, consequently, a negotiation regarding its use, creating a space of silence where the fear to possible effects limits the actions and generates a vulnerability context.

3.3. The impacts on life

This category revealed the needs that participants have related to sexual education, lack of knowledge about their own body, ignorance of important information regarding sexual initia-



tion and violence, as can be observed in the following testimonials:

I have sex since I was 13 years old, I like having sex, but I do not know what happens, I like the person and I feel pleasure in the moment, when sex is happening, but later I feel nothing, sometimes I think I would like to feel that thing called orgasm. I never felt it, I am confused, I feel something when sex is beginning, but after that is not the same thing. I keep asking why? My friends say that it is a very good sensation. And it makes me uncomfortable not feeling it. Sometimes I see that I give pleasure to another person and that he is also trying to give me pleasure, but he does not get it and that leaves me irritated. I am always in the search (female sex, 18 years old).

Since I began having sex I do not feel any pleasure, I don't know what that is (female sex, 14 years old)

I feel much pain in the vagina region during sex. It is in the moment when we begin to have relationship. It started to happen a short while ago. Sometimes I do not feel any pleasure having sex, it is when I feel more pain (female sex, 17 years old)

I wanted to say that I am having a yellow fluid that even stains my lingerie and I feel during the sexual relationship, I want to go to the gynecologist, but I only would go if the doctor were a woman (female sex, 15 years old)

I had a son when I was 13 years old, it is a lot of responsibility, everything changed, I even stopped studying at the time (female sex, 16 years old)

When I started having a boyfriend, we liked at each other, I was involved, we stopped using condom and I got pregnant (female sex, 20 years old)

There are many adolescents that are going around doing things they shouldn't do. There are 12 to 13 years old girls that are mothers already, it is not an age to have a son, it is the beginning of everything, it ends up being a

child taking care of another child (female sex, 17 years old).

I went through two abortions. The latest one was very sad, I took eight pills of Citotec®, I bleed a lot, I almost died, I believe I was bleeding for a long time. I went to the hospital, I spoke to the nurse, and she got very upset, she finished with me. I was in the bathroom with four months, I started to bleed, he came out, his color was purple. I don't know why? I desired to take that in my hands, I looked at it and I wanted to put it back in. It was very hard (female sex, 18 years old).

The first relationship made a mark, all girls think about losing virginity with a person they like. For me it was horrible, I feel bad when I remember it, it was the worst thing that happened in my life. It was with a married man, I hated that man, I did not want and he took me forcefully, with violence, I did not want and started to cry. When he saw that I was crying a lot, he stopped that brutality (female sex, 19 years old).

My father abused me, I was 13 years old. He insisted, and insisted, and on my birthday he got what he wanted. For me the time of my birthday is awful. I was thinking on the images of what happened, and the fear that it happens again. A lot of people say that their father is great, I do not have a father, not of those, a father that is father does not do that with his daughter. After that happened with me some symptoms showed up, it is hard to talk about it. Every time I have sex with my boyfriend I feel that pain. I remember everything that happened. Time ago I was having faints. The pain is in the belly, with burning sensation, it is hard (female sex, 17 years old).

The difficulty of female adolescents/youth to have pleasure at the beginning of their sexual life showed up in a significant manner. That lack of pleasure that involves not only the absence of orgasms but also pain during sexual relationships, may have remote causes, such as cultural aspects and an inability with their own body and its condition for self-pleasure.



Many times there is an association of sex with something ugly, prohibited, negative and guilty, which seems to have a devastating effect in a relationship. With respect to it, some speeches also state that there is alleged complexity in women sexuality (Rohden, 2009).

Regarding unplanned pregnancies, it is important to remark that a reason that drives youth to avoid using a condom is related above all to affective sexual relationships in which there is a affective-love involvement, a trend to abandon the condom during the relationship (Godoi y Brêtas, 2015).

Among the most common causes of pregnancies it is important to remark the lack of knowledge and information, and/or not using contraception methods, or their low effectiveness, incorrect use or failure. A communication between partners will lead to safe decision making in reference to prevention (Mendonça and Araújo, 2010).

Regarding pregnancies in schools, opposed points of view can be found in the literature. Some studies state that pregnancy during adolescence results in school dropout, while others point out that dropout is prior to pregnancy (Heilborn *et al.*, 2006).

Youth are filled with new sensations and strong feelings, sometimes inexplicable and uncontrollable. Many times their sexual relationships are impulsive, thus increasing the risk of a pregnancy. When pregnancy happens and it is not desired, the lack of orientation can pose a death risk, because not safe abortion may bring serious consequences to the body and mental health of the adolescent (Faria *et al.*, 2012).

A study coordinated by Brêtas *et al.* (2017) involving 302 youth between 14 and 20 years old, with secondary education about abortion, revealed that a greater level of school attendance indicate that other values are interposed, increasing the knowledge about the matter and the possibility of formulating different points of view. Regarding education in sexual-

ity, the school is fundamental as a socializing and knowledge promoting institution that can inform and reduce the risk factors in youth, thus directly interfering on the individual vulnerability of students by making them capable of generating knowledge that will be transformed in protection attitudes and practices.

Regarding sexual violence, girls are victims more frequently, being more common the father/daughter abuse that is analogous to the cultural pattern of the patriarchal society, in which the woman, even with female conquests, is still seen as a sexual object. Sexual violence is a phenomenon which is present in all socioeconomic levels, and can be classified as intra and extra-familial, depending whether it is perpetrated by relatives or not of the person subject to violence.

The girl subject to intra familiar violence faces the imminent risk of being a victim of sexual abuse at any moment, because the attacker lives in the same space, and sometimes there is collusion of other members of the family. That fear promotes a continuous feeling of unsafety, horror and terror that deeply affect her psychological condition. Most of the people subject to violence suffer deleterious consequences for their bio psychological development, such as: panic in certain social situations, feeling of guilt, suicidal thoughts, difficulty for interpersonal, affective and sexual adaptation, among others (Azevedo and Guerra, 2007).

Another study (Ballonoff Suleiman *et al.*, 2016) suggests that good quality communication about sexuality between the family and the adolescent has been significantly positive to guarantee safe information, self-esteem and a greater power of decision about prevention, sexual initiation and better resistance capacity to the pressure within the group.

In that context, it is important to remark the importance of recognizing adolescents/youth as subjects of sexual and reproductive rights, which is fundamental for the implementation of public policies really adjusted to their needs. Understanding the transition for an active and



protected sexual life is essential to take care of their expectations in sexual education, above all before sexual initiation (Borges *et al.*, 2016).

4. Discussion and conclusions

Although this study is limited because it is local and involves a particular population, it contributes to extend the discussion since it addresses an important matter in the area of sexual education for adolescents and youth.

The results of the study reinforce the need to consider the youth as subjects of rights and people in the process of development, which is fundamental to think in the implementation of public policies on protection, prevention and sexual education. Understanding the process of constructing their social and affective relationships, the oral and corporal expressions, and the different ways to see and be in the world, mainly looking at their insertion in the digital and social world is essential to elaborate action proposals with greater impact on their lives.

The prominence of youth should be encouraged with their participation in both educational and health services, and in policies elaboration. The experiences of the youth in sexuality and the impact in their social life constitute important information about vulnerabilities, and provide key hints about how, where and why investing in particular ways of education in health.

The safe transition to a more active sexual life requires information and knowledge in sexuality, that address the ways to prevent, the importance of pleasure, self-knowledge and respect for the other. Other important abilities such as recognizing abuses and forms of violence, defining limits for self and others, and self-love, are only developed stating problems about the attitude.

In this way, it is considered relevant to know the experiences in sexuality of the youth, as a direct form of implementing positive and realist actions of greater impact in sexual and health education.

In school, sexual education should be understood as a process of pedagogical intervention, whose objective is to state problems about issues related to sexuality, and promote the construction of knowledge, including attitudes, values, beliefs and taboos demythologizing. As pointed out by Morgade (2006), it is necessary that sexual education stops being addressed in the hidden curriculum, to be present as a topic in school programs. Such intervention occurs in a collective scope, considering the sociologic, psychological and physiological dimensions, differentiating from an individualized work, of psychotherapeutic nature. This is different form the education carried out in the familiar scope, because it promotes the discussion under various points of view related to sexuality, without imposing particular values over others.

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Manifestations of violence among students of higher education: The uses of WhatsApp

Manifestaciones de violencias entre alumnos de educación superior: Los usos del WhatsApp

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Abstract

In this article we present the results of an investigation regarding violence demonstration through WhatsApp among students of Higher Education, carried out in 11 educational programs. To learn the new types of mistreatment that faculty students enrolled in a public university in the city of Guadalajara, Jalisco, Mexico do and suffer through WhatsApp. 541 students were surveyed as part of a probabilistic sample of a population of 17 000 students, working with a 95% confidence level to estimate a proportion by means of a bilateral interval with a conservative approach obtaining an error limit of .041 (4.1%).

Among the most relevant results, we found that 48% of the sample has felt uncomfortable and disgusted by pornographic photographs that their

contacts have sent without their consent; the same happened with 37.4% of the sample of students to whom pornographic videos were sent. These types of messages constitute new abuses that offend those who receive them, which is also the case for 18.7% of the students who have been targets of seemingly harmless memes, however; those who appear in them suffer ridiculing. Another important finding was the one related to indifference and how it has become a new type of violence suffered by 77.8% of students.

Keywords: Violence, students, social networks, WhatsApp, cyberbullying.

Resumen

En este artículo se presentan resultados de una investigación sobre algunas manifestaciones de violencia

a través de WhatsApp entre alumnos de Educación Superior; realizada en 11 programas educativos. Conocer los nuevos tipos de maltratos que hacen y sufren a través de WhatsApp los alumnos de facultad inscritos en una universidad pública de la ciudad de Guadalajara, Jalisco, México. Fueron encuestados 541 alumnos(as) en una muestra probabilística de una población de 17 000 estudiantes, trabajando con un 95% de nivel de confianza para estimar una proporción por medio de un intervalo bilateral con un enfoque conservador obteniendo un límite de error de .041 (4.1%).

Entre los resultados más relevantes encontramos que un 48% de la muestra se ha sentido incómodo y disgustado por fotografías pornográficas que le han

enviados sus contactos sin haberlas solicitado y sin que le notificaran del envío de estas imágenes; los mismo ocurre con un 37.4% de la muestra con alumnos(as) a los que enviaron videos pornográficos. Este tipo de mensajes constituyen nuevos maltratos que ofenden a quienes los reciben, como ocurre además con un 18.7% del alumnado a quienes les han hechos memes aparentemente inofensivos, pero que hacen sufrir a quienes en ellos aparecen al ser ridiculizados. Otro hallazgo importante, fue el relacionado con la indiferencia y cómo está se ha convertido en nuevo tipo de violencia que sufren un 77.8% de alumnos.

Descriptor: Violencia, alumnos, redes sociales, WhatsApp, ciberbullying.

1. Introduction

It is not a secret that adolescents and youth spend most of their time in activities that involve the use of internet. They are in the so called Network of networks, at every moment getting in and out intermittently, and in that continuous go and come they seem to live a double life, one in the actual reality and the other on the virtual reality. As stated by Area, Borrás Machado and San Nicolás (2015), it is evident that their consumption, production and diffusion ways related to the culture, represent a breakup with the uses and traditions of his family and surroundings, because his/her relationships with peers, family and school are actually shaped by the online interactions with which they socialize and show his/her face to the world.

Social networks have given youth visibility and have socialized their ways of living; internet use has become a modus vivendi for a large number of users. In this context of presence of the digital world and augmented reality (Ortega-Ruiz, Del Rey and Sánchez, 2012, p. 45), social networks play an important and fundamental role as a socialization factor for youth, being on a par with friends, family and school premises, formerly essential elements in the generation of coexistence between individuals; coexistence which was regulated and perhaps monitored by

parents in the home environment and by teachers in the school ambit.

Since digital communication is mediated by personal electronic devices such as mobile phones, tablets and computers, it takes place away from adults' attention and close to peers that are hyper connected in school premises. In this context in which students develop, they are assimilating forms of violence that cannot be ignored by parents and teachers; taking into account that school is an important space for students to learn to live together in a pacific manner.

1.1. Some theoretical and methodological fundamentals

Nowadays, there are multiple manifestations of violence, now reinforced by the use of the different social networks that provide new faces, languages and communication ways between youth, which through information technologies acquire distinctive features because of the impacts and consequences that these form of virtual interaction have on the individuals. There have emerged many phenomena and situations that can hardly be inventoried in a definite way; what is feasible is detecting that they now represent the metamorphosis of processes related to different situations of harassment, violence and aggression,



with the use of diverse digital devices and a heterogeneous gamut of technological applications.

In recent years there has emerged a new form of aggression, usually called cyber harassment, in which such aggression takes place through computerized means, and more specifically through mobile phones and the internet (Smith, 2006).

This researcher defined that phenomenon as cyber harassment, remarking that it is “an aggressive and intentional act carried out repeatedly and constantly along time, by a group or individual using electronic contact ways, against a victim that cannot defend himself/herself easily”. Many types of cyber harassment can be highlighted, such as text messages, intimidation by phone, intimidation by photos and videos, siege by e-mails, siege by chat sessions, intimidation through instant messaging programs and siege by web sites.

With the time, it was found that bullying was closely related to cyber harassment, after discovering that, in the academic ambit, the school aggressors continued the mistreatment in the cyberspace, which is considered as an indirect bullying. From this perspective, authors such as Hinduja and Patchin (2008) stated that cyberbullying resulted from an unfortunate merge of bullying with electronic communication and mobile telephony.

One of the predispositions that presently tend to prevail analogously in the usages of mobile telephony, in particular smartphones and iPhones, to carry out harassment among youth has been documented through different studies conducted in diverse latitudes.

In Spain, a study carried out in Cordoba by Calmaestra (2011), involving a sample of 1671 secondary school students, found that a 8.3% of them had been mistreated through the mobile phone. Similarly, another research conducted in the community of Extremadura in the same country by Del Rio, Leon, Castaño and Gomez (Year), found that 8.8% of a sample of 620 students of fifth and sixth years of primary school had been harassed through mobile phones.

In Mexico, Velazquez Reyes (2010) carried out a research with a sample of 594 secondary school students and 31 students of bachelor's degree, finding a 10.5% of cyber victims; Lucio López and González González (2012) conducted a study in which the interviewed 1066 students from 28 high schools, and found that 49.9% had been insulted through mobile phones, 18% had been threaten, 9.7% were victims of extortion, 9.8% were sexually harassed through messages, 15.8% had been affected in their reputation and dignity, and 7.6% were ridiculed with videos that were taken and distributed.

The data formerly provided show certain structural analogies of the trends that in different regions of the planisphere, related to the increasing use of expressions, conducts and behaviors linked to situations of aggression and violence using these devices. This shows the magnitude that the phenomenon has been acquiring, which is fundamental for its understanding and explanation.

A key antecedent of the present study is the research conducted by ourselves (Prieto, Carrillo and Lucio, 2015) in this same school, where an analysis was carried out from a broader perspective to identify bullying and cyberbullying situations.

As opposed to such previous work, this research pursues highlighting different aspects linked to the youth, in their bond (harmful in this case) with Information and Communication Technologies (ICT). This is an essential element to consider, due to its role and influence in the cultural level and, particularly, in the educational aspect. Among the most important issues revealed, it was found that WhatsApp is one of the most common means of communication in the student community to carry out diverse forms of aggression and violence.

1.2. Origins and new uses of WhatsApp

Whatsapp was created in 2009 by Jan Koum, director of the operations team of Yahoo (Moreno, González, Torres and Hernández, 2017), these authors point out that it was origi-



nally called What's up app, and it quickly grew with great success and popularity among users, as a multiplatform which is easy to use because it takes data from such users.

It might be highlighted that one of the drawbacks of this application is that all information is sent as simple text, and any person with some knowledge of this social network may enter and use it incorrectly. Being careful about what is shared in social networks is fundamental. One of the risks that WhatsApp entails is the use that can be given to this social network, for instance the many possibilities that appear among young users to publish messages, pictures and videos with compromising words and/or images that allow aggressors to extort, mistreat or ridicule with memes, taunts or derisions, among others. In general, there does not yet exist enough normative and legal frameworks that regulate and control the manifestations of violence in the diverse technological applications that are used as a mean for communicating, which makes more fragile its different uses; WhatsApp is not an exception.

1.3. New forms of violence

One mistreat that has emerged in WhatsApp is sending pictures and pornographic videos to contacts that did not request them and were not informed about the content of these messages. In Mexico there have occurred cases of people that after ending a relationship, they upload to the network videos and pictures of his/her former partner as a form of revenge, causing a significant moral, physical and psychological harm on the victims. In light of this, senator Mónica Arriola Gordillo (2015) proposed an initiative for reforming the Federal Penal Code in order to penalize the felony of abuse committed when a someone photographs or films another person, partially or totally nude, and distributes the image or the video in any means without his/her consent, printed or in social networks.

Recently, one of the formats that has been commonly used in social networks are the so-

called memes, which are employed with the purpose of ridiculing, harming, transmitting sarcasm and even deteriorating the image of an event or a person. In the mid 60's, Dawkins (1993, p.2018) coined the term meme in his book "The selfish gene", and conceived them as cultural ideas transmitted from brain to brain and from generation to generation. This could have been the imitation of a "catchy" tune, to call it somehow, songs, slogans, dress fashions, ways of constructing pots or bows. As time has gone by, the concept has changed and now memes are photographs, videos, drawings, graphic forms that pretend to be good humor vehicles, but hide mock and ridiculing. They have become an emergent mistreat in social networks, which can be aimed at individual, groups and even organizations.

According to Hernández (2016) a meme is a technical term that refers to a kind of recurrent internet trend, whose feature is the tendency to create cartoons with particular drawn faces; its origin is not only the author but a community named 4chan in which all this phenomenon started. Nowadays such cartoons have been replaced by furtively taken pictures of extracted from a photo album in the network, with the intent to ridicule the persons in such pictures.

Montero (2016) defines meme as a montage of images and text that are on the internet; the phenomenon has taken boundless dimensions, and beyond humor and anecdote has revitalized the relationship between production and circulation of images. The author emphasizes that initially there is an appropriation of an image that is later transformed through a photomontage. In other words, a picture with original shape is later transformed by the author or by others. Azahua (2014) points out that there is violence when one or more pictures are taken without the consent of the photographed person; the camera, she states, works against the will of the photographed person. Arango (2014) expresses that in the actual digital culture, memes are understood as any other text, image or video -with a certain sense of humor- that



is shared in social networks, but warns that the subjects involved reinterpret definitions of the reality, creating their own meaning. In other words, the person who makes a meme transforms an image generating a new one according to his/her own subjectivity. Thus, who creates a meme may think that he/she is doing something comic, but he/she is really harming and, hence, generating violence.

The indifference is another phenomenon that has been acquiring importance and has been recognized as a symbolic form of mistreat or violence with the use of WhatsApp. Leaving as “seen” and ignoring the messages produces discomfort in the other person. The researcher Ianire Estébañez (2016) states that this type of conduct can be considered as passive violence, since this omission produces harm; the person that suffers the indifference is psychologically damaged, especially in his/her self-esteem

1.4. From tranquility to discomfort

Definitely (Ortega-Ruiz, Del Rey and Sánchez, 2012, p. 46):

The cyberspace has become an exchange space, not only of information, but particularly images, many of them very personal, as pictures of emotional moments and relevant events that could compromise the intimacy of the protagonists..

With electronic devices and instant messaging applications such as WhatsApp, students expand their social networks including friendships and enmities. In them they live happy moments, but also discomfort because, unfortunately, cases such as abuse, bullying, lack of respect, harassment and unjustified aggressions occur.

The objective of this research paper was to know how the social network WhatsApp is used by the students of the different educational programs of the University Center of the University of Guadalajara, and the incidence of old and new mistreats, which may be linked to the phenomenon known as cyberbullying.

2. Methodology

This research is descriptive and transverse, whose purpose is to describe the cohabitation of students in WhatsApp and their use of this application, in the context of behaviors that are identified with the phenomenon of cyberbullying.

2.1. Participants

The participants are 541 students of a total population of 17 000 students of a university center of a public university in the city of Guadalajara, Jalisco, in Mexico. The sample was probabilistic with a confidence level of 95% to estimate the proportion by means of a bilateral interval with a conservative approach, obtaining an error limit of 0.041 (4.1%). The sample comprised 45.6% of men and 54.4% of women, mostly from 18 to 26 years old, with the exception of two cases of people of 40 and 43 years old, who were students of the bachelor’s program.

2.2. Instrument

A survey with a self-report structure was used. This survey was deliberately developed for this research, inspired in the instruments employed by Calmaestra and Ortega-Ruiz and by Madrid’s ombudsman, whose reliability was validated in their studies of bullying and cyberbullying.

2.3. Data collection and codification

Once the sample was obtained, the directors responsible of the 11 Higher Education Programs of the University Center were addressed in order to generate basic conditions to facilitate the research process and communicate the intentions and purposes of the work. Afterwards participants were informed about the purpose of the inquiry, emphasizing that the instrument was anonymous and asking them to respond sincerely because no case would be considered individually. At the end of the survey the students signed



a section giving their consent of participating part in the research and acknowledging that each one was 18 or older. Students from the first to the tenth semesters took part in the study.

The self-report was applied by three researchers, and participants took between 20 and 25 minutes to complete it. They handed the filled report to a students' representative, who place them on the professor's desk. The researchers picked and counted the 541 surveys, and further the answers were analyzed using the statistical software SPSS version 21.

3. Analysis and results

The most remarkable findings included information which was separated in the following

Table 1. Connection hours

At what time do you use WhatsApp	Never	Sometimes	Very often
1.- From 5 to 9 am	24%	63.1%	12.9%
2.- From 10 am to 2 pm	8.2%	53.1%	38.7%
3.- From 3 to 7 pm	5.7%	37.2%	57.2%
4.- From 8 pm to 12 midnight	2.6%	40.1%	57.3%
5.- From 1 to 4 am	57.4%	37.1%	5.4%

As can be seen in table 1, there is no preferred connection time, since students can be connected at any moment, even at early morning, as stated by 5.4% who indicated that he/she connects at that time very often.

WhatsApp has become a key application in the communication and cohabitation of the students of this university center, since 29.3% of the sample stated that the application is Very important in his/her life, a 63.5% considered that it is somewhat important, and 7.2% considered that it is no important. This is because they participate in communication groups with their school classmates (97.6%), to keep abreast of the assignments and other academic activities, also in groups of friends (93.6%) for training activi-

ties: connection time, hours, role of the victim, role of the aggressor.

3.1. Connection time

The average connection time was 7 hours during weekdays and 9 hours during weekends. Regarding the addiction to WhatsApp, a 71.3% of the sample point out that such application is addictive, but only a 34.3% affirmed to have developed a kind of addiction to WhatsApp.

Regarding connection hours, it was found that students are connected most of the day, even during school hours, and at least one of every two connections during early morning.

ties and in family groups (59.3%) to be in touch with their loved ones.

3.2. The mistreats in WhatsApp. The victims

Regarding the mistreats in WhatsApp it can be observed that being ignored is the one with most incidence, since it affects 6 of every 10 students, followed by offensive language, insults and ridiculing. The creation of memes with the victim's image is a new mistreat that emerges, harming him/her with messages of apparent jokes.



Table 2. Mistreats to the victims

In WhatsApp, have you been victim of any of the following behavior from any of your contacts?	Never	Sometimes	Very often
1.- Have you been insulted?	64.9%	29.6%	5.5%
2.- Have you been threaten?	90.2%	8.7%	1.1%
3.- Have you been ridiculed?	81.7%	15.9%	2.4%
4.- Has someone written offensive words to you?	58.6%	37.3%	4.1%
5.- Have you been told phrases that have made you feel sexually harassed?	69.1%	27.2%	3.7%
6.- Has someone created memes with your image with the aim of ridiculing you?	81.3%	16.3%	2.4%
7.- Has someone recorded videos of you without your consent with the aim of ridiculing you?	87.6%	11.5%	0.9%
8.- Has someone sent you offensive voice notes with verbal violence?	87.2%	11.5%	1.3%
9. Have you been ignored?	22.2%	58.4%	19.4%

Other mistreats that emerges is receiving pornographic images without having requested them and without being informed about the content, as indicated by 48% of the sample, i.e. almost one of every two students. The same thing happens with 37.4% of the sample, who have received pornographic videos without having requested them and without being informed about the content.

In an open question students mentioned that it made them feel uncomfortable the fact of seeing them. The received material included pornographic videos, obscene pictures with very disturbing images. According to the answers, this happened within the three months prior to the interview.

3.3. The aggressors

The survey allowed them to express if they made any of those mistreats, being in the role of aggressors. Results indicate that the greater mistreat is ignoring the other’s messages, since 8 of every ten students has made indifference a common practice, turning it a new type of violence. Results are not very different with respect to what victims claim to have received, which confirms that the inappropriate use of WhatsApp is affecting the cohabitation of students at the higher level, which it is expected to find a low number of mistreats.

Table 3. The aggressors

In WhatsApp , have you carried out any of the following behaviors against any of your contacts?	Never	Sometimes	Very often
1.- Have you insulted him/her?	64.7%	30.1%	5.2%
2.- Have you threaten him/her?	94.3%	4.8%	0.9%
3.- Have you ridiculed him/her?	74.3%	21.6%	4.1%
4.- Have you written offensive words on his/her wall?	88.5%	9.8%	1.7%
5.- Have you written him/her phrases that have made him/her feel sexually harassed?	93%	4.6%	2.4%
6.- Have you made memes with his/her image with the aim of ridiculing him/her?	78.6%	17.2%	4.3%



In WhatsApp , have you carried out any of the following behaviors against any of your contacts?	Never	Sometimes	Very often
7.- Have you recorded videos of him/her without his/her consent with the aim of ridiculing him/her?	81.5%	16.3%	2.2%
8. Have you sent him/her offensive voice notes containing verbal violence?	86.7%	10.2%	3.1%
9. Have you ignored him/her?	22.7%	53.6%	23.7%

Item 9 of table 3 indubitably confirms, from the aggressors' point of view, that the indifference has become a behavior which starts to characterize another aspect of a form of exclusion when individuals are ignored, as 53% manifest to have done it Sometimes and 23% Very often. Discrimination of individuals in these contexts of virtual communication interaction, in this case through WhatsApp, generates in the victim feelings of omission and vacuum that significantly impacts his/her emotional profile.

4. Discussion and conclusions

An aspect that result significant is the fact of finding emerging mistreats that are arising as time goes on, such as indifference, which albeit frequent in face-to-face reality, now shows in cyberspace and is in the WhatsApp messages left as "seen". Another finding is the fact that memes become instruments for violence, distributed in this social network as an apparent simple joke, but which causes significant harm whom appears as the protagonist of the images robbed from his/her profile or album, or of the pictures or videos furtively taken. An image taken without consent is an act of violence. Pornography results uncomfortable, upsets whom without requesting it receives it an ambit supposed to be private and intimate. For this reason it should be considered a mistreat, since it also puts at risk the freedom of the person who receives it without consent, and because cyber polices are aware of the material that circulates which is prohibited by the penal codes of the world.

As stated by Area Moreira, Borrás Machado and San Nicolás (2015), is time that parents,

teachers and the society address these issues, see the clear and the somber of social networks; the adults play a fundamental role as a guide for our children and students to show a good digital behavior in the construction of a healthy digital identity that does not jeopardize his/her reputation, privacy and security. The school has to contribute by adapting the curricula the new times; any reform in the educational field should take into account the development of abilities for cohabitation in the cyberspace, and promote a culture for good internet management that benefits a digital society.

As stated by italian phylosopher Luciano Floridi (2018):

It is necessary that social networks conduct the ethical impact of the information and communication technologies on us and on our environment. It is necessary that they improve the economic, social and political information dynamics...it is necessary that philosophy develops the correct intellectual framework which helps to give significance and understand our new situation...an information philosophy is needed as the philosophy of our era for our era.

The uses of social networks, their logics of production, consumption and communication require new ethic, legal, axiological and educational frameworks that regulate the new and emergent communicational interactions of our era. The development of technologies require specific forms of epistemological and philosophical reflection that make possible frameworks of understanding about the diverse implications of what Floridi has rightly called "the era of the



infosphere”, since it is remodeling and transforming human reality.

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Sexual harassment in Ecuadorian universities: content validation for instrument development

Acoso sexual en las universidades ecuatorianas: validez de contenido de un instrumento de medición

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Abstract

Sexual harassment in institutions of higher education (IHE) is a problematic about which awareness and exploration is on the rise in Ecuador. However, there is a notorious lack of data to aid in estimating the magnitude of the phenomenon. This feeds into the idea that we are not dealing with a problem that needs to be prioritized. In this article, we describe the process for validating contents among experts for the construction of an instrument to measure the prevalence of this phenomenon. This process was carried out with the judgment of experts of the practices by the level of interrater agreement method. (Grant y Davis, 1996). We concluded that the content validation phase for experts is important for the development of instruments on sexual harassment because there are multiplicity of definitions and it isn't clear the delimitation of the phenomenon. The panel of experts incorporated notions that are not contemplated in the literature. In reference to the hierarchy, emergent relationships in intersectional dynamics are included, something that cannot be left aside in the Ecuadorian context. The delimitation of practices related to content, effect, frequency, purpose, context and mode was also considered. Finally, the common approach favored having the same indicators to allow comparing results between universities in a feminist perspective.

Keywords: Sexual harassment, higher education, gender violence, contents validation, sexual harassment prevalence.

1. Introduction and problem

Sexual harassment in institutions of higher education (IHE) is a problem that needs to be discovered and solved. Groups of students and teachers have made public situations that were historically silenced and naturalized in the universities. However, there is a clear ignorance when it comes to identifying the conceptions

Resumen

El acoso sexual en las instituciones de educación superior (IES) es una problemática que se está explorando y visibilizando en el Ecuador. Sin embargo, la falta de datos que ayuden a estimar la magnitud del fenómeno es notoria. Esto alimenta la idea de que no se trata de un problema prioritario. Este artículo da cuenta del proceso de validación de contenidos entre expertas para la construcción de un instrumento de medición de la prevalencia de este fenómeno. Este proceso se efectuó mediante el juicio de personas expertas para elaborar un inventario de prácticas y la selección de las más relevantes y representativas mediante el sistema de porcentaje de acuerdo (Grant y Davis, 1996). Se concluye que la fase de validación de contenidos por personas expertas es clave para la elaboración de instrumentos sobre el acoso sexual debido a la multiplicidad de definiciones y la escasa delimitación del fenómeno. El panel de expertas incorporó nociones que no están contempladas en la literatura. En referencia a la jerarquía se incluyó las relaciones emergentes en dinámicas interseccionales, algo que no puede dejarse de lado en el contexto ecuatoriano. También se consideró la delimitación de las prácticas asociadas al contenido, el efecto, la frecuencia, el fin, el contexto y el modo. Finalmente el planteamiento común favoreció contar con los indicadores para la medición y la futura obtención de cifras que no sean dispares para comparar los resultados entre universidades y en clave feminista.

Descriptores: Acoso sexual universitario, violencia de género, validación de contenido, prevalencia de acoso sexual.

around these practices. On the other hand, when the situation is detected the option is to silence it in order to avoid reprisals; to a large extent, this is because not all IHE have clear policies and routes to prevent, serve and punish harassment. The responsibility to solve this situation lies in the person who has lived the harassment, because it is understood that it is in their hands to put the complaint, as occurs with other types



of violence (Marugán and Vega, 2002). When the situation is denounced, the responsibility normally lies on the person who was attacked for having caused it or provoked it. If the case reaches the courts, the victim will be trapped in a slow and victimizing system. Finally, if law sentences favor the victims, the authorities of some IHE resort to trickery—administrative actions that circumvent the law—to allow the aggressors to re-exercise their duties. These findings warn people about a regular-basis situation within the educational field that produces and reproduces patriarchal concepts and practices. Far from forming a space for social transformation, the IHE would seem to constitute mechanisms to perpetuate unequal relations.

These situations raised the research questions: what is happening in Ecuadorian universities in relation to sexual harassment? In what relationships does it appear? Who are the people attacked and aggressors? What are the effects of sexual harassment? How do act IHE act?

To answer these questions, inspired in the notion of knowledge (Haraway, 1995), a methodological choice was done from the political position of the authors. It seems necessary to have empirical data to provide visibility to this social problem. As several authors have stated (Blumer, 1971; Fuller and Myers, 1941; Kohn, 1976; Merton, 1971; Sullivan, Thompson, Wright, Gross and Spady, 1980; cited by Pérez Guardo, 2012), for a phenomenon to acquire the condition of social problem it must be positioned by a social group seeking its solution, a consensus must arise in society to point it as a social problem, and finally there must be data that evidence its presence and its effects. Since information on sexual harassment at the university level is scarce, the idea that it is not a priority problem is encouraged.

The aim of this research is to contribute to the visibility, detection, prevention and attention of sexual harassment in IHE. It has been considered important to visualize the prevalence of sexual harassment and its effects on the field of work and academy through the design and

subsequent application of a prevalence questionnaire developed by experts and validated in the country, with the purpose of establishing policies, plans and programs within the universities. In this article, the idea was to present the results of the validation content process in the construction of the identification instrument on the prevalence of sexual harassment in the universities.

The content validation in the development of an instrument is crucial, because during this phase the items to be measured are selected (Grant and Davis, 1996). It is also relevant to show the process and methodology of the content validation, which represents a contribution to the field of quantitative research. On the other hand, this process can also contribute to delimit the conceptualization of sexual harassment in the national context. In addition, it is necessary to understand this problem in terms of the effects and consequences that it has in the work and academic performance. In this sense, the idea of Preciado and Franco (2013) is shared: the procedures for the construction of quantitative instruments are essential contributions for those conducting research within unexplored fields.

Although gender violence in Ecuador has been positioned since the mid-80, sexual harassment at the university level has been little studied. There are some undergraduate theses about the topic (Álvarez and Guarderas, 2018; Ormazá, 2013), as well as a report of a qualitative research with a quantitative sample of the National Council of Women (Logroño, 2009). Other countries have deepened on the topic (Benson and Thomson, 1982; Bosch *et al.*, 2012; Fitzgerald *et al.*, 1988; Kury, Chouaf, Oberfell-Fuchs, and Woessner, 2004; Piqueras, 2013; Valls *et al.*, 2008). Likewise, there are also emerging researches in some Latin American countries, such as Mexico (Evangelista, 2017; Silva, Vázquez and Lara, 2012), Colombia (Castaño-Castrillón *et al.*, 2010) or Peru (Castañeda, Espinoza, and Manrique de Lara, 2016).

Based on the definition of sexual harassment, it is understood as a type of gender vio-



lence, which is part of a complex material and symbolic framework constituted by speeches and hegemonic hierarchy practices, related by racist and classist conceptions (Guarderas, 2014). These discourses and violent practices place the subject in a situation of inferiority and inequality, and are activated in the family relations, community, neighborhood, institutions and universities: “It is a mechanism to perpetuate the unequal power relations” (Guarderas, 2014, p. 98).

According to several authors (Bosch *et al.*, 2012; Pérez Guardo, 2012), the definition origin of sexual harassment was legal, and referred to harassment in the job world, and was defined as intrusive and unwanted male behavior on women. Bosch *et al.* (2012), mentioned that sexual harassment alluded to the value denial of women in the workplace, which was expressed in sexual terms with the intention of exercising power over them. The 1992, Paula Nicolson and Jane Usher (cited by Pérez Guardo, 2012) included in the definition the academic field, and defined it as:

Any unwanted and unaccepted sexual innuendo, petition for sexual favors, physical or word contact, when that contact has the purpose or effect of interfering unreasonably in an individual's work, in his or her academic performance or attempting to create an intimidating, hostile or offensive work or academic environment (p. 5).

Therefore, the concept is associated with power relations: “Sexual harassment is a problem of power, not a sexual problem” (Kornblit and Petracci, 2002, cited by Bosch *et al.*, 2012, p. 9). Sexual harassment includes the use of authority to demand sexual satisfaction or impose unwanted sexual requirements on those who are assaulted in the context of a relationship, conceiving women as a sexual object and at the disposition the attacker (Hirigoyen, 2000). Therefore, it is necessary to emphasize that sexual harassment is not only a problem of hierarchical power, but of gender power, which can be intertwined with university hierarchies.

On the other hand, some definitions are found in the Ecuadorian context. The Comprehensive Penal Code (2014) explicitly establishes what is considered as sexual harassment:

The person applying for any act of a sexual nature for himself/herself or for a third party, to be in the position of labor, teaching, religious or similar authority, whether a guardian or curator, minister of worship, education or health professional, staff responsible in the care of the patient or that maintains family bond or any other form that implies subordination of the victim (...) (p. 28).

The comprehensive organic law for the prevention and eradication of gender- violence against women (2018) does not contain a specific article on sexual harassment, although it includes harassment as one of the practices of psychological violence, explicitly in sexual violence. The same law refers to violence in the educational field as “that which is exercised through words, actions, omissions or behaviors that infringe or induce teachers, administrative personnel, companions or other member of the educational community (...) against women” (p. 10).

As evidenced in the Penal Code in which is legally defined the sexual harassment that is carried out in the relations of power institutional work and education, however, in this definition are aside the patriarchal power relations that endow it with social significance.

This paper consists of three sections. The first one mentions the methodological perspective and the procedure of the investigation. The second part describes the main results of the instrument's construction process. It closes with the discussion and the conclusions.

2. Methodology, materials and methods

According to Balasch *et al.* (2005), the proposal of the critical and committed research aims to



identify and act against the forms of domination. As the authors indicate, the idea is to consider the knowledge produced as a version of the studied phenomenon, without staying in a mere interpretative activity but recognizing the transformative nature of scientific practice. Based on these assumptions, the research was conducted from the perspective of located and embodied objectivity (Haraway, 1991/1995), aware that research is to provide versions of the world to make it more livable and less violent.

For validating the instrument on the prevalence of sexual harassment, the following procedures suggested by Grant and Davis (1996) were used: selection of expert group, use of expert panel and content validation guides.

The selection of the expert group was based on four indicators: experience in quantitative or qualitative research on gender issues; relevant training in gender-related intervention, gender and health violence, work experience at the university, and geographical place of origin to guarantee the linguistic relevance of the instrument. Following Lynn (1986, cited by Grant and Davis, 1996) the group should be composed of three to 20 experts who would meet at least one of the indicators mentioned, and the participation of those who would meet more than one criterion was very pertinent. Also, another variable involved in this process was the desire and interest to participate in this process.

Five experts, who worked in universities as researchers in the field of gender, violence or health, were contacted. All except one responded immediately and expressed interest in participating in this process. These people, as the snowball sample system, contacted other researchers and auditors related to the topic. A group of 15 experts were formed: 10 had expertise in gender research; two in quantitative and qualitative research; and a health investigator. There was also the participation of a student welfare person attending bullying situations at the university. The experts were from two private and four public universities; three universities exclusively

dedicated to postgraduate studies and four of undergraduate and postgraduate universities; six universities from Quito and one from Cuenca. The origin of the experts covered the geographic regions of the country where more universities operate: Sierra Norte, Sierra Sur and Costa. A group of experts outside the process was also formed to review the final construct. The seven external people were experts in gender, communication and psychology.

In reference to the use of the expert panel (Grant and Davis, 1996), three group workshops were held and several virtual individual consultations were carried out. At first, an approximation was made to the experiences that were reported in seven universities that were part of this process. In addition, the normative definitions of sexual harassment were presented so the experts could be in charge of the necessary conceptual bases.

Subsequently, an inventory of sexual harassment in the IHE was developed, inspired by the work carried out by Bustos *et al.* (2011). Then, situations were added based on other instruments (Bosch *et al.*, 2012; Preciado and Franco, 2013). This inventory was presented to the participants in the form of a guide to measure the relevance and specificity of the contents of items. The item selection was based on the agreement percentage — level of interrater agreement — (Grant and Davis, 1996).

Then, a second guide to the selection of practices associated with sexual harassment was presented, to identify the correspondence between the described practice and sexual harassment, and see how relevant and representative each behavior was.

Socio-demographic variables were included as well as presence and absence variables worked by Arístides Vara-Horn *et al.* (2016), frequency, circumstances in which harassment occurred and actions carried out after the harassment.

Finally a first version of the construct was presented to the Panel of experts who made



modifications in the writing style of each item. Then, it was presented to external experts to analyze the understanding level of each item.

In reference to the ethical precautions in this part of the process, the participants were explained: the purpose of the investigation; they were told that participation was voluntary and that they could stop participating in any part of the process and that their participation would not imply any risk. They were sent a formal written invitation to participate in the process. It was also defined that the authorship of the instrument and the results of the process would be collective.

3. Analysis and results

3.1. First phase

The first phase of the instrument construction was based on the systematization of the experiences of sexual harassment that are known within the IHE. It was evidenced that in one of the universities sexual harassment had been presented in a different way by area: administrative (37%), student (27%), professor (25%) and hired professor (14%) (Larrea, 2018). It was also noted that, based on the quantitative research conducted at another university, students do not know clearly what sexual harassment is and what is not (Álvarez, 2018).

The following cases were presented: students of a public university called by their professors in their offices, who at that time took advantage of the situations to insinuate them; a professor who under the pretext of academic outings took his students to swimming pools to observe them in a morbid way; lecturers receiving in their cell phones messages with sexual innuendo from the Chair professor, and since the students did not show reciprocity they were required to meet more activities in less time; students spied in the bathroom; students intimidated by performing an exhibition in class because the boys whispered “a lot of clothes” or whistled when they passed to the

front of the class. The case of a professor harassed by a student was also known.

Only two public universities have a protocol to respond to cases of sexual harassment. In others they are handled by codes of ethics. The cases are attended from the disciplinary regime, that is, commissions of ethics, student welfare and even the career councils whose members lack training on the subject. There is usually no evidence and, therefore, the defendants are not punished, not even by the prosecutor’s office even though the Higher Education Act contemplates the responsibility of the institution in this field. A public university achieved a sentence through the joint action of students, teachers and the media; unfortunately, the sentence was appealed and the aggressor returned to his chair.

3.2. Second phase

At this stage, the panel of experts discussed about the subjects of harassment, that is, who exercises it and who receives it and the hierarchical relationships that permeate this relationship. It was taken into account the various sex-generic positions: men, women, intersex and transgender, in order to have more possibilities of analysis on the incidence and the cases. This was included in the instrument in the socio demographic context section.

As for the hierarchy, the development of the instrument was chosen to work with two key questions: the hierarchies that are activated in the daily relations from the intersectional of class, gender, ethnicity among others and; the various relationships that are given in the IHE, in the work and educative aspect. In some cases it refers to educational relationships, while others are of a working nature. The rank and prestige of the university professor play an important role, especially in the Ecuadorian context, in which the class component in higher education is an accentuated element of differentiation. In that sense, administrative staff, professors, authorities and students were included. The various types



of working contracts were also added, including those in non-dependent working situations, such as those providing professional services or miscellaneous services. According to Pérez Guardó (2012), when the concept of sexual harassment in the workplace is delimited, it is usually seen to those within the institutional workforce, which causes informal labor relations to be left out.

In reference to the behaviors and perceptions, the concept of sexual harassment was delimited considering simultaneously the content, the effect, the frequency, the end, the context and the mode. The content alludes to verbal, physical and symbolic practices that have a sexual content. The effect concerns the discomfort it causes. The frequency has to do with the assiduousness and persistence. The context implies a siege or encircling situation that is closed around the victim. And the key to differentiating the question is how it operates, because harassment implies that the person who has been attacked has not given any sign of consent, has neither wished nor accepted such conduct; rather it has suffered by sending signals of non-acceptance, of rejection or elusive.

Another important issue at the time of defining the problem was the place where it occurs. The revised bibliography refers to this issue. Here lies the key to differentiating sexual harassment at the university level from other contexts, such as street sexual harassment. The idea is that this harassment happens both within university campuses and in other spaces where the prevailing relationship is the university. That is, spaces like the offices of the professors, bars or other places where people from the same university interact. The place where the situation occurred was included in the instrument.

3.3. Third phase

This phase involved the validation of the contents of each item, through the expert's judgment on the specificity and relevance of the elements and behaviors that define and identify sexual harassment. The 27 indicators were presented (Table 1). Thus, 70% of the 15 experts consulted agreed on a list of 15 relevant and specific items to measure sexual harassment.

Table 1. Specificity and Relevance agreement percentage table*

N°	Item	Percentage according to the specificity	Pertinence percentage
1	Verbal behavior with unwanted sexual content.	62.9%	81%
2	Non-verbal behavior with unwanted sexual content.	65.4%	77%
3	Physical contact with unwanted sexual content.	88.5%	100%
4	Discrimination act by gender.	0.0%	23%
5	Abuse of power experienced with the aim of obtaining sexual favors.	84.6%	100%
6	Insinuations, unwanted sexual remarks.	76.9%	88%
7	Demand or exigencies of sexual favors.	88.5%	100%
8	Unwanted and offensive sexual behavior for the person who suffers it.	15.4%	58%
9	Sexual behavior that negatively affects the possibilities of normal development of the person who suffers it.	11.5%	15%



N°	Ítem	Porcentaje de Acuerdo de Especificidad	Porcentaje de pertinencia
10	Request of an act of sexual nature for oneself or for a third party.	15.4%	31%
11	To prevail the situation of authority or power to achieve sexual favors. Implicit or explicit hierarchy.	76,9	100%
12	Unwelcome, repeated and non-reciprocal sexual insinuation.	53.8%	92%
13	Non-asked sexual attention.	19.2%	81%
14	Pornography exhibition that offends.	15.4%	69%
15	Sexual abuse.	11.5%	42%
16	Unwanted sexual behavior performed in different spaces of the University.	15.4%	77%
17	Non-consensual sexual behaviors that have negative effects on people who have been attacked.	19.2%	85%
18	Signs or messages with sexual content that offend.	15.4%	69%
19	Unwanted symbolic actions with sexual content.	61.5%	85%
20	Offending acts with sexual nature carried out by any person in the university field to students, professors, administrative staff and service personnel.	53.8%	85%
21	Symbolic ways of sexual attack.	61.5%	15%
22	Images or offensive sexual messages published on the social networks.	12.0%	28%
23	Emotional or physical sexual abuse by the couple or another important member of the family.	12.0%	8%
24	Being beaten or received another way of physical violence.	0.0%	8%
25	Being forced to have sexual relationships.	16.0%	28%
26	Generate permanent fear of sexual abuse.	61.5%	38%
27	Devaluing, belittling or not taking into account the ideas, proposals, projects of women or people of sexual diversity in the academic or employment field of IHE.	0.0%	12%

* Some items were adapted from the questionnaire HOSEL of Preciado and Franco (2013).

Elaboration: Larrea (2018).

According to Grant and Davis (1996) from 70 % to 80 % imply high level of acceptability of the indicator, so those that had between 0-69 % of responses were excluded.

Having decided that the instrument should measure the prevalence of sexual harassment practices before directly consulting the potential sexual harassment experience, it was necessary to identify which behaviors would be

investigated. Thirty indicators (Table 2) of various practices were presented in order to indicate whether it was sexual harassment, rude or incorrect behavior or normal behavior. Through the validation of the experts, 18 sexual harassment practices were selected, on which there were agreements of at least 70% of the experts that were consulted.



Table 2. Identification of practices related to sexual harassment*

N°	Practices/Behaviors	Porcentaje de correspondencia con acoso sexual
1	To make frequent obscene jokes in public.	0%
2	Correspondence percentage with sexual harassment	53,8%
3	To ask for a date several times.	76,9%
4	To make gestures and suggestive or provocative looks.	53,8%
5	To ask about the sexual life of the other person.	57.7%
6	To ask explicitly and repeatedly to have sexual intercourse when the other party does not want to.	88.5%
7	To do an excessive and unwanted contact.	87.7%
8	To receive hugs and kisses when are not wanted.	100%
9	To be touched, to pinches or others.	100%
10	To be pressure to have sex in exchange of any favor.	100%
11	To be forced to do sexual favors in exchange of a grade or something similar.	100%
12	To suffer a sexual assault.	100%
13	To take advantage of academic situations (visits to the office, seminars, advisories, etc) to get more intimacy.	100%
14	To schedule a volunteer appointment.	3.8%
15	Offensive comments about a specific part of the human body.	57.7%
16	Send of messages, letters or anything similar asking for sexual encounters.	76.9%
17	Touches in non-genital areas of a supposedly fortuitous nature.	88%
18	As a third person to be a mediator of personal interest.	60.0%
19	Explicit petition to show specific parts of the body.	100%
20	Negative or offensive comments about the physical aspect of other people.	0%
21	Insistent phone calls to the house of the person who does not want the relationship.	100%
22	Send of notes, messages, letters or any written discourse asking for intimacy.	100%
23	Explicit request to maintain sexual intercourse by referring to the benefits/harms that this might report to the other person.	100%
24	To feed feelings of guilt by referring to possible sexual problems of the person who does not want to: sexual repression, lack of physical attractiveness, etc.	80%
25	To grant the other person the obscene desires.	76%
26	Comments about the sexual life of the other person.	26.1%
27	To have provoking behaviors in front of the other person.	48%
28	Public and reiterative comments about the private life of the other person.	25.0%
29	To coincide in a social meeting to establish a relationship.	8.3%
30	Insistent glances, in public and in private, to a particular part of the anatomy of the other person	70,8%

* Adapted from the questionnaire of Sexual harassment perception (Bosch *et al.*, 2012).

Elaboration: Larrea, 2018.



Table 2 presents the answer percentages of the experts referring to the relationship between the practice presented in the delimitation of the concept of sexual harassment.

3.4. Fourth phase

The 21 questions of the final scale were formulated in concordance with the construct and with the validated contents, grouped in five types of behaviors:

- Verbal behavior of sexual content not consented.
- Non-verbal behavior of sexual content not consented.
- Physical contact of sexual content not consented.
- Sexual contact not welcome, repeated and non-reciprocal.
- Acts of abuse of power exercised in order to obtain sexual favors.

To respond to the agreed construct, the instrument also collected through contextualized and detailed information, the frequency, details of the experiences identified and their impacts on the academic, work and personal life; and investigated on the existing support mechanisms in the educational institution and its recognition by the university population.

The instrument went through several validation moments. First of all, it was judged by experts who did not participate in the workshops to independently assess aspects such as language and comprehension. At the same time, a cognitive pre-test was carried out with several people of the university population, which allowed evaluating the average time of application and the comprehensibility of the instrument. Finally, the instrument was again subjected to the validation of the panel of experts, who approved the clarity and relevance of each of the specific questions and the structure of the questionnaire, contributing to its final form.

4. Discussion and conclusion

The validation process of contents by experts in the development of measuring instruments for the prevalence of psychosocial phenomena is fundamental, since the psychometric tests, questionnaires and surveys are commonly developed out of the Ecuadorian context or adapted without rigorous validation processes. In reference to the validation process of contents, the main difficulty pointed out in the literature is the incongruence between the conceptualization and the content of the construct (Grant and Davis, 1996). The case of sexual harassment is not exempt from this difficulty; on the contrary, it tends to be a phenomenon with a variety of definitions.

According to Pérez Guardó (2012), the concept delimitation of sexual harassment is related to the following elements: subjects (sex, hierarchy and relationship with the activity), the behaviors and the perception of the harassed person. Each of these elements required deep reflections in the content validation process presented. For this author, there are different ways of understanding the subjects and women are normally associated with victims and men as perpetrators, and in other investigations both sexes are contemplated as potential people assaulted and aggressors. The contribution of the expert panel to this field has been to broaden the notion of subjects towards the various sex-generic positions.

Regarding the hierarchy, the national legal definition explicitly establishes the authority in the employment or teaching relationship COIP, 2014). However, it is necessary to include the relations of power, without losing sight that these relations are crossed by various social interpeals marked by the patriarchal domination. In other words, intersectional must be considered, that is, the “diversity and dispersion of the cross-linking paths of the different domination modalities” (Viveros Vigoya, 2016). The intersectional reading of the current research is distanced from an



essentialist, universalist or a simple summation of categories, therefore, the condensation of meanings and practices around gender, ethnicity and class mark the relationships in the day to day, and universities are not far from this. Likewise, it was chosen to work with the various relationships that are given in the IHE, both in the work and educational order, without losing sight of the rank.

The sexual harassment approach is multiple. In some cases it has a broader character, and is associated with the American feminist perspectives, which were those that for the first time referred to this type of harassment as practices that imply negative consequences for women (Pérez Guardó, 2012). Other definitions link it with three aspects: gender harassment (degrading attitudes towards women based on stereotypes that allude to female skills and abilities), unwanted sexual attention (touching, sexual questions, or repeated requests for appointments) and sexual coercion or blackmail (Morgan and Gruber, 2001). In addition, several authors allude to two types of harassment: sexual blackmail or *quid pro quo* or exchange harassment, and environmental sexual harassment (Bosch *et al.*, 2012; Pérez Guardó, 2012). The panel of experts contributed to the construction of the items considering simultaneously: the content, the effect, the frequency, the end, the context and the type.

In the validation process of content was emphasized what Pérez Guardó has called the perception of the harassed person.

In all definitions of sexual harassment is addressed the issue of what constitutes sexual behavior for the harassed person and how it is received or positioned to them. The qualifiers are numerous and different: unwanted, offensive, unreasonable, unacceptable or unsought. Although these are qualifiers for behaviors, these are considered to be in a different section, because they are the result of the perception of the harassed person. That is, a certain behavior is not inherently offensive it is to the

extent that it generates annoyance for the one who receives it. This may be one of the most important criteria for delimiting the phenomenon (Pérez Guardó, 2012, p. 10).

Another key issue at the time of defining the problem was the place where it occurs. The revised bibliography refers to this issue. The place where the situation occurred was included in the instrument.

The experiences lived in IHE favored the work of delimitation of the phenomenon, attributing to the concept of sexual harassment categories that characterize it in order to elaborate an operational and measurable construct. It was possible to delimit the phenomenon thanks to the debates and studies carried out in other contexts, but adapting it in measurable practices according to the specificities of each university.

The variety of conceptual approaches to sexual harassment makes difficult the possibility of recognizing, detecting, measuring and establishing policies for eradication. This investigation raffled this difficulty by specifying its confines, since the elements that were selected by means of the discussion and through consensus among the experts (more than 70%) were pointed out as pertinent, relevant, representative and specific. Similarly, harassment of other behaviors was differentiated. The existence of a common approach among the experts favored the indicators for the measurement, allowing the obtaining of figures that are not disparate and to compare the results.

It is essential to delimit the approach from a feminist point of view, which implies the understanding of sexual harassment as an expression of the relations of power in which are involved configurations linked to the gender, the ethnic, the social class, the sexual orientations, etc. This is a contribution to the field for other countries.

It is concluded that the elaboration of instruments through the panels of experts allows elaborating the contents of the instruments



according to the local, national and regional realities. It is considered that the articulation between experts from different universities was enriching for the topic of this research, and that validation processes through conceptual coherence and methodological rigor parameters require a social and institutional commitment of the participants.

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Notas

- 1 The use of the personal pronoun “we” responds to our epistemological, methodological and political position.



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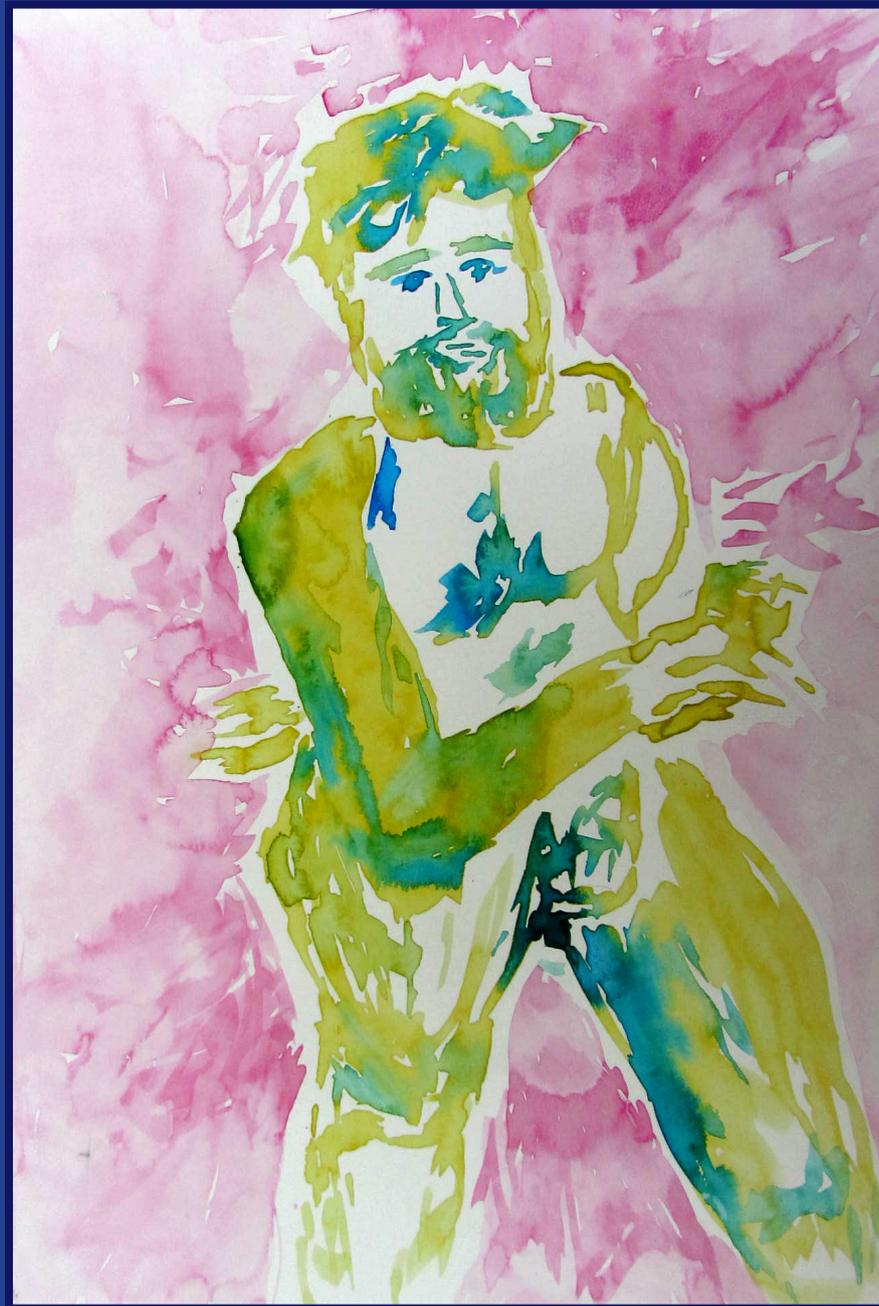
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The subject of education's comprehensive and complex world

El mundo integral y complejo del sujeto de la educación

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Abstract

The adoption of an ethnographic *method for the comprehensive formation* from the complexity centers its object of analysis in the education, meaningful scenario to interpret and to identify new forms of grasping the educational act, in which pedagogy and teaching approach acknowledged by the educator are fundamental for the rebinding of the academic processes. Understanding from the school that the subject of education is a multidimensional human being, immersed in a plethora of uncertainties, certainties, doubts, hopes, pipe dreams, situations that require compound looks to recognize the connections that boosts the social fabric of knowledge. The investigation method implemented, favors hermeneutic analysis of the processes that take part in the comprehensive formation and takes on the understanding and interpretation in the context of the school, seeking to delve into the symbolism and imageries of the community during the educational act. For this purpose, the appropriation of an ethnographic *method of research is a complex process for*

the transformation. it is an emerging methodological pathway that enables to identify realities, to progress towards comprehensive processes, to validate perceptions and rethinking about comprehensive formation and to generate attitudes of transformation in the teaching community and the students alike. A comprehensive teaching practice from the complexity nurtures understanding and valuing the student in his human being condition, grants recognition in the classroom, necessary for a social context that demands inclusion, dialogue and profound ecological and human sensitivity.

Keywords: Method, ethnographic, comprehensive formation, complexity, education, praxis.

Resumen

La adopción de un *método etnográfico para la formación integral desde la complejidad* centra su análisis en la educación, escenario significativo para interpretar e identificar nuevas formas de comprensión del acto educativo, donde la pedagogía y la didáctica admitida por

el docente son fundamentales para religar los procesos académicos. Comprender desde la escuela que el sujeto de la educación es un ser humano multidimensional, sumergido en una diáspora de incertidumbres, certezas, dudas y utopías, situaciones que requieren miradas complejas para reconocer conexiones que dinamizan el tejido social del conocimiento. El método investigativo implementado, privilegia el análisis hermenéutico de los procesos que intervienen en la formación integral y asume su comprensión e interpretación en el contexto de la escuela, buscando penetrar en las simbologías e imaginarios de la comunidad durante del acto educativo. Para ello, la apropiación de un *método etnográfico de investigación acción compleja para la transformación*,

1. Introduction

This article presents the results of an investigation carried out in Barranquilla, whose main purpose was to propitiate a contextualized and teaching pedagogical praxis and transformer of integral formation processes in elementary school, and starting from the comprehension of the student in his/her condition of being human.

The research was carried out taking into account that changing the disciplinary foundations to arouse the transformations and auto-transformations demanded by education due to the educational commitments of the students suggests to go beyond the discourse, the norm and the law; in other words, it requires a subjective discretion of the teacher, expressed in processes that encourage the commitment of the academic community, if taken into consideration the necessity of reconsidering the conception of school to work on the internal and external contradictions and to restate them in a sensitive human environment (Hernández, 2014, p. 234).

The integral formation glimpses new positions of observation and construction of theories not on the education but on education in systemic relation with the formation and in the comprehension of other logics in the problematic fields that it approaches, for the explanation and didactic action of the training processes in the different levels where it interacts. However,

constituye una vía metodológica emergente identificadora de realidades, para avanzar hacia procesos de integralidad, validar percepciones y reconceptualizaciones de la formación integral y generar actitudes de transformación en la comunidad docente y discente. Una práctica docente integral desde la complejidad propicia comprensión y valoración del estudiante en su condición de ser humano, otorga reconocimiento en el aula, necesario para un contexto social que reclama inclusión, dialogicidad y profunda sensibilidad ecológica y humana.

Descriptor: Método, etnografía, formación integral, complejidad, educación y praxis.

training and education are categories that coexist together, but they are not the same and in spite of being part of the same category there are subtle differences among them. Posada (2008) refers that training is a more universal category, that covers the human being as a whole; and education is less universal and refers to the acquisition and development of more focused elements (values, knowledge, competencies).

In this scenario, an *ethnographic research methodology of complex action is proposed for the transformation*, seeking not only the recognition of the dimension multiplicity of the students in their human beings condition, but also to surpass disciplinary borders to address a distinct, dynamic, dialectic and systemic vision to advance towards a transforming and auto-transforming conception of education, with a critical, human and inclusive vision. In this regard "it must be recognized the different human dimensions and the commitment that teachers have to develop each of them. As educators, teachers are responsible for the development of the cognitive dimension of the students, but teachers have equal responsibilities in training" (De Zubiría, 2013, p. 195).

An *emerging conception of complexity* implies understanding the problems of humanity from a holistic perspective, where the whole, uncertainty, chaos, systemic, transdisciplinary and complex will be conceptual references that



will allow a better understanding of the human being in the context of a world; in other words, Heisenberg says (cited by Martínez, 2011b, p. 88): “it seems a complicated set of events in which all sorts of connections are altered, overlapped or combined and; thus, determines the whole.”

Appropriating the problems of education and educators from the complexity approach (Prigogine & Stengers, 2002) is to converge dialectic, dialogic and systematically different theories and disciplines with the purpose of causing new knowledge without disciplinary properties.

Recognizing new scenarios from a complex and transdisciplinary approach that allow comprehensive understanding of the systemic processes that form the education-training of students within the framework of a school that propitiates academic processes from an articulating aspect, is to move towards other methodological options that support the auto-transformation and transformation of the individual.

It is valid to recognize the efforts that other theoretical currents have already initiated from the school, such as the social critic, the problematic teaching, active pedagogy, conceptual pedagogy, socio-cultural learning, among others, to seek fundamentals and pedagogical strategies that support the formation of human being within the framework of a policy that objectifies the quality of education.

The complex hermeneutic as a methodological option from the formation-education admits the knowledge from the whole, in a continuous and discontinuous dialectic that makes knowledge an integrative and differentiating process. Morín (quoted by González, 2008) says that “what is in a whole is a thought that relates and opposes the isolation of objects of knowledge...” “the complex would be an element of transformation, so it is necessary to think of education as a transformation of the individual and the society.”

To respond from school to the cultural changes and scientific advances achieved from the various areas and disciplines of social and

human knowledge in the face of integral training, where paradigms, theories and current beliefs entered into crisis, is to recognize a partial development from the disjunction, although, it hinders the comprehension and integral formation of the student in his/her condition of human being.

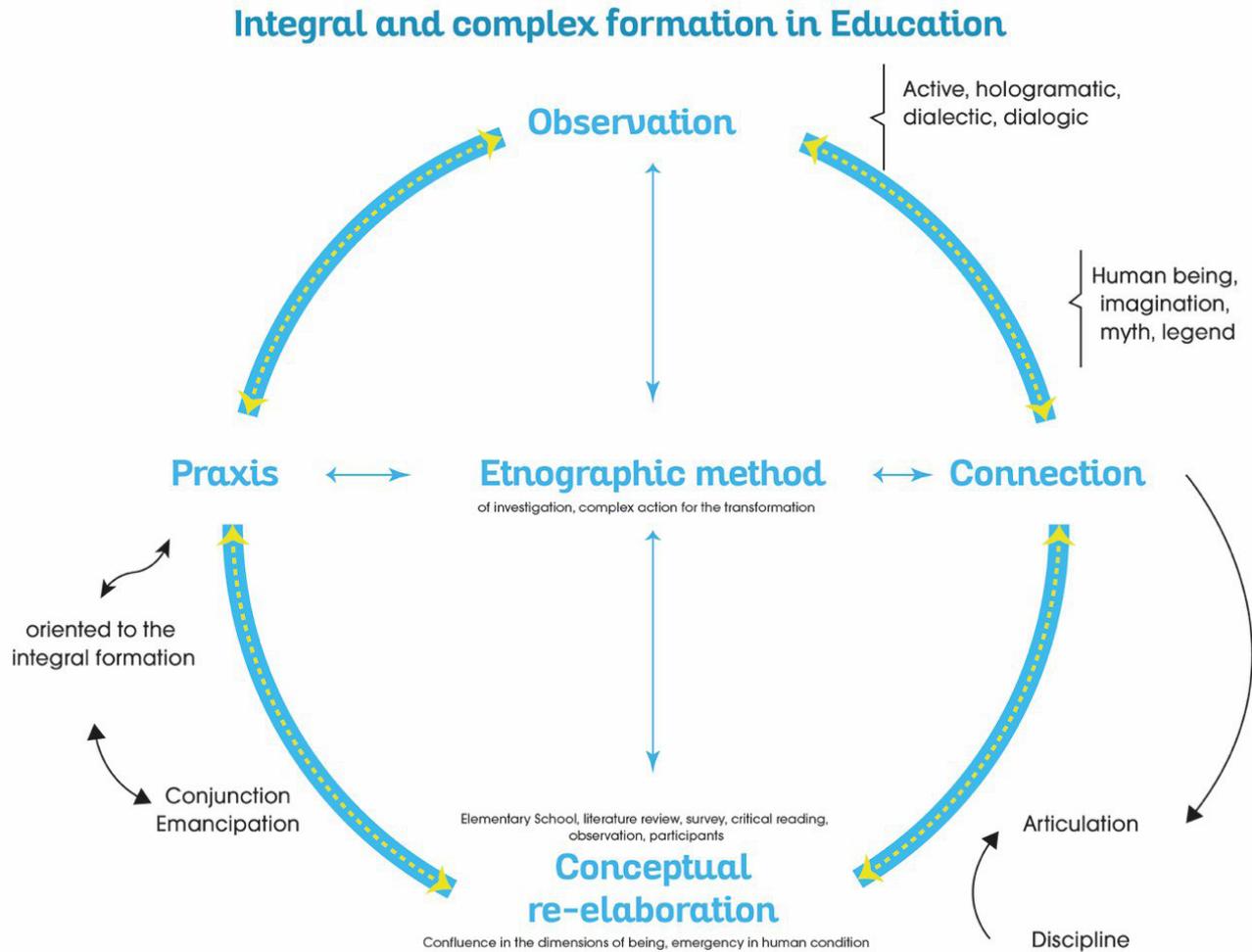
In this way, the positivist model is refuted and it was underpinned towards an emergent qualitative methodology, where the school recognizes the subject-object (student dimensions) in the physical, chemical and biological aspects on the one hand; and the psychical, social and spiritual on the other; as a unit and systemic peculiarity, in a socioeconomically categorized context where “food and affection” (Martínez, 2009, p. 9), be understood systemically and hologramatic articulated in a cultural set, with deep human sensibility, with defined but not definitive peculiarities, where the whole is continuous and discontinuous in a permanent dialectic of qualitative changes.

2. Theroretical frame and integrated methodology

An *ethnographic methodology of complex action research for the transformation* (Valencia, 2016) is not based on the mere and classical description and analysis of the phenomenon (passive observation, deliberation and speculation of the dimensions), on the contrary, it penetrates to the level of reality (Nicolescu, 2011) that reveals the context to understand, to relink, to systematize, to validate integrally the findings in a scenario of encounters and disagreements of imaginary, and symbols taking into account a praxis that admits “the confrontation of antagonistic needs, the creation of a new reality inside and outside humans, in which the imaginary is transmuted, where the real is torn and opened” (Morín, 2010, p. 37) to “learn, unlearn and relearn” (Toffler, 1993, p. 271), in a qualitative dialectical action that allows an uninterrupted reconceptualization of the being in the context of its integral formation.



Figure 1. Representation of the Ethnographic methodology category of complex action for the transformation



Source: Valencia Martínez, 2016.

From this perspective, the observer immerses in the revealed reality, it is part of it, emitting and receiving reciprocally influences of the object of inquiry, with the idea of not reaching principles of causality. According to Heisenberg this implies with uncertainty the “observer affects and changes the reality that studies” (Martínez, 2000, p. 16); therefore, it is no longer possible to reach principles and goals, but to generate attitudes of transformation in teachers and students from disciplines and beyond disciplines, identifying a complex structure that methodologically assumes components associ-

ated with active observation; connection, deconstruction and conceptual reconstruction, and praxis for the complexity of the processes.

This methodological category unveiled in Table 1 served as a benchmark for the implementation and development of the doctoral thesis “Comprehensive training and complexity in high school” that in addition to articulating to the objectives of the research, it was also identifying the research strategies in accordance with the context and specific circumstances that revealed the studied reality. A significant importance for this process:



An initial exploratory and mental opening approach to the problem to be investigated, (...) the use of multiple and intensive research techniques with emphasis on participant observation and interview with representative informants... which supports an interpretative framework that highlights the important role of the set of variables in their natural context for the determination of behavior, and that emphasizes the holistic and ecological interrelation of behavior and events within a functional system (Martínez, 2011, p. 200).

However, *the implementation of an ethnographic method of complex action research for the transformation* does not rule out the appropriation of a qualitative-phenomenological approach, given that

It offers an alternate and different point of view of the positivist about the objectivity and appropriate methods for the study of human behavior. Basically, this orientation holds that social scientists cannot comprehend human behavior without understanding the internal framework of reference from which individuals interpret their thoughts, feelings and actions (Martínez, 2011, p. 201).

Thus, the formulation of the *ethnographic method of complex action research for the transformation* allows understanding, complementing and “interpreting what happens from the standpoint of those who act and interact in the problem” (Elliott, 1994, p. 25), in addition to other social actors present in the near or distant environment; therefore, it is necessary to specify what “happens”, since “it becomes intelligible in relation to the subjective meanings that the participants conform. That is the reason interviews and the participant observation are important research tools in a context of research-action” (1994, p. 25).

In a context of complex educational research, its community owns and actively participates in the study and research, has access to the information, systematization, interpretation and approval of the findings, which is developed

in a climate of mutual trust “that can only be validated through lock-free dialogue” (Elliott, 1994, p. 26).

The main aspect for a type of complex ethnographic research developed in a school context is to sensitize and consolidate a teamwork integrated by executives, teachers, professors, students and parents, able to oppose, articulate and complement each other from their role as professionals, in order to face the problems presented by young people in a world that is full of a system that tends to dehumanize; therefore, it is necessary to work with the disciplinary contents and with the non-disciplinary content that emerge in the classrooms, having as main target the human development (Batalloso and Moraes, 2012, p. 88).

It is essential to validate the epistemological, theoretical and methodological processes from an experience of investigation in the classroom, and propitiated from an environment that eases the investigative process, in order to generate the attitudes of cognitive and human transformation required by an educational community. “The methodology used by the teacher to teach... should promote the development of thought, which goes from simple approximation or demonstration to the most complex learning situation” (Villalobos, 2001, p. 5).

3 Analysis and results of the methodology used

3.1. Complex praxis, generator of transformation in the integral formation in the classroom

The reality or level of reality that involves the educational world in schools reveals a diverse and rich scenario in social and cultural experiences that often find no opportunity of expression in the classroom, due to the presence of dominant mental and imaginary codes that have been legitimized from disciplinary power.

The breakdown of disciplines (multiplicity of scientific areas and increasingly open



society models, the disappearance of barriers in communication and the globalization of information) is forcing the consideration of much more powerful models of analysis compared to those that were typical of a single disciplinary specialization.

The complexity of the world and the current culture forces to analyze the problem from different and multiple perspectives, otherwise, it is easy to affect the results by the denominations imposed by the selectivity of the analysis perspectives (Torres, 1998, pp. 29-95).

Using methodologies that enable the free implementation and articulation of interdisciplinary knowledge constitutes an opportunity to "entwine knowledge and see all possible edges of construction." This is where the transdisciplinary plays an important role in the research processes" (Nicolescu, 2002 cited by González, 2009, p. 14). The tendency of a disarticulated disciplinary cognitive education of disciplines and of formation allows identifying "the fragmented conception of the knowledge, the division between the theory and the practice that have characterized the curricula must be surpassed by interdisciplinary curricular proposals" (Correa, 2004a, p. 241).

Nevertheless, the school advances using disciplinary curricula where "the traditional concept of science and its empirical experimental method seem to constrain and imprison the creative imagination of thoughts" (Martínez, 2011, p. 18), marking limits, which imprison the being in a world that is not real, generating new frontiers that limit the diaspora from a thought "that recognizes and treats the multidimensional phenomena instead of isolating each one of its dimensions... a thought that isolates and separates must be replaced by one that distinguishes and integrates" (Morin, 2000, p. 10).

The disciplines in the context of society knowledge reach partial truths; however and despite of dealing with shortsighted truths, the evident resistance to change seems unwavering in the teaching thought to challenge the science; it would be up to him/her to give a step to the

uncertain, to the unknown, to the dark, that generate a typology of fears that invades the objective and subjective world of the human beings that are part of this community, emerging the fear, the doubt and distrust, that is, the fear of failing.

The fear of failing in the classroom is the fear of losing the "power" and "control" that gives the partial knowledge of the discipline, not to do so is to give space to other knowledge that circulates in the thought of the individual, often denied and misunderstood because they escape from the knowledge and disciplinary control that the teacher possesses. Failing in the classroom may imply defying the positivist certainty of knowledge, it is to open different epistemological pathways that interrogate uncertainty and make possible the emergence of new critical-social visions; context that demands a type of teachers with integrative knowledge, who challenge the disjunction and bet on sensitive whole that is likely to cause a hologramatic understanding of the big challenges faced by education nowadays.

Formation, as an educational category, has caused controversy since antiquity, passing through the classics, contemporaries and current times, in which stand theorists like Plato, Aristotle, Humboldt, (Gadamer, 1999), (Guy, 2000; Orozco, 1999; Tobón, 2010; Nova, 2013 and Correa, 2009), respectively, among others, who have created valuable scientific contributions that still recreate and controvert the various viewpoints that each field suggests.

However, to form integrally a human being is to recognize the existence of a multidiversity of dimensions that are present in the individual. This implies breaking or approaching the frontiers that the objective and subjective world has created to keep unscathed the Cartesian principle of dispersal.

The teacher must recognize that disciplinary detachment is also an emancipatory process, allowing him/her to understand the world that is characterized by "interconnections to a broad and global level" (Martínez, 2009, p. 20) which implies, moving towards the problem and sys-



temic integration of knowledge and know-how. Bertalanffy, L. Von, et al. (1981, p. 47), express that “humans live in a world of systems from the atom to the galaxy”.

It suggests processes of change to the ways of acting, feeling, thinking and doing; nevertheless, resistances in some teachers governed by principles of cognitive inflexibility hinder their connection, generating a divorce between the thought and the acted, maintaining a kind of “aimlessly” equilibrium that delays the essential academic and training processes from a qualitative dialectic.

Transformation and self-transformation are systemic acts inherent to the individuality of being, in which social, cultural and genetic aspects intervene; therefore, are not propitiated by the norm, law, regulation and/or training, but by the person. In this sense, the history records the mass attendance of teachers to training meetings, justified many times by countless reasons ranging from the most exotic to the most unlikely, converting these scenarios into spaces of dialogue supported by routine and mechanized actions and once teachers return to the classroom, separate practice from theory and vice versa.

However, it is not a question of invalidating or denying the existence of pedagogical teaching qualifications strategies that still have a conceptual validity in the school and outside it, favoring positive experiences for the fulfillment of the goals that consensually agrees to institutional planning; instead, the idea is to identify a methodological strategy of conceptual and contextual relevance that would case epistemological imbalance in the teaching and student community, that is, to provoke evident changes of attitude in a systemic praxis between cognition and integral formation.

3.2. Theoretical and methodological contributions from the complex to the integral formation

The academic world undergoes countless categories that often find a partial level of under-

standing and interpretation from the positivist science; however that world is immersed in a dialectical interweaving of ideas, passions, frustrations, hopes, contradictions, uncertainties, blindness, feelings that travel individually and collectively in the objectivity and subjectivity of the human being, which can hardly be analyzed; overcoming that theoretical and methodological obstacle requires integrative visions capable of recognizing the whole in the parts, and the parts in their systemic relationship with the whole, that is, to appropriate rebinding processes of a hologramatic and complex thought.

The human being is complex by nature, a disciplinary vision only illuminates a part of the cognitive darkness, an inter-and transdisciplinary vision opens a diaspora of interconnections that approximate the comprehension and interpretation of the reality in which is immersed the Integral world of the student, where “transdisciplinarity would be an emerging superior knowledge, product of a dialectical and feedback movement of thought” (Martínez, 2011a, p. 67).

Nevertheless, adopting an ethnographic investigation with complex vision in a domain area and disciplinary control is to open a symbolic battle of ideas, concepts, perceptions and imaginary events, is to fight against mental schemes that have long remained as protectors of the inalterability and certainty that produces science, characterized by displaying a strong resistance to change, transformation and uncertainty.

An *ethnographic method of complex action research for the transformation* is an experience of innovative field, it means challenging from the classroom the relentless teaching resistance provoked by the disciplinary dependence. It is not the recording of voices, ways of acting, thinking, and dressing, or what should passively be in the daily activities especially when the presence of the researcher alters the organizational climate and causes a kind of “prevention”, among others, because the results of a research that investigates pedagogy and teaching didactics can jeopardize the entrusted social commission.



Without altering the ethics of the information and the consensus endorsed from the school organizations, an *ethnographic method of complex action research for the transformation* contemplates the implementation of diverse pedagogical and didactic strategies that gain contextual relevance at the time of generating epistemological imbalances in an educational community.

The voices and perceptions emitted by the key actors of the educational community, when taken to the classroom or the institutional stage of teaching convergence, can generate a kind of epistemological resonance that causes according to the attitude, reflection, anxiety, helplessness or transformation; that is, to put the voices of the interlocutors at the same time they develop the educational act, propitiate an environment of reciprocal analysis with the particular forms of thinking, feeling and acting of the teacher.

This produces a kind of "negotiation" between the unveiled reality and the objective and subjective world of education, expressed in a change of attitude that is visibly validated and endorsed by the educational community.

The qualitative intention is expressed by integrating a more integrative pedagogical and didactic appropriation with sensitivity and affection that create a school environment that leads to a better learning process in a classroom scenario that assumes its own self-assessment articulated to the missionary processes of the educational community, from a hologramatic, comprehensive, interpretative and evaluative dynamic of the student as a human being to "reconcile the viewpoints according to principles and values" (D'Angelo, 2005, p. 159).

The valuation, recognition and insertion of the popular knowledge that accompanies the daily life of the students, and the systemic articulation of knowledge between disciplines at the time of developing the classes, propitiate self-esteem, responsibility, security and participation among students, making possible the emergence

of these new analytical units that are proper of a school with conceptual and contextual relevance.

The classroom becomes a pleasant space for the interlocution of knowledge and know-how; in this way, the teachers admit that their students are also human beings integrated by a multiplicity of interconnected dimensions among them.

Pedagogical and didactic innovation is fundamental to stimulate learning differentiators, typical of those classroom scenarios that recognize all viewpoints as synonymous of consensus and dissent, guarantors of a dialectical circulation of ideas, thoughts and knowledge.

The school as a whole is dialectical by nature, and reveals many faces, many tensions, characteristic of a human dynamic that is permanently subjected to cognitive and training imbalances. This speed of knowledge puts at risk the linearity of the "truth"; the world is complex, changeable, systemic, open to emerging knowledge, articulated to a classroom scenario where doubt, question, uncertainty, are permanent challenges for the teacher and the school.

Structural premises to consider that the school institution should propitiate *educational qualification scenarios in processes of integral formation from the complexity*, with the purpose of interweaving interdisciplinary knowledge that broaden cognitive, training, integrative and human visions.

This context of realities warns the need to initiate an integrative curricular reform of knowledge with holistic vision (Guyas Fitch *et al.*, 2015), own of institutions that have identified the plus differentiator associated with the multiplicity of knowledge, to link the teaching community to cognitive and human integral processes, with the intention of cultivating new pedagogical culture that along to the use of new didactics can make of the pedagogical model a dialogic and multidimensional opportunity by emerging reality that encourages conditions to interlace the intangible socio-cultural present in



the family unit to the cognitive and formative complementarity processes of the school.

Scenario to accentuate the diverse cultural participation from the promotion and recognition of the other, taking into account values, emotions, skills and competencies, suggestive perspective to stimulate permanent processes of self-evaluation from the classroom, mediated by the voices of the individuals involved in education.

Education is a systemic interweaving of know-how and social knowledge; there are multiple and linked perceptions that reach the student, reason for which it is considered necessary that teachers maintain integral visions, regardless the educational level or grade of the individual.

Overcoming the objective and subjective resistances constitute a structural challenge for the teacher, and to liberate the linear thought and move towards thoughts and interdisciplinary knowledge is to make a qualitative step towards the emancipation of the human being. Therefore, the attitude of change and transformation is an individual act that requires a deep and decisive articulation between thinking, feeling and acting. This implies recognizing the own dimensions and the ones proper of the objective world. That is the only way to advance towards a process of understanding the whole and complex world of the individual.

4. Conclusions

Disciplinary dispersion in an epistemological constraint for the integral knowledge; the ignorance of interdisciplinary knowledge produces harmful effects for the training framed in a type of classroom where the teacher takes a selective strategy of interlocution in individuals, skewing the collective intervention and propitiating another type of dispersion that affects the freedom and curtails the interaction of different knowledge.

Discipline is the power of the teacher in the classroom, and it produces interdisciplinary blindness because students globalize their questions, show signs of inconformity that are

many times not seen by the teacher, because his/her priority is focused on the “compliance” of the topic and the program, and visualizing these perceptions in the classroom, produces methodological and didactic imbalances.

To get rid of the disciplined power is to reach the emancipation of ideas, to move towards the autonomy of the thought, which means that “education must be understood as a non-manipulative influence of the students, teachers, parents and mothers: its goal will be to help people develop their autonomy, the fundamental principle of integral training” (Correa, 2004b, p. 61).

Mediating the intersubjective codes of students and teachers means culturally intervening the imaginary world, ideologies, fears and resistances, which accompany the individuality of the human being, that is, to culturally make them change and transform to move towards a new conceptual experience of the school:

(...) A deep reflection can be obtained from it, and a great reflective event with each of these aspects, because a new approach for high school can emerge with the possibility of resorting to another way of thinking, living, or being (Peñalver 2003, p. 3).

It is necessary to promote changes and transformation from the classroom, because “its mission is not the transfer of content and knowledge, but rather to provide students the competences to progress and to order what has been learned: learning to learn” (Fuentes, 2011, p. 6), also to promote sensitive to be involved by intellectual currents and not tied to normative formalism, to make of school a pedagogical and didactic laboratory that favors the completion of the dream to conceive education as a complex systemic process of integral formation with sensitivity and human and ecological integrality, in the context of a school that recognizes and uses the multidimensionality of the student as a human being, who is protagonist of knowledge and relevant learning in the context of an emerging reality.



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Internationalization in university teaching strategies: a proposal

Propuesta de internacionalización desde las estrategias didácticas universitarias

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Abstract

This paper aims at integrating internationalization in university teaching strategies to improve high learning through “internationalization at home” activities that permit the development of students’ skills and values. This would allow for an internationalized vision of the alumni for their professional performance in a globalized, competitive world. Indeed, internationalization should not be viewed as a series of isolated events through which a limited number of people lives an experience abroad but as way for a larger number of individuals to perceive its benefits by means of an educational plan; that is, an international perspective from teaching strategies in higher learning. To do this, a three-phase analysis process is proposed: diagnosis, planning/development and evaluation. In addition, different possible activities with an international component are mentioned to make them part of the teaching strategies according the students’ levels and course objectives. Throughout the analysis for the present proposal, it has been possible to conclude that with the work done in the classroom very valuable skills can be developed in university students for their academic and professional growth, which would fit the current demands of the new millennium.

Keywords: Internationalization, university, strategies, teaching, intercultural education, innovation.

Resumen

El presente trabajo propone la incorporación de la internacionalización desde las estrategias didácticas universitarias para la mejora de la docencia mediante actividades de “internacionalización en casa” que permitan el desarrollo de valores y competencias en el estudiantado y faciliten esa visión internacional a los egresados de distintas carreras, para su desenvolvimiento en el globalizado y cada vez más competitivo mercado laboral. La internacionalización no debe verse como una serie de hechos aislados por medio de los cuales un número limitado de individuos tiene la experiencia de vivir fuera de su país; sino que, sus beneficios puede expandirse a más personas a través de actividades que formen parte del planeamiento educativo; esto es, una perspectiva internacional desde las estrategias didácticas a nivel de educación superior. Para esto, se propone que el docente pase por un proceso de auto-reflexión de tres fases: diagnóstico, planeamiento/ejecución y evaluación. En el desarrollo de la propuesta se mencionan distintas posibles actividades que pueden

ejecutarse como parte de dichas estrategias y que también pueden adaptarse a diversos niveles según los objetivos de cada curso universitario. A través del análisis efectuado para esta propuesta se concluye que se pueden desarrollar competencias valiosas en el estudiantado desde el contexto áulico acordes

1. Introduction

Undoubtedly, the advance of the technology makes borders between the countries diminish, allowing a constant exchange of information among the inhabitants of the planet in a more agile way, and showing the globalization from which humans are part and the changes experienced by it. Education is part of this transformation. In fact, “higher education has transcendental challenges in the current globalized world” (León, 2004, p. 345), for González (2007) “It is precisely the institutions of higher education one of the main areas in which knowledge is generated, disseminated and transferred” (p. 1).

In this sense, visualizing an academic formation as something limited to the context of the immediate reality is to deny the transcendence of the globalized society. Thus, the new generations of professionals meet the demand for a broader education and the current demands, which are not limited to the local context but take into account trends and values around the world; hence, the internationalization of higher education.

Internationalization can be approached from very broad perspectives, for Sittenfeld and Muñoz (2012), from internationalization “the multiple forms of exchange and the opportunities that promote and propitiate the universities of the world are rescued” (p. 2).

However, when referring to this concept it is important to note that internationalization can be addressed from different perspectives, even within the classroom, incorporating it as part of the didactic strategies developed by teachers, giving the students a look to the rest of the world. According to Knight (2004), one of the perspectives of the internationalization

con las demandas del nuevo milenio, para su desarrollo académico y profesional.

Descriptores: Internacionalización, universidad, estrategias, didáctica, educación intercultural, innovación.

adopted by many has to do with the inclusion of an international, intercultural and/or global dimension in the curriculum and the teaching and learning process.

The aim of this research is to demonstrate some ways to integrate internationalization in the didactic strategies in the university classes by means of activities that do not imply the mobilization of students to other countries but that would allow the approach to other nations and cultures, fostering tolerance and the destruction of stereotypes from the classrooms to bring the global vision up to all university discourses.

2. Theoretical frame

2.1. Definition of internationalization

According to the International Association of Universities (2012), internationalization is an evolutionary process that changes according to the current social context, and is precisely globalization the most important contextual factor that governs the internationalization process nowadays, because it is characterized by the interdependence between the nations and it is manifested in the cultural, political, economic, social and educative areas. This association also points to the accelerated mobility of people, goods and services as well as the use of information and communication technologies.

In accordance with the definition provided by the dictionary of the Royal Spanish Academy, *International* refers two or more nations, or pertains or relates to countries other than its own. Internationalization can therefore be applied to different areas: enterprises, laws, art or education. In this case, it will focus on the



internationalization of higher education from activities performed in the classroom, since “an integrative view of internationalization includes other strategies that can be incorporated into the curriculum and that do not necessarily imply the inter-country mobility” (Trigos, 2016, p. 13).

2.2 Internationalization in Institutions of Higher Education

According to Theodoridis (2015), in times of increasing technological changes and intense tendencies of globalization, it would be unnatural not to pursue changes in higher education. However, the work of internationalization in the university is not something that results from the reality of these days. For Cantu (2013) one of the first visions of international education is given with the Nobel Peace Prize Rabindranath Tagore (1861-1941), who mentioned that it was precisely through internationalization that it was possible to develop the mutual understanding between people and cultures. This author says that internationalization is an effort to create global competencies in response to diversity and multiculturalism.

According to Knight’s definition (2006), cited in Zolfaghari, Sabran y Zolfaghari (2009), internationalization of higher education is the process of integrating an international and intercultural dimension into teaching, research and service of an institution, it requires to be a dynamic process and not isolated activities. (p. 2). In other words, it is used in order to improve all the elements that constitute a university.

However, it is worth keeping in mind that globalization and internationalization are related but do not mean the same because:

The internationalization of higher education can be defined as a transversal axis of institutional policy, from which projects and strategies are generated, and the programmatic and management articulation of it is aimed at contributing with a better visualization of what constitutes the project of academic

development in the higher education in the present (Muñoz, 2005, p. 17).

Internationalization gains value from globalization but are not parallel; internationalization functions as a transversal component in education, in order to respond to the demands of the globalized society of these times.

Undoubtedly, this process of internationalization is known for the university, there are several spheres in the institutions of higher education (IHE) that generate policies around the internationalization in all its areas that allow the development of cooperation agreements, which in turn promote the formation of academic networks (Moctezuma and Navarro, 2011).

In teaching, this contributes to the purpose of the university to train professionals with the capacity to “attend to the changes that are exposed at the regional and international level” (Aguilar and Riveros, 2015, p. 100). Thus, internationalization can be used in order to improve educational processes, including the educational field in the new demands of modern society.

There are different reasons that justify internationalization for the improvement in IHE. According to Guido and Guzmán (2012), among these reasons are political, economic, academic, cultural and social. As for political reasons, Guido and Guzmán (2012) point to the role of the country in the world, “where higher education plays an important role in the global positioning of the country” (p. 6). It is from this perspective that the scholarships offered to students are considered as a “political investment” as it is invested in their education and academic improvement, which in turn enriches the institution by returning the student with a scholarship with a greater knowledge of other cultures as well as a greater empathy towards the country that welcomed them; this without belittling the country of origin or the host country, but rather developing an atmosphere of tolerance between different nations and cultures.



On the other hand, there are economic reasons. Internationalization in universities can mean economic benefits if students from foreign countries who finance their tuition are received, this economic generation allow capital to be injected into other important projects. Also, the academic reasons “that relate to the achievement of international academic standards for teaching, research and social action, which are also important in the accreditation processes and national and international recognition” (Guido and Guzmán, 2012, p. 6) are one of the most important in trying to include strategies that strengthen the teaching and learning process through a component that increases the quality of education.

Finally, cultural and social reasons have to do with respect and appreciation for the own culture as well as for foreign cultures and languages. In fact, one of the points that constitute more attention when proposing internationalization as a transversal axis of a curriculum is that in the desire to understand new languages and values, people do not neglect their own values or national culture, but rather, strengthen them and project them to the other countries of the world. In this regard, Qiang (2003) points out as a key element the notion between national and cultural identities, referring to the unique history of a country, its indigenous culture, resources and priorities which shape its response and relations with other countries, therefore, the culture and national identity are key elements in the internationalization of higher education.

Trigos (2016) refers to the four perspectives of internationalization on higher education presented in Qiang (2003): *The perspective of activity, competence, ethos and process*. The first is the exchange of student and teacher and the reception of international students, which is the most popular. The second, as its name implies, encourages the development of competencies in the graduates to have knowledge, skills, attitudes and values to be right-handed in international and intercultural dynamics.

On the other hand, ethos perspective emphasizes the establishment of a culture of support for international and intercultural initiatives. As Trigo says: “This approach implies considering internationalization far beyond the mobility or use of English as a second language to generate a change in institutional cultural practices” (2016, p. 8). Finally, the perspective of the process “emphasizes the integration of the international dimension into teaching, research and service through the combination of different activities, policies and procedures that are part of a process” (Trigo, 2016, p. 8).

Specifically, this didactic proposal is more inclined towards a competence perspective, through the implementation of methodologies that favor the topics from this more global and tolerant perspective, to form a professional in coherence with current demands. Competencies are understood as the “combination of skills, knowledge, and attitudes, and the inclusion of the willingness to learn in addition to knowing how” as defined by the General Head Office for Education and Culture of the European Commission (2004) cited by Garcia (2011, p. 4). It is also intended that through the proposed practices, teachers improve through the incorporation of international elements that do not currently use in their classes and that systematize those used, which will contribute to the transformation of the object of study of the careers in their different spaces. What is proposed in these lines is a vision of the internationalization from the daily work done in the classroom but that could materialize in other projects in the future.

2.3. Teaching strategies

The university teaching is living a process of constant transformation, especially from the entry into this new millennium, the changes must be contemplated in the work of the university teacher because they are of great importance to be product of the Dynamics of the social reality in which it is immersed. From this perspective,



we must contemplate new visions of the world, the advancement of technology, for example, makes the generation of knowledge that is produced from the universities, have to be given at a faster pace, according to the emergence of new advances Technology as well as another series of challenges in the different fields of academia, all different but complementary. Similarly, Ferreiro (2006) referred to the students of the new generations, specifically the generation N, also known as the millennium or digital generation, which represents the people born from the decade of the 80, which are influenced by the use of information and communication technologies (ICT) in their growth and teaching process. These students have peculiar pedagogical implications while “it is impossible to keep them attentive in a traditional classroom, with a seated professor exposing a content that can perfectly consult on the Internet” (Ferreiro, 2006, p. 78). Under this framework, the didactic strategies that correspond to this transformation are explained.

De la Torre and Violant (2013) define the didactic strategy as a dynamic concept, as an “adaptive procedure or set by which are organized sequentially the action to achieve the desired purpose or goal” (p. 6). This process is dynamic as it admits changes and adapts to the various contexts, the didactic strategies are flexible, “and act as a bridge between goals or intentions and actions to achieve them” (De la Torre and Violant, 2013, p. 6), hence the importance of its good planning.

Likewise, Tobón (2006) says the strategies represent a set of techniques and activities that facilitate the scope of a learning goal; therefore, the didactic strategies are of great importance in the obtaining of objectives in the classroom because by means of well thought out strategies students have successful results in their learning.

In this regard, Delgado and Solano (2009), emphasize that a didactic strategy is composed of: professor, students, content and context of learning. It is necessary to take into account all these elements when planning a certain strategy

and not losing sight that “these components are led by an academic objective carefully composed taking into account this distinction” (López, 2012, p. 6), each activity, technique and strategy must have a clear academic objective.

Specifically, in university education:

The preparation and development of educational leaders is essential, not only through programs to provide knowledge and skills that allow to function effectively and efficiently but to offer vision, attitudes and perspectives that provide a solid basis for transforming everyday practice (Prieto, 2007, p. 11).

In this sense the well elaborated didactic strategies at the university level have a vital function, because “the university teaching task is so complex that it requires the professor to master some pedagogical strategies that facilitate the teaching process” (Sánchez, s.f, p. 1). In addition, “university students from all over the world demand from their teachers a pedagogical training that allows them to orient and conduct the best way of teaching” (Mata, 1999, p. 160), so the creation of didactic strategies fulfill functions that pursuit an integral formation that include aspects according to the change of the society for an innovative teaching, since “Innovation is considered linked not only to the learning processes of the students but also to the processes of personal and professional development of the professors” (García-Varcárcel, 2003, p. 42).

3. The proposal

3.1. The internationalization in the university teaching strategies

This incorporation is done through activities with some international component; in this sense, internationalization is seen beyond the isolated fact of the exchange of certain discourses and teachers, because even though this is an important effort, it is limited to a restricted number of individuals. By means of the international-



ization in the didactic strategies, it is intended to reach a greater number of people, regardless their economic condition; thus, generating a greater impact. For this, teachers must not comply with any particular requirement because every teacher can develop it, whatever their area; rather, a process of self-reflection composed of three phases: diagnosis, planning and evaluation is proposed.

Trigos (2016) mentions that “internationalization as a teaching and learning strategy is not an isolated activity but a set of strategies to foster international and local understanding, as well as the development of Intercultural Competencies” (p. 15) and that is precisely the objective. In addition, Fernandez (2004) points out that “Participation in the teaching-learning process requires to take into account some issues that are generators of knowledge, such as culture” (p. 1) and not only the culture in which the society is immersed but other cultures.

In this sense, ICTs play a vital role because if the resources that come from ICTs are used, it is not necessary to create conventions or reforms the institutional laws to include internationality in the classrooms, since ICTs “as a transversal effect are contributing to the internationalization of education, allowing to shorten distances, expand education beyond frontiers and network education and viable new pedagogical practices” (Siufi, 2009, p. 138). Therefore, the contribution that can be obtained from the technologies is extremely valuable for these purposes.

The followings are the phases of self-reflection to incorporate internationalization at home:

3.1.1. *Diagnosis*

A diagnostic evaluation should be initiated by the teacher, on his or her own knowledge not only of his/her subject but also on the methods to apply on his/her pupils and the values or transversal subjects to be included in a curriculum. As stated by Avolio de Cols e Iacolutti (2006, p. 137), the purpose of the diagnostic evaluation is “to obtain information on the situation of the

subjects, in terms of knowledge and capacities deemed necessary to successfully initiate new learning processes”, it seems optimal to apply this reasoning to teachers so that they can analyze what knowledge and skills will help them to begin in their inclusion process of internationalization in the classroom.

Therefore, this diagnosis is proposed as a stage of teaching self-evaluation on its knowledge in the internationalization field in the curriculum as a transversal axis. It is pointed out as a transversal axis since it will not be explicitly taught in the lessons, nor will it modify the objective pursued in the subject, but rather it will expand it with a view of what happens in other cultural fields.

A diagnosis may or may not take a long time as it may imply a rethinking of knowledge; however, the time of this reflection will be of great benefit to the desired end. Rodríguez (2009) points out that “the university professors are challenged to become researchers of their own teaching task” (p. 3) and this requires an update of their knowledge and reflection on their practices according to the social and technological demands.

As far as internationalization is concerned, Mestenhauser (2000) mentions that the existing literature seems to answer questions about what international programs or projects the universities have while the question should be addressed to whether the students are taught to face the challenges of the 21st century and it is in this direction that this diagnostic self-evaluation should go.

3.1.2. *Planning and execution*

In this specific case are detailed different activities that can be part of the educational strategies of university courses with the internationalization component. It is not a question of teaching lectures on internationalization, but it is addressed as a transversal axis for achieving class, course and career objectives. Therefore,



transversality refers to “a curricular strategy by which some axes or subjects considered priority in the training of students, permeate the entire curriculum, that is, are present in all programs, projects, activities and study plans” (Velásquez, 2009, p. 36). This is precisely what is proposed in this work, internationalization to be conceived like subject of interest and therefore that would permeate in all the university courses independently of the area of knowledge to face the future professional challenges. In any case, Rodríguez (2014) says that “the university has been and will be inherently international; consequently, internationalization will be transversal at each academic stage and process” (p. 149).

In the first instance, it is important that this component be viewed from the approach of the class objectives. Rodríguez (2009) points out that this objective should clarify what the teacher wants to happen in the classroom and “This phase of didactic planning is considered essential for the rest of the actions to undertake” (Rodríguez, 2009, p. 6). Since the didactic strategy is a set of steps to follow to achieve a goal, planning becomes vital.

Evidently, in foreign language courses, it is much more common to develop strategies that include an international component, initiating by teaching a language of a foreign country, which implies the knowledge of other culture. In these cases the challenge is for the teacher to apply activities other than the one the professor usually uses.

Particularly, the role of technologies is vital in this regard, “it is important to mention the importance of information and communication technologies as complementary and supportive resources for the implementation of didactics for higher education” (Moreno, 2011, p. 43), different places in the world can be reached by technology without leaving the house, technological advances have become very valuable resources to internationalize didactic strategies; In fact:

One of the strategies that has changed in recent years by the increase in the use of technologies in information and communication

is mobility, which has gone from being mostly in-person to virtual modalities, or “internationalization at home (Verdejo and Valdés, 2016, p. 24)

3.12.1. *Activities with international components*

Below are some activities that could be incorporated into the teaching strategies, as a way to carry out this “internationalization at home” referred by Verdejo and Valdés (2106):

- To use didactic material in other languages and according to the level of the students.
- To present and analyze foreign documentaries.
- To interact with foreign students who are part of different academic programs available in the country or region.
- To interact with community cultural groups.
- To make video conferences with students/professionals in other countries.
- To do academic tours to foreign companies with offices in the country.
- To create material by the students in which they project their own reality and present it on the Internet, preferably international.
- To program talks about customs of different Latin American countries and their applicability in their field.
- To work with news from other countries: essays, case studies, problem solving through which peer evaluation and collaborative work are also carried out.
- To interact with students of their careers in other universities through web pages or social networks.
- To invite professors or foreign professionals who inhabit the country either permanently or limited, to lecture a specific lesson or talk about the subject under study.
- To discuss and analyze scientific articles.



- To read theses corresponding to related careers in foreign universities.
- To participate in international congresses or symposia carried out in the country.
- To motivate students to publish research work at advanced levels and in native or foreign language.
- To analyze study programs of foreign universities, equivalent to their course or career.

This last point is especially important and requires a particular motivation and guidance on the part of the faculty, who should ideally support the student to complete his/her work until becoming suitable for a publication “in order to achieve the specialized communication with the international professional community” (Verdejo and Valdés, 2016. P. 26).

It is demonstrated that internationalization can occur from different branches of knowledge (Priego, 2016; Trigos, 2016; Farfán and Durán, 2016; Verdejo and Valdés, 2016; Barbosa-Chacón *et al.*, 2016) using various strategies to incorporate this element according to the discipline. Evidently, since it is the development of didactic strategies, the activities cannot be isolated; hence, the importance of conscientious planning on the part of the teacher, since each activity should be carefully thought out to become a step towards the scope of the objective, so it should also be given along to another series of actions to meet the requirements of the course and the purposes of the class.

3.1.3 Evaluation

Once the didactic strategy has been carried out, it is important to know the perception of the students through an evaluation activity; as Forés and Trinidad (s.f) point out, “any self-respecting formative action contains an element that legitimate; that element is the evaluation” (p. 1). The evaluation should be carried out considering that the effects of the implementa-

tion of the strategies will not necessarily happen immediately, but rather will develop over the time, but this process can serve as a reflection to improve what professors do in the classroom. This is because:

Participation is not enough but is accompanied by a introspection and reflection process on the experience and incorporation of the international elements in the professional and personal practice of the students (Verdejo and Valdés, 2016, p. 28).

In other words, the efforts made to improve university teaching through the introduction of internationalization would be insufficient if it is not viewed from an integral and reflective process.

Also, an assessment activity can be carried out in different ways, according to the creativity and practicality of the professor, the relevant idea is to have information that comes from the students so that the professor measures somehow, and analyzes, the effectiveness degree of the strategy. However, in order to have more rigorous information for the purpose of an eventual disclosure, it is important to use a structured instrument to document the pedagogical experience, given that “evaluation is a process that makes possible fundamental decisions in the educational area” (Neuser, 1989, p. 245), hence the importance of the inclusion of an evaluative stage in the process.

In addition to the importance of knowing the effect of these strategies on students, the professor should also evaluate themselves to know the results of this teaching process. According to Fraile (2010), the self-evaluation is “the evaluation that a person performs on himself/herself or on a process and/or personal outcome”, and continues saying that in education “most of the times this term is used is to refer to the self-evaluation of the students, but teachers can and should also evaluate themselves” (p. 7), certainly something valid and necessary after this process. Of course, the effects on education are not



immediate, but a reflection on each strategy used is necessary.

In general, the planning of carefully elaborated strategies, which correspond to the demands that the current society demands of the new professionals, is a task of the university professor.

4. Conclusions

The incorporation of an international component in the development of the university didactic strategies allows the students to approach to the rest of the world; and as part of the activities that emerge from this scenario the international component allows the inclusion of all in this process.

The increase of tolerance, the reduction of stereotypes, the development of competencies in cohesion with the reality of today's society, the recognition of their own value are some of the benefits of such incorporation for the improvement of teaching University.

As stated by Steiner (2000), if taken into account that universities are agents of change for individuals and societies, an internationalized higher education institution has great responsibility to the various parties involved as well as to citizens at local, international and global levels.

In addition, having constant contact with other languages and/or cultures opens the students mind and curiosity to participate in processes that involve the mobilization, like scholarships or internships, something that sometimes is not used to the maximum in some universities, sometimes due to ignorance of students or even lack of motivation. The constant contact from the classroom to the knowledge of what happens outside the country, from an academic and humanist perspective, would contribute to the desire to participate in international opportunities "away from home".

In this sense, what is proposed in this paper is not a question of imparting a certain course with a purely international approach, but

to contemplate this component in the course of some of the didactic strategies; is to determine which activity allows this international or intercultural approach and that at the same time corresponds to the educational purpose intended with the didactic strategy used.

The responsibility of the university professor is vital in society, and so is the role played by today's professionals in the various disciplines, each time with more working competency but at the same time with a commitment to be up to date in their knowledge and skills with a tolerant tone, respectful of the world and all people.

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Should we move from special education to inclusive education? Perspectives and possibilities of advance

Debemos ir de la educación especial a la educación inclusiva? Perspectivas y posibilidades de avance

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Abstract

The present work is the result of an investigation that had as objective to analyze the beliefs about the inclusion of people with disabilities in the teaching of a disabled student. The purpose of this text is to problematize the idea that inclusive education is a discursive and representational space that has been given thanks to the transition or continuity of special education. The methodology is qualitative with a descriptive scope from an interpretative paradigm. A questionnaire was used with 13 open questions made to 61 teachers of compulsory education, all students of the master in Pedagogy of a Higher Education Institution in the city of Puebla. The results were given a speech type of analysis. The results indicate that although some discourses have shown an almost antagonistic division, for teachers mixing and complementing is necessary, that is, the knowledge of special education complements the principles of equality, equity and non-discrimination of the inclusive education. The reached conclusions show the need for complementarity between inclusive education and special education to advance in a human development project.

Keywords: Inclusive education, disability, dis-course, special education, teachers, education.

Resumen

El presente trabajo es resultado de una investigación que tuvo como objetivo analizar las creencias que sobre la inclusión de personas con discapacidad tienen los profesores al atender a un estudiante en situación de discapacidad. El propósito de este texto es problematizar la idea que la educación inclusiva es un espacio discursivo y representacional que no se ha dado gracias a la transición o continuidad de la educación especial. La metodología es de corte cualitativo con alcance descriptivo desde un paradigma interpretativo. Se utilizó un cuestionario con 13 preguntas abiertas realizadas a 61 profesores de educación obligatoria todos estudiantes de la maestría en Pedagogía de una Institución de Educación Superior de la ciudad de Puebla. El tipo de análisis que se dio a los resultados fue de discurso. Los resultados señalan que a pesar de que en algunos discursos se ha mostrado una división casi antagónica, para los profesores la mixtura y complementariedad es necesaria, es decir, el saber de la educación especial

complementa los principios de igualdad, equidad y no discriminación de la educación inclusiva. Las conclusiones a las que se llega es la necesidad de complementa-

riedad entre la educación inclusiva y la educación especial para avanzar en un proyecto de desarrollo humano.

Descriptor: Educación inclusiva, discapacidad, discurso, educación especial, profesores, educación.

1. Introduction

Educational policies in the last decade in México have pointed the efforts to new processes of subjectivity (Soriano, 2015), where, an abstract idea of person has overcome to give way to new closer and regional traits that allow to understand a small phenomenon from its historicity and political, economic and social context. The intention with this exercise is to investigate the definitions of equality between individuals and allow differentiating diversity as constitutive aspects of the humanity (Gardou, 2016; Skliar, 2002).

The concepts of educative inclusion (EI), inclusive education (EI) and disabled person (DP), constantly appear in educational speeches. The ultimate objective of these apparitions would have to be the configurations of discursive practices materialized in educational actions that allow problematizing the school space to rethink the actions, adjustments and identities related in the pedagogical relations.

Even though in this research is mentioned the discursive element, the changes that it implies are not only nominal or at the level of the concepts, but instead originate from an ontological and epistemological reconfiguration on the professors performance and the entire educational community against the difference and the diversity that new ordinations seek to propitiate.

Much have been written on the subject, that is, there is academic literature that refers to the educative discursive which has led to various studies on the inclusion of DP to institutional spaces as the school on equal conditions (Aguerrondo, 2008; Ainscow and Miles, 2008; Arnaiz, 2012; Echeita and Duk, 2008; Fernández, 2003; Jacobo, 2012; Juárez, Comboni and Garnique, 2010; Ocampo, 2015; Yadarola, 2006). However, the problem that has been

observed does not have to do with the number of proposals and elaborations on the subject, but the way of the representations for the constitution of some subjectivity.

This paper aims to problematize IE and its relationship with special education (SE), especially what has to do with the inclusion of DP. One of the objectives is to point out those aspects that are often no longer questioned because they appear to remain in time, that is, some speeches that have constituted a kind of look towards the educational and that have been almost immovable in a certain time periods. In this sense, the idea is to identify omissions, exclusions, speeches, relationships, etc. that are present when referring to SE and IE.

Another objective is to interrogate these meanings in order to indicate their discursive differences and epistemological origins, and the emergency spaces from which they have appeared. What matters is the knowledge that has originated the enunciation of its main postulates and the effects that have caused in the professors of high school in the city of Puebla.

Finally, the speeches of high school professors, city of Puebla, are used. The professors course the master in pedagogy of an institution of higher education. In the analysis the idea was to show the logics or systems of reason that have allowed the construction of a type of representation, which often has not allowed the constitution of spaces and discursive practices that benefit the inclusion processes in Schools.

2. Theoretical-analytical tools: definitions and background

Theory plays an extremely important role because it helps to construct explanations and interpretations and to problematize phenomena, in this case the educative (Sautu, 2003; Buenfil,



2006). In studies of qualitative analysis, this element becomes even more important, since they are constructs that originate since the delimitation of the problem to investigate, explaining part of the phenomenon and allowing to build new knowledge from it.

Theory is seen as a toolbox of conceptual tools, tools that depending on the use provide explanations and interpretations of a certain reality.

It is worth mentioning that theory is not a monolithic entity that explains everything and possesses totalizing truths, rather it provides tools that depend on the investigator, in a way that his/her expertise and dominance would allow certain explanations; use that constitutes knowledge around a specific topic. Based on the foregoing, what is discussed in this paper as educational phenomena are concepts such as SE and IE, both related to the issue of the inclusion of people with disabilities in schools in Mexico.

From this analytical and theoretical perspective, the idea is rescuing and analyzing the speeches about IE and SE mentioned as referents in the educational institutions and that have permeated a type of representation of the professors. It should be noted that these speeches, rather than mere objective concepts that show a stable, continuous and timeless reality, point to the formation of realities and subjectivities in the social aspect.

From Foucault's Perspective (1968, 2010), a discourse surpasses the question of concepts and linguistic variations, although it recognizes the extra-linguistic elements, it highlights this vision by pointing out the statements as a unit of analysis.

It should be noted that enunciation does not make any reference to the syntax of a language or to the conformation of a subject with a predicate whose grammatical rules allow the chaining of words. Enunciation is understood what can be said in a space, configuration and discursive practice. It also has to do with the identification of the subject that has been ordered to that discourse and which is legitimized to enunciate it (Foucault, 1968, 2010; Barcalett, 2016).

As noted, a first unit of analysis to approach the discourse is the enunciation. However, as mentioned above, the analysis of the enunciations is not subject only to a syntactic, semantic or morphological particularity; linguistic analyses are related with a political and power-knowing game.

In this context, it is necessary to address the statements from another logic or system of Reason², where the important things are not the concepts themselves, but the fact that they have meaning from a set of representations. That is, from a more classical sense of the use of the enunciations and the concepts, the latter have been the ones with more interest when analyzing certain linguistic structures; however, this treatment has caused a series of omissions and problems. One of them has to do with putting the concept as the main unit of analysis, a vision that perceives it as an object of neutral use, a resource that indicates a direct relation with the realities or problems that is wanted to understand when it is investigated.

From the epistemic perspective of this work, there is nothing less uncertain than to proceed in this way. Analyzing the sign notion of Saussure (1945), can be seen the reminiscences of this thought, logic or system of reason that led some social researchers to seek the oneness and universality of language; idea that so far has been impossible to perform when it is recognized that any language does not directly point to reality, but it serves as a means; therefore it is its use that will allow to construct different theories.

Enunciates must be visualized and problematized as unit of analysis. According to Foucault (2010), enunciates does not pretend to petrify meanings; they surpass the mere definitions and extends their analytical margin by pointing out that it is not who said it but how it was said, from which position and in which order of speech.

But how can the discourse analysis approach? What theoretical tools can help to understand the order that guides the discourse? How to perform a non-literal, ahistorical and timeless interpretation? Foucault (1988) proposes a type of genealogical analysis that allows this approximation.



Foucault's Genealogy or Genealogical Analysis (1988) is a critique of a historical understanding of the phenomena that rewards the unity of the subject around an origin, universality and a continuity of phenomena. The author mentions that regional spaces, ruptures, exclusions, struggles of power and clashes by knowledge cannot be observed from a system of reason where there is an epistemological sustenance that highlights an idea of positivity of the events and the continuation in time.

The facts must then be approached from their genealogy, from the logic of the event, from an emergency game and provenance, where the origin, the center, the constructed structure of the events do not exist as such. Rather it is the discontinuous, the historical, and the micro-situations.

The event points the discursive space in which certain enunciation can be said, a context of complex enunciation that has allowed the constitution of truths in the social aspect (Foucault, 1988). Then, the logic that guides the phenomena or speech as events does not allow thinking the continuity, that is, that discourse is not subject to the logic of cause and effect, rather to the accident.

It can be said that they emerge in a certain time and space, but also in a game of truth that allows their enunciation, the construction of a statement that can be accepted as real. But emergency does not have a unified origin; rather it comes from the result of configurations and practices that allowed it, by way of the vicinity, the encounter and the kinship, to emerge. The origin is also thought as an accident, not causal, not cumulative, but spontaneous and often unpredictable (Foucault, 1988).

3. Special education and inclusive education: where to place people with disabilities?

Part of the current literature addresses the subject of special education and inclusive education from the logic of continuity, it is not necessary to

fully enter all the statements that are issued, just see the main titles, which logically work as enunciates. Enunciates that announce the passage from SE to IE in this linear and continuous idea of a discourse to another (Juárez, Comboni and Garnique, 2010; Parra, 2011; De León, 2010).

The problem with this type of explanations is that they do not allow understanding the systems of reason and logics that are behind the concepts. The latest reforms have handled the topic as imperative since the ordinations have requested a step or change of paradigm, but few people have explained how the apparent educational and also scientific revolution has been constituted. For example, the idea to move from SE model to IE (SEP, 2017) is being disseminated as a strong discourse announcing a relationship of otherness; thus a type of antagonism³ that points to the near extinction of one element against the other.

SE in its passage through educational and pedagogical discourses had an emergency place and a very different origin to IE. As an event, special education is part of an individual and biomedical vision of the subject (Skrtric, 1996; Warner, 1996; De la Vega, 2010). Pathos is present from all its epistemological foundation. It could be understood as a matter of health, a type of orthopedics on the bodies that seek to heal.

Emergency has to do with the generalization of a universal abstraction of the human; a type of formal equality that had an important pillar with the Cartesian Cogito (Barcalett, 2016). The existence within humanity of an inherent rationality to all allowed thinking the intervention of those who apparently were not in that possibility.

The issue had to do with a look at the normalization of actions of individual capacity, towards the road in the construction of an abstract, equal, highly rational image of man/woman. The entry of biomedical science and biopolitics played a main role. Medical studies on human beings soon became interventions of the bodies of individuals considered "abnormal" (Foucault, 2014). Individuals that were often at a



stage of backwardness, so the orthopedic intervention of redirection and composure should be the way (PSI function). The origin of these enunciates and the ability to build statements comes from the medical area, the disease, the *pathos* on the body to be cured. If analyzed and compared the event of inclusive education, is seen it is not an aggregation of special education, is not an improvement of SE, is not its continuity.

Inclusive education emerges from a place of different enunciation, it did not originate from “scientific” studies neither from an individual process, and nothing is healed. Its origin can be placed in another discursive practice, in another configuration. It aims at spaces rather than the body; moves away from *pathos* and points out a subject that rather than being pathological is legal. Its discourse is in the law, in the principles of justice, that are far to possess an individual look on the body to be repaired.

IE interrogation is not done to the subject but to the discourse that has allowed to construct subjectivities in the social, where few have been excluded; a game of inclusion and exclusion.

As can be observed, the reason systems are diametrically opposed in many of their elements. On the one hand, from the conception of the subject; on the other, the mechanisms by means a discourse has been considered true, that is, the Constitution of knowledge that in a given time and space created a subjectivity from a *pathos* or from a vision of law.

Ocampo (2015), states IE more as a political movement, to do IE or propitiate inclusion has to do with a game of political forces and not so much with the configuration of the EE as knowledge.

IE does not originate from knowledge of SE and it does not question such knowledge. It consists of the reconfiguration of symbolic spaces from which people interact day by day. In this context, the knowledge of SE is not going to be replaced by the knowledge of the IE because there is no causal relationship between them.

Debating in terms of epistemic level will not lead to the solution of the problems. The

non-antagonistic coexistence of the knowledge that constitutes the statements of each discourse must be accepted, and must be thought how their coexistence can contribute to the self-realization of individuals in their individuality and also to the creation of spaces that allow these people the ability to articulate a series of functions (Nussbaum, 2007, 2012).

The problem at this point is not that a linear discourse has been built around special and inclusive education, rather the question lies in the scarce possibility of success in the established antagonistic relationship. In other words, knowledge of special education is necessary to establish an inclusive education. The antagonisms created do not help because they constitute the extinction of one for the existence of the other.

Danger lies in the relevance and success of both discursive configurations from this binary logic that does not allow thinking about the complex reality and the discursive complementarity. In this sense, the idea is to analyze the constitution of enunciates that reconstitute the interaction of both speeches, which present a possibility as a game of truth and language.

Logic can be applied in both and the meeting place will be the context of the individual since as a whole.

4. Method

This research was descriptive and interpretative. The instrument for data collection was a qualitative questionnaire with 13 open questions. The subjects of the study were 61 teachers of High School from Puebla, and students of a master course (see table 1). The data were transcribed taking care of their fidelity in order to analyze the discourse.

A codification process was carried out, which consisted of the following: since they were master students, an “A” was placed; a “U” that pointed out his/her status as a University student and then the number of questionnaire that was assigned to them according to the way they were collected.



The questions included in the instrument had as main objective to analyze the beliefs that teachers have about the inclusion of people with disabilities, especially when assisting a disabled student; however, this research only problema-

tizes the discourse that refer to the step from special education to inclusive education. For this reason were created the dimensions shown in the table below (See table 2):

Tabla 1. Dimensiones e ítems

Dimension	Item
Implications and job conditions when assisting students with a disability.	<ul style="list-style-type: none"> Working with a disabled student implies... The institution conditions to work with a disabled student should be...
Aspects that imply the inclusion of students with any disability to the classroom seen from the teaching perspective.	<ul style="list-style-type: none"> Strengths, benefits or positive aspects that carry working with disabled students are... The negative aspects of working with disabled students are... The educative practice of a teacher changes with the presence of a disabled student be-cause...
Feelings, values and attitudes present in the work with students with any disability.	<ul style="list-style-type: none"> When a teacher works with a disabled students appear values such as... When working with a disabled student the attitudes present in the teacher are...
Concept and beliefs of special education, inclusive education and disability. Ethical conflicts of teachers.	<ul style="list-style-type: none"> Inclusive education refers to... Disability is known as... Special education is... The ideal place for disabled students to learn is... The ethical conflicts faced by the teachers when working with disabled students are:

Source: own elaboration

Because of the space, the results presented only correspond to the dimension “concept and beliefs of special education, inclusive education

and disability. Ethical conflicts of Teachers “; the item analyzed was “the ideal place for students with disabilities to learn is”.

Table 2. Characteristics of participants

Nivel educativo	Número de docentes
Educación Básica	47
Educación Media Superior	14

Source: own elaboration

5. Results: Is the step to inclusive education the following stage? Some information from the teachers' perspective

For this, there are three possibilities to assist students with disabilities. One of them mentions that they to be in the SE where they can be given adequate attention.

AU61 “There are trained teachers and have adequate facilities”

AU46 “In this space there is specialized staff in the subject, in addition the classrooms and the materials are for the exclusive use of people with disabilities”

AU45 “Regular teachers are not trained in first aid”

AU22 “Attention to this type of students cannot be given in regular school because regu-



lar teachers are not trained to special education, especially to address deafness, blind, etc.”

AU23 “Because a special infrastructure is needed to have a positive contribution to the care of the disabled”

According to previous comments can be identified two main aspects of why the SI is the place for people with disabilities. In this sense, it should be remembered that the ideas presented represent the condition of the discourse which encloses a representation of what can be said in a given discursive order.

At first, the issue of technical support and infrastructure are mentioned, since special education schools have better accessibility conditions and adaptations that are essential to assist students with disabilities. There is a strong space component that is a condition for exercising a type of autonomy in students.

On the other hand, another topic very different from the first one appears. It is related to the knowledge of the SE.

For teachers, knowing the ES surpasses the mere pedagogical vision, that is, they face a component that is far from their teaching role, which has its foundation from a paradigm of *pathos*, disease, medical and clinical gaze. Although teachers have not expressed the concept they have about disability and people with disabilities, the question asked about the space presents the idea of a human being and a deficit condition that reduces him/her. A finiteness where the pathological is the basis for making decisions about people, in this case on the place they should occupy in the social area. Nevertheless, the evidence of this emergency and its origin demonstrate that are necessary condition that allow the comprehension of phenomena related to the deficit situation of some DP; therefore, these ideas represent statements that are valid from a system of reason.

On the other hand, there are teachers who point to the regular classroom as the ideal space for the DP. The discourse conceives, from another system of reason, what is prudent to say,

but facing a different approach, a vision of law and more social.

AU54 “Contextualize the person in a real society”

AU40 “Collective learning is more meaningful and has better results”

AU43 “Students can develop fully with society and with students and children of their age, providing security to children”

AU3 “When the student finishes school, he/she will face real life and there are no special education, so, it is better develop other skills that will serve him/her in a regular classroom”

AU49 “Because it is a right, because there should be no exclusion”

AU8 “Because if they are in the special school they will not learn how to relate to everything in real life, the difficulties are found in the day by day, in the street”

AU31 “Because with the support of the peers the students with disabilities could develop other skills, besides it would be to include them in society”

As can be seen, the explanations of the teachers that support the attention of students with disabilities in the regular classroom do not differ significantly, they concentrated in the social aspect, a participation without exclusion, and as mentioned by them, “the encounter with a real world”, where everyone coexists in the same space, which is a human and fundamental right.

If both positions are compared, it is not possible to say that some lack a certain effect of truth, that there are insurmountable errors in the explanations, because both of them come from a logical system that is valid and point out different elements that from the literature are fundamental when it comes to human development.

On the one hand, there is the part of being able to develop substantive and combined capacities (Nussbaum, 2007, 2012), that is, to acquire skills that allow the person to be able to be in the world autonomously and with self-determina-



tion. On the other hand, there is another capacity that has to do with the opportunity to be able to deploy operations in spaces that do not differentiate. Nussbaum (2007, 2012) defends in this approach that the human being develops in the individual but building the ideal scenario for it.

This is how both approaches rather than being opposed could be complementary. It has been stated by another group of professors, the biggest in this research.

AU13 “Because there would be a teamwork, where the regular classroom teacher will know how to work with support and the inclusiveness is done”

AU36 “To complement one with the other”

AU2 “To know and feel integrated into a social group motivates the student to develop skills and abilities. In addition, the teacher must have a special knowledge to provide the right tools”

AU18 “Because sometimes in regular school teachers lack the knowledge to best serve these students, but attending regular school supports them to feel better and learn”

AU58 “I think the two provide support in the student and strengthen to benefit the student”

AU52 “Both are necessary because consider the inclusion and the equity”

AU48 “Trained people are required to fully attend to the needs, but also the student is integrated into the society”

AU42 “Both, because they need to coexist and learn from regular children and have individual support for the teaching process”

AU59 “the student with a disability must be in the regular classroom and share experiences, however, he/she can attend a special education school to receive complementary support”

In the political and educational discourse have been contrasted SE to IE, as mentioned in previous lines, their genealogy is different, did not emerge from an antagonistic relationship.

This complementarity can be noted in two elements in the previous comments. In the first place, the need for a specialized knowledge that can facilitate the individual capacity of the person, and on the other hand, the construction of a combined capacity, that is, the constitution of a space that allows the interaction of functions, the participation, autonomy and self-determination.

In cohesion with the latter, to create a capacity where the functions and different types of capacities can be in the same space. The problem of the discourses that have been expressed and the use that have been given to them, is that they have imagined an antagonistic relationship between two systems of reason that do not claim the annihilation of the other, but the team work. As mentioned, the genealogy of the SE, its origin, the space and synergy of forces that made it happen, is far away to be the beginning or continuation of IE. There is not a scientific revolution in the style of Kuhn (1945), where knowledge must or may disappear with the presence of new science.

What the comments point out is the coexistence of two discursive spaces as practices that must coexist in one place in order to achieve human development in DP. Then, it is not a question of deciding where they will be, instead, what is needed is to think about how teachers will respond to students’ needs (Echeita, 2014) and for that all knowledge is needed.

Conclusions

The discourses that were analyzed in this work and that indicated some discursive configurations are the result of a series of power confrontations at a discursive level. As noted, there is political and educational interest in the topic of inclusion and education of DP. And it has been from this political component where the conflict has occurred between two positions, which in the symbolic and representational space have opposed as a binary pair. In this text it has been explained that this provision is non-existent from a genealogical analysis,



The proposal was to describe the logics and systems of reason that have originated the emergence and event of both educational models. It has been pointed out that its origin is different and that antagonism is non-existent and also precludes the inclusion.

From the point of view of the discourses of the teachers this confrontation has happened; there are some who have been questioned and have taken a stance, however their explanations are not contradictory, that is, those who have opted for one or another option have not been able to point out the constitution of an oppositional pair; rather they have pointed out constituent elements of each discourse, demonstrating the relation of otherness, the complementarity of these.

Nevertheless, most teachers have enunciated this element that represents a type of mixture, a peaceful coexistence that represents the complexity of space rather than simplification from each discourse.

This third way does not facilitate the problem, rather announces the need for new discursive configurations from educational policies that do not simplify both speeches (SE and IE) but, from a critical stance, it contributes to the generation of capacities where any kind of operation is allowed. The question should no longer be for space, but for the creation of a community that learns and develops as a systemic whole.

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Notes

- 1 National Program for Strengthening Special Education and Educational Integration (2000); Disabled Persons Act (2005); Guidelines for the operation of Special Education Services (2006); Sector Education Program (2007, 2010); General Law for the Inclusion of People with Disabilities (2011); Educational model for compulsory education (2017).
- 2 Cruz-Pineda (2012, p. 169) mentions that the systems of reason "are systems through which new social representations are established, that is, the individual builds new and different subjectivities to establish new and different relationships not only between the individuals but also with the knowledge.
- 3 Buenfil, (1994, p. 19) conceptualizes antagonism as "a bond that is established between two reciprocally denying subjectivities. On the one hand, it differs from contradiction and real opposition, and on the other hand, from subordination, domination and oppression. Antagonism does not elude the empirical, but the symbolic order where social relations are established."





Teacher training in special education: study habits and teaching practice

Formación docente en Educación Especial: hábitos de estudio y práctica docente

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Abstract

The present research was carried out with students of the degree in Special Education of the normal school Fray Matías de Córdoba, located in the city of Tapachula de Córdoba and Ordóñez, Chiapas; Mexico. The objective of the article is to give an account of the study habits that the students have and the opinion they have of the teaching practice that the professors that form them perform. The results presented here were retrieved through a questionnaire applied to 101 students enrolled in the semester August 2015-January 2016. It was found that these students have as study habits mainly the realization of summaries and graphic organizers to appropriate the academic content of the anthology, which is a compilation of readings elaborated by a team of academics or by the teacher of a subject. At the same time, it was also found that the physical space of the house is the place where they especially perform the process of attending school tasks; As for the opinion students have of the teaching practice of the teachers, they pointed out that the student's oral presentations, the individual participation, the delivery of works and the written exam are daily practices in the professors that form them. It is concluded that the study habits and

the teaching practices of the teacher trainers are interwoven in the training of teachers in special education.

Keywords: Habit, school, special education, profession, teaching, teaching practice

Resumen

La presente investigación se llevó a cabo con estudiantes de la licenciatura en Educación Especial de la escuela normal Fray Matías de Córdoba, ubicada en la ciudad de Tapachula de Córdoba y Ordóñez, Chiapas; México. El objetivo del artículo es dar cuenta de los hábitos de estudio que poseen los estudiantes y la opinión que tienen de la práctica docente que realizan los profesores que los forman. Los resultados que aquí se presentan se recuperaron a través de un cuestionario aplicado a 101 estudiantes matriculados en el semestre agosto 2015-enero 2016. Se encontró que estos estudiantes tienen como hábitos de estudio principalmente realizar resúmenes y esquemas para apropiarse del contenido académico que señala la antología —compilación de lecturas elaborada por un equipo de académicos o por el profesor de una asignatura—, nombran a la vez, que el espacio físico de la casa es el lugar donde especialmente realizan el proceso de atender las tareas

escolares; respecto a la opinión que tienen de la práctica docente de los profesores, indican que la exposición del estudiante, la participación individual, la entrega de trabajos y el examen escrito son prácticas cotidianas en los profesores que los forman. Se concluye, que los hábitos

de estudios y las prácticas docentes de los profesores formadores se imbrican en la formación de docentes en educación especial.

Descriptor: Docencia, educación especial, escuela, hábito, práctica docente, profesión

1. Introduction

The research was carried out with students of the degree in special education of Escuela Normal Fray Matías de Córdova, located in Tapachula of Cordova and Ordóñez, Chiapas, enrolled in the semester corresponding to August 2015-January 2016. The objective of the article is to analyze the student's study habits and the opinion they have regarding the teaching practice of the professors who teach them. A questionnaire was applied to 101 out of 104 students that formed 100% of students registered by that time.

Special education started in Mexico since the beginning of the nineteenth century; however, the first teacher training institution in the field of special education was created in 1867, initiating with the normal school of deaf-mute (Curriculum, 2004; Ministry of Public Education, 2010). In 1970, the General Office of Special Education was created, which would regulate the service to educational needs throughout the country (Secretary of Public Education, 2006). But the process of supporting special education in the country's entities has been slow, for example, "in the 90s the states of Colima, Chiapas, Chihuahua, Guanajuato, Michoacán, Morelos and Tlaxcala" (Curriculum, 2004, p. 20), did not have in any regular school of bachelor's degree in special education.

In Chiapas, the teacher training in special education began in 2004, offered by Escuela Normal Fray Matías de Córdova, located in Tapachula of Córdova and Ordóñez; Chiapas, and in 2007 in the Bachelor school in Primary education of the State, located in Tuxtla Gutiérrez. Therefore, the attention to the student population with special educational needs before offering the degree in special education in

normal schools was assisted by graduates of the degrees of primary education, preschool, graduates in special education trained in other entities, psychologists, among others.

The special education degree is offered in the normal schools of the country, and they attend the plan and study program established by the Ministry of Public Education. It is the only institution empowered by the article third constitutional to determine the plans and programs of study for the teacher training of basic education (Political Constitution of the United Mexican States, 2016).

The approaches of the National Development Plan (2013) were reviewed to problematize the study of teacher training in special education, these were: the Sector Education Program (2013), the General Law of Education (2013), among others. However, teacher training for special education has been investigated. In this case, were explored the approaches of Sánchez-Palomino (2007), Fariás-Martínez and Ramírez-Montoya (2010), Gallego-Ortega and Rodríguez-Fuentes (2007) and Tenorio (2011), who from their own viewpoints to address initial teacher training and attention to special educational needs to deepen the questioning of the formative process of the students who participated in this research.

Likewise, the development of academic skills in the student to attend the academic content was also analyzed, since the objective is to provide them knowledge that differentiates from other disciplinary fields, in a way that those involved keep it or modify it; therefore, the belonging of the group, in this case the school, ensures the defense of the interests of its members (Bourdieu, 2009). In this case, the student, depending on his/her study habits handles implicitly or explicitly the implications of the



formation, since “the exercise, practice and automation of the skills are important for the students, especially for those with learning difficulties” (Torres, Tolosa, Urrea and Monsalve, 2009); however, these actions imply that the professor knows the study habits of the students to implement the didactic strategies that favor learning (Escalante, Escalante, Linzaga and Merlos, 2008).

Escalante, Escalante, Linzaga and Merlos (2008) mentioned that it is necessary that the professor knows the student’s study habits in order to cause academic success in him/her; this is agreed to Álvarez, Silió and Fernández (2012), who emphasized that planning, collaboration and innovation are key pieces to achieve good educational practice, because it provokes questions and confrontation of the implicit knowledge, exploring the experiences of the students. In this regard Chirinos and Padrón (2010) argued that the teaching practice is linked to the commitment of the student to learn, but the professor is the one that has to motivate him/her for its achievement, seeking with it the confrontation to the different realities of the students in a committed way; the teaching strategies must be aimed at achieving fairness and justice in the educative process.

The previous contextualization problematized the academic formation of the students of the degree in special education at Escuela Normal Fray Matías de Córdoba. The research questions posed were: what are the study habits of the students who course the degree and what do they think of the teaching practice of the professors who educate them? Aiming at analyzing the study habits they possess and the opinion they have of the teaching practice of their professors, and having this hypothesis: students’ study habits are in synergy with teachers’ teaching practices that educate them.

2. Methodology

The study was carried out with students of the degree in special education at Escuela Normal Fray Matías de Córdoba, located in Tapachula of Cordova and Ordóñez, Chiapas; enrolled in the

semester corresponding to August 2015-January 2016. 101 students out of 104 were selected, composing the school enrolment at that time: 29 students in the first semester; 22 students in the third semester; 27 students in the fifth semester; 26 students in the seventh semester. It should be said that this degree is offered annually in the morning shift, so the beginning of the semester is not offered in August. The research is descriptive transversal (Bericat, 1998; Campos, 2014; Ortiz and García, 2016). The permission of the director was obtained to enter the school.

A questionnaire was applied to obtain information; the time spent was three hours. Four days were used, one day for each semester (first, third, fifth and seventh); the first hours of the day were used — 45 minutes with each group — in order to avoid fatigue in the students.

The questionnaire was applied as a census, thus, the only criterion that considered the non-probabilistic choice of the sample was that the student be enrolled in that period. The questionnaire was designed by the authors according to the objectives and the hypothesis of the investigation, considering the following categories: general data; socio-economic data; main source of information; place to perform homework; notes requested by professors; teacher didactic strategy; work corrections and comments; evaluation criteria used.

The data obtained from the questionnaire were introduced to the statistical program SPSS, in which they were ordered and codified. A frequency analysis was created with the database.

3. Results

In the semester from August 2015 to January 2016, 104 students were enrolled in the special education degree. At the time of applying the questionnaire, three students were not present, so only the response of 101 students was shown.

Regarding the number of students who were studying the degree, 79.2% were women and 20.8% were men, from 18 to 23 years old. 29.7% were 21 years old (see table 1).



Table 1. Age of students coursing the special education degree in the semester from August 2015-January 2016

Age	Frequency	Total %
18	19	18.8
19	19	18.8
20	20	19.8
21	30	29.7
22	12	11.9
23	1	1.0
Total	101	100.0

When students were asked about the main source of information they consult, they commented that it is the anthology proposed by the plan and study program (see table 2).

Table 2. Main source of information used by the students of the degree in special education for the academic training

Source of information	Did not answer	Always	Almost always	Almost never	Never	Total %
Anthology	0,0	79,2	18,8	1,0	1,0	100
Bibliography of the program	2,0	33,7	39,6	21,8	3,0	100
Bibliography that the student consulted by his/her own	1,0	25,7	46,5	25,7	1,0	100

Source: own elaboration

The table shows that the anthology that establishes the study program is the main source of information of the students: 79.2% answered that they always consult it and 18.8% almost always. The following are the complementary bibliographies established by the study program (33.7%) and the bibliography they consult by their own (25.7%).

By asking students about the places where they perform their academic homework, it was found that the main place is the house, 94% students in total — including always and almost always — answered this, followed by the classroom and finally the library (see table 3).

Table 3. Places where the students of special education do their homework

Place	Did not answer	Always	Almost always	Almost never	Never	Total %
House	1,0	87,1	6,9	1,0	4,0	100
Classroom	6,9	31,7	40,6	14,9	5,9	100
Library	5,9	7,9	36,6	43,6	5,9	100

Source: own elaboration

The anthology is full of theory, which serves the purpose of each individual for initiating the teacher training. Based on this and in the process of analyzing how students appropriate the information posed by the theory they read,

a question was raised, what are the main reading controls that professors request? (table 4).



Table 4. Note styles that professors ask the student of the special education degree after having read

Notes	Did not answer	Yes	No	Total %
Summaries	1,0	94,1	5,0	100
Diagrams	5,9	59,4	34,7	100
Schemes	3,0	79,2	17,8	100
Questionnaires	6,9	53,5	39,6	100
Notes	7,9	61,4	30,7	100
Highlighting	0,0	100	0,0	100

Source: own elaboration

The information presented in the table shows two questions, that the main activity that the student does in the reading is to underline: 100% of students mentioned it, followed by the elaboration of summaries (94.1%) and schemes (79.2%). These appropriation activities of academic content in the students allow inferring that after reading—the underlining is immersed

in the reading process— ideas are presented through a reading control.

Students were also asked to question the main didactic strategies that professors have to teach them, the items were: lectures by the professor, dictation, group dynamics, presentation by students, intervention of students in class, and questions asked by the professor (see table 5).

Table 5. Main didactic strategy occupied by the professors in the teaching process of students coursing the degree in special education

Didactic strategy	Did not answer	Always	Almost always	Almost never	Never	Total%
Lecture by the professor	0,0	24,8	48,5	6,9	19,8	100
Dictation	1,0	5,0	23,8	37,6	32,7	100
Group dynamics	0,0	48,5	45,5	2,0	4,0	100
Presentation by the students	0,0	75,2	22,8	1,0	1,0	100
Student intervention in the class	1,0	53,5	38,6	5,0	2,0	100
Questions asked by the professor	0,0	74,3	24,8	0,0	1,0	100

Source: own elaboration

The results shown on the table states that the main didactic activity of the professor is that the students present a lecture in the class (75.2%), followed by the questioning of the professor towards them (74.3%), and the intervention —participation— of the student using the theoretical and/or empirical content of the reading he or she is analyzing. This allows recognizing that the teaching practice of the professor training considers the anthology as the main tool of work. In table 2, it was shown that

the student indicated the anthology as the main study source.

Another element that was considered was the review of the academic activities requested —homework— and the students were asked if the teachers returned the homework with corrections and comments. In this case, 39.6% of students mentioned that they always do it and 34.7% that they almost always return the academic papers requested with corrections and comments. However, 24.8% of students said that professors almost never return the work they



requested, and only 1% say they never give back the homework.

Likewise, regarding the teaching practices experienced by the students, they were asked about the presentation of the study program and the agreed forms of evaluation that professors have: 71.3% said that at the beginning of the semester the professors always present the program, and 74.3% mentioned that they always respect the agreed evaluations.

In relation to the latter, students were questioned about the criteria used by professors for the assignment of qualifications, the following items were considered: written examination, oral examination, reading controls, work, participation in class, attendance, punctuality, behavior, individual presentation, group presentation, plans and models, field practice, self-assessment, collective evaluation (see table 6).

Table 6. Main criteria that professors set students to pass the subject

Always	Almost always	Almost never	Never	Did not answer	Total %	Total %
Written exam	90,1	7,9	1,0	0,0	1,0	100
Oral exam	22,8	20,8	36,6	16,8	3,0	100
Reading control	68,3	17,8	5,9	5,0	3,0	100
Works	84,2	11,9	2,0	0,0	2,0	100
Participation in the class	86,1	11,9	1,0	0,0	1,0	100
Attendance	70,3	18,8	5,9	3,0	2,0	100
Punctuality	61,4	25,7	7,9	2,0	3,0	100
Behavior	34,7	39,6	14,9	6,9	4,0	100
Individual presentation	76,2	19,8	2,0	0,0	2,0	100
Group presentation	78,2	17,8	3,0	0,0	1,0	100
Mockups	30,7	45,5	18,8	3,0	2,0	100
Field practice	72,3	19,8	4,0	3,0	1,0	100
Self-evaluation	40,6	29,7	20,8	5,9	3,0	100
Group evaluation	36,6	28,7	21,8	8,9	4,0	100

Source: own elaboration

The information presented in the table shows that the less considered activities by the professors to grade students are: oral exam (22.8%), behavior (34.7%), mockups (30.7%), self-evaluation (40.6%) and collective evaluation (36.6%). This situation can be analyzed as: a) the professor considers he/she to have more criteria at the time of assigning a grade; b) that self-assessment and collective evaluation is not yet solid in the formation of students. Instead are prioritized the criteria for written exam (90.1%), participation in class (86.1%) and works assigned (84.2%). Even though students carry out field

practice — observation and teaching practice days— those are not the activities that make up the main graded activities.

4. Discussion of the results

The discussion of results focuses on the analysis of the opinion that students have about their study habits and the teaching practice of their professors. It is shown how the study habit largely relies on the teaching practice of their professors. Nevertheless, the teaching practice refers to all the didactic activities of the professor so that



the student internalizes all the school contents established in the curriculum.

4.1. Study habits

Students' study habits adhere to the institutional guidelines set in the Constitutional Third article (Constitution of the United Mexican States, 2016) for schools, given that the Federal executive molds the plans and study programs. 79.2% of the students responded that they use as their main teaching source in special education the anthology of each subject of the study plan.

Anthology, as the main reading source in the students, allowed considering Bourdieu and Passeron (1996) approach when saying that the students are condemned to receive the vision of the university world; teachers are explicitly subjected to the plan and study program. The student is formed to respond to the approach of national education policy from a homogeneous perspective, omitting the diversity that surrounds the daily life of students in special education at Escuela Normal. The student is imposed adequate knowledge to the objective relationships of the academic world (Bourdieu, 2009).

By asking students about the places where they do the activities — homework— that the teachers program to reinforce the content, 87.1% mentioned the house, followed by the classroom, 31.7% states always and 40.6% almost always. The data show that the classroom is the space where common knowledge is confronted with the specialized knowledge of vocational training. The library, which should be the space where this knowledge is strengthened, is minimized by the students, since according to the results 7.9% always occupies the library to do homework and 36.6% that almost always uses it.

The three locations: house, classroom, and library allow deducing that the academic activities —homework— of the students focus on the anthology they study of each subject. This situation allows asking the following question, how do

the professors generate equity and justice in the teaching process in the students of the degree in special education, (Chirinos and Padrón, 2010)? Based on Barbosa and Moura (2013) about the knowledge management from work projects, it is questioned how each professor creates the didactic activities so the student would be immersed and involved with the subject content?

Thus, since students' study habits rely in the house and in the classroom, these have high symbolic capital value (Bourdieu and Passeron, 1996). The classroom is the space to learn specialized knowledge and the house the location to reinforce it through homework. Conducting academic activities in the house and in the classroom proves that there is no training for the use of the library. Internet, on its extensive use in the daily life of students of Escuela Normal, could be the main factor that reduces the time to search for information, time that is longer in the library; however, it is only a hypothesis, since the fluctuating world of information does not guarantee that the student internalizes the academic knowledge that is in internet.

The study habit in students generates other questions, what is special education training? And how do students conceive it? Questions that have not been answered since another study must be carried out. However, the panorama that shows their study habits allows considering that there is the concern on the formation, but it is limited to the anthology. Although it is stated in the curriculum (2004) the idea that the student to graduate needs to have the following intellectual ability:

The graduated student must have the commitment, capacities and attitudes for the scientific research: curiosity, creativity, observation capacity, ability to ask methodological questions and prove answers, ability to register, systematize and interpret information; critical reflection on the teaching practice, and apply these capacities and attitudes to improve the results of the teaching process (Plan de Estudios, 2004, p.45).



The approach of the graduated profile seeks a special education professional with intellectual skills on scientific research, which is a forceful positioning if the teaching profession is considered to be related to theory-practice. However, other questions are asked based on the study habits presented in this research, what theoretical and methodological elements are valued and included in the academic essays that the student performs after the observation days and teaching practice in each semester? The previous questioning relates to the learning skills that the student uses when reading an academic text. 94.1% of the students argued that they summarize, and 79.2% do schemes.

Students have been generating academic knowledge from the school demands established by each professor. However, the action of the professor carries symbolic violence as mentioned by Bourdieu and Passeron (1996), when referring that construction of knowledge where the student shows dedication refers to the belief of the knowledge that is formed, since “the belief constitutes belonging to a field” (Bourdieu, 2007, p. 109), in this case, the commitment, time, dedication among others that the student invests to construct knowledge (Sennett, 2008), in which he/she deconstruct the common knowledge provided by the environment and immerses in order to become academic knowledge (Charlot, 2008). It is recognized that students in this process of constructing academic knowledge develop skills, capacities and attitudes to exercise the profession.

Constructing knowledge is to assume that “schools need to be able to respond to the needs of young people and to provide them a safe environment to learn and succeed” (Day, 2005, p. 243). Thus, the professors provide the students with tools to “get information, respond to it and actively participate on its production” (Day, 2005, p. 249). It is necessary—for another study—to investigate the reflection and research that the professor generates from his/her own teaching process.

4.2. Teaching practice of professors

The student coursing the degree on special education has an opinion of the teaching practice of the professor. Based on this approach, the opinions were analyzed: didactic strategy, work review, assignment of qualifications.

Regarding the teaching strategies used by the professor to present the class, 75.2% of the students indicated that the class is centered in presentations, followed by questions (74.3%). This provides an approximation to the dialogue in the construction of knowledge. However, such construction is limited to the offering of a plan and study program. Even though there is a dialectic approach by the professor in recognizing what the student has learned, it is monitored as established in the program.

The student presents the theoretical part in the classroom and the professor reinforces that knowledge with questions to invite the reflection, and to think beyond common sense. There is a knowledge management, which aims to educate professors. In this regard, Tardif (2004) mentions that initial teacher training aims to habituating students to professional practice and make them practical reflective.

Nevertheless, since the presentation of the student in class and the teaching intervention are the main didactic strategies for the formation of specialized knowledge, it is inferred that part of these practices are being transferred by the students to the days of observation and teaching practice; therefore, How are the students doing the days of observation and teaching practice? Do they repeat the teaching examples practiced by their professors?.

As for the review of homework, 24.8% argued that professors almost never return homework, this led to the following questions: What are those corrections that professor return to 39.6% of students who pointed out that teachers return work with corrections and comments? Does the student pay attention to the comments?, what academic content do teachers



evaluate as priority aspects to improve the school homework requested?

Professors' action to return homework with comments to students is considered favorable for learning. The student learns from his/her mistakes. In the case of these students with the observations done by the professors, what is academically strengthened for the presentation of the academic essays? The educational performance that the student observes in class affects him/her when teaching, since the teaching example is decisive in the training, because "the professors, like other professionals, elaborate frameworks of reference that provide order and continuity to their work and allow them to confront and overcome the daily demands" (Day, 2005, p. 11). With these bases, the student assumes himself/herself as a professional of special education; according to Barrón-Tirado and Pontón-Ramos (2013), the pedagogical training at Escuela Normal is above the disciplinary knowledge.

Nevertheless, presenting the course as mentioned by 71.3% of the students and respecting the evaluation norms agreed as stated by 74.3%, the student is formed with the commitment of teaching. In such a commitment converges a homogenization of teaching approaches, which can be imitated by the student at the time of conducting the observation days and teaching practices. In this sense, presenting the program and agreeing on ways to evaluate are common techniques used by the professor

Educating for educate is to take on the commitment that the professor will meet the study program, regardless the school level that is attended. In the case of special education formation, students have understood that teachers should mention the rules of the course at the beginning of the semester. The rituals found in the professor teaching practice will produce an echo in the student; as mentioned by Jackson, "a final aspect of the stability experienced by young students is the ritualistic and cyclical quality of the activities carried out in the classroom" (1996,

p. 48). It is then recognized that the examples will shape the life of each of those studying.

Finally, grading is an element that permeates in the learning process of the students; 90.1% mentioned that the written exam is the main tool used by the professors to assign a grade, followed by participation in the class with 86.1% and works with 84.2%. About the way how the professors assign the grade, the analysis obtained is that the students are not used to self-evaluation or collective evaluation. From the information provided, it is considered that there is a double discourse of the evaluation, on the one hand, the study plan (2004) for the professor training in special education alludes to the self-evaluation, in which the student recognizes his/her achievements in the formative process; on the other hand, there is the fact that the written evaluation is the main tool to analyze the knowledge acquired by the student in the semester.

Deepening in the evaluation for the assignment of a grade, these teaching practices are somehow coherent since students who graduate from Escuela Normal will undergo an admission test to the professional teaching service (General Law of Professional Teaching Service, 2013). From these practices it is argued that the school discriminates who will and who will not be part of the Mexican education system.

Student grading is accentuated in the school. Even though this practice may be disconnected with the theoretical positions that review what the evaluation is, is the one that best fits in the memory of each student. In this case, the fact that the students assign the priority by the written examination shows that it is the most usual teaching practice to obtain a knowledge parameter regarding the specialization in the profession.

The written exam subjects students and professors on what to learn, how to do it and what needs to be answered. It limits the autonomy of the professor in the educative process (Contreras, 1997). In such a way that it is prepared to respond the parameters that the educational system considers as ideals.



5. Conclusions

Study habits of the students coursing the degree in special education and the opinion they have of the teaching practice of their professors were analyzed in this paper. According to the results obtained, it is known that the main concern that teachers have towards them is that they have time to teach the theory that arises in the anthologies of each subject that has been established by the educational system. Hence, the study habits that students have include the summary and the diagrams as essential techniques to cover the contents of a reading; at the same time, home is where they are to organize their ideas to work on each subject. Based on this organization of systematized ideas, students do their academic works requested by the professor and participate individually or in groups in the class. At the same time, the academic knowledge they construct in the semester will be demonstrated through a written exam.

Thus, the study habits of these students cultivate the knowledge to respond to what is asked. The teaching practices of the professors are based to attend the purposes of the academic program. In this case, the teaching practice that the students have used from their professors is that the class must be framed in the content, using techniques as: participation in class, homework, group presentations, individual presentation and written exam; practices that professors perform daily at school, that is, a systematized teaching that is inherited to the student through the formative process. Teaching is made through the example.

Finally, it can be concluded that with those study habits the students have constructed their academic knowledge; and by observing the teaching practice of their professors they can comprehend how is it to be educated to become a professor of special education.

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Access and desertion in universities. Financing alternatives

Acceso y deserción en las universidades. Alternativas de financiamiento

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Abstract

Nowadays, the access to universities in Ecuador is a growing factor due to the implementation of the Organic Law of Higher Education, which favored the access and influenced on the quality of education at the university level. The purpose of this article is to analyze the causes that limit access and generate desertion, and to demonstrate the financing alternatives that could contribute to overcome desertion. The induction-deduction method was used, compiling information from primary and secondary sources. A sample was selected consisting of students from the universities located in Cuenca; the questionnaire technique was applied and the information was supplemented with interviews and bibliographical sources. The main results show the different reasons that cause the problem, such as high tuition costs and the loss of subjects. The few and different ways that exist to reduce desertion were identified along to the lack of information that students have about different benefits. In response to the problem, it is proposed to establish policies linked to the increase of alternatives and to

improve the communication between students and institutions that offer scholarships and financial services.

Keywords: University, barriers, access, desertion, scholarships, credits.

Resumen

En la actualidad la dinámica de acceso a las universidades en Ecuador es creciente porque desde la puesta en práctica de la Ley Orgánica de Educación Superior; se introdujeron cambios que favorecieron en parte el acceso e influyeron en el incremento de la calidad educativa del nivel universitario. El propósito del presente artículo consiste en analizar las causas que dificultan el acceso y generan deserción, y evidenciar las alternativas de financiamiento que pudieran contribuir a superarlas. Para ello, se utilizó el método de inducción-deducción, recopilando información a partir de fuentes primarias y secundarias; se seleccionó una muestra compuesta por estudiantes de las universidades ubicadas en Cuenca; se aplicó la técnica del cuestionario y se complementó la información con entrevistas y fuentes bibliográficas. Como principales resultados se evidencian las diversas causas que originan

el problema, como los altos costos de colegiatura y la pérdida de materias; se identifican las pocas y diversas vías que existen para disminuir la deserción junto al desconocimiento de sus beneficios por parte de los estudiantes. En respuesta al problema, se propone instaurar políticas

vinculadas al incremento de alternativas y mejorar el proceso de comunicación entre los estudiantes y las instituciones que ofrecen becas y servicios financieros.

Descriptor: Universidad, barreras, acceso, deserción, becas, créditos.

1. Introduction and problem

Higher education of Ecuador has undergone transformations since the last decade, in the current Constitution the right to it is guaranteed, observing the principle of equality of opportunities and permanence through the Organic Law of Higher Education (LOES), Implemented in 2010, according to article 71 on the access and management of institutions of higher education (IHE) on tariff collection art. 73.

The information stated in LOES reverses the situation in relation to the access to IHE, described in the analysis carried out by Pareja (1986), who says “currently there is evidence of a marked deterioration of the teaching quality at all levels of the educational system” (p. 22).

This situation analyzed by Pareja aggravated by the economic crisis of 1998, which induced the lack of resources, increased the economic barriers with respect to the access by raising the costs of enrolment that until the 2006 only favored people with high incomes.

From 2009 the universities entered a process of quality improvement, were evaluated and some closed, all this aligned with the change purpose expressed in government policies, which assumes quality increase and access. In this regard, Ramírez (2010) emphasized the idea that “Ecuador is one of the countries in Latin

American with lower university tuition coverage, in this sense, it should be a priority to increase access to this educational level” (p. 19).

Derived from this, access rates in the country have shown significant improvements, according to accountability report sources in SENESCYT (2015), in years ranging from 2006 to 2015, the amount earmarked for these purposes amounts to 2% of GDP, the offer reaches 55.56%, while gross and net enrolment rates reach the values of 31.86% and 21.23%, respectively.

These data demonstrate the effort made in the last decade, although it is true that the decision to offer public higher education for free has acted positively on the entry barriers, the compulsory examination, even when it affects favorably on the quality, has constituted in another barrier, especially if taken into account that the best prepared students do not mostly belong to the lower income sectors.

In Cuenca 4 universities remained after the categorization process of the universities: Universidad de Cuenca (UCUENCA); Universidad Politécnica Salesiana (UPS); Universidad del Azuay (UDA); and Universidad Católica de Cuenca (UCACUE).

Students are forced to leave their studies at any level or university degree for a variety of reasons; the careers that have highest desertion percentage are:

Table 1. Desertion percentage.

Universidad	Carrera	Deserción
U Cuenca	System engineering.	65.45%
	Electronical and telecommunication engineering.	55.36%
	Industrial engineering.	57.14%



Universidad	Carrera	Deserción
UPS	Electronic engineering.	14.38%
	Mechatronic Engineering.	21.14%
	Veterinary and Animal Science.	26.09%
UDA	System Engineering and Telematics.	39.66%
	Degree in theatrical art.	35.29%
	Electronical engineering.	34.09%

Sources: elaborated by the authors according to the register of the universities.

There are institutions that support the continuity of studies in the universities through scholarships and educational credits, these alternatives are insufficient in correspondence with the necessities. For this reason, the main objective of this research is to analyze the causes that hinder the access and provoke dropout of the students to the universities and the financing alternatives in Cuenca-Ecuador.

To meet this objective, theoretical and empirical methods were applied, the main causes associated with student dropouts are the lack of funding to cover tuition costs and the loss of subjects, evidencing the existence of the problem, which in turn is conditioned because the financing alternatives are few, limited and difficult to meet all the requirements, aggravated by insufficient knowledge of the functioning of the Student Welfare Department of Universities and other institutions that provide services to students.

The analysis of these elements contributed to the design of a proposal that can mitigate its effect by increasing the access to universities and decreasing the dropouts.

2. Access to Higher Education

2.1. General aspects

In Latin America colonization caused the formation of universities in different countries of the region, Alonso and Casado (2007) in studies carried out in this subject mentioned “from the first third of the XVI century America had

its first university, founded in Santo Domingo in 1538 (...) “ (p. 3). Later, universities emerged in the region with a broad academic offer in response to the growing demand of society; the rate of increase continues to rise, in reports of the Inter-Interuniversity Center of Development (CINDA, 2011, 2015) these growing dynamics are declared particularly in the report 2015:

The overcrowding of higher education in Ibero-America has been very significant since the years 70. (...) going from the reduced 7% coverage of 1970, when it expressed an elite access, to 41%, with 21 million of students in 2010 (p. 98).

Desde otra perspectiva, la presencia de los centros de educación media es superior a la presencia de los IES, como resultado solo se cubre a estudiantes que han sobresalido mediante sus calificaciones para la universidad pública o los que cuentan con recursos económicos para costearse una universidad particular haciendo que éstas se incrementen, al respecto en CINDA (2015) se expone:

From another perspective, the presence of middle schools is superior to the presence of IHE, as a result are only covered the students who have excelled through their qualifications for the public university or those with financial resources to afford a particular university, in this respect in CINDA (2015) is exposed:

The expansion of private tuition has been constant during the last 40 years in Ibero-America



and especially in Latin American (...), such impulses have continued by the increase of the families' income, but their incidence has been lessened by the expansion of public institutions of higher education (p. 106).

At the UNESCO Conference (1998), whose main topic was "vision and action of higher education in the 21st century", was expressed the importance of providing access to universities based on the merits, capacity, effort, perseverance and determination of students, without discriminating for race, sex, language, religion, economic, cultural, social or disability conditions.

It is therefore necessary to develop a more open society for the acquisition of knowledge; however, the demand exceeds the academic offer and with it there are barriers of access and continuity in the educational systems, in the CINDA report (2011) is expressed:

Several systems use some type of standardized examination to measure knowledge or skills that enable for the continuation of higher studies, while others opt for universal public access schemes, with no selection at the entry point, given the strongly unequal nature of school systems in most countries (p. 156).

The discourse of the universities emphasizes that one of its fundamental pillars is to guarantee the equality of conditions in the access and permanence of the students to provide assistance in correspondence with their necessities, as well as to have a suitable Infrastructure and work implements; however, this does not ensure covering the needs of studies and, in general, the least benefited groups are those of low resources. The management of resources should be managed responsibly, with a vision focused on education, consistent with the standards that the society demands, as stated in the UNESCO Declarations (1998):

Management and financing of higher education require the development of appropriate policy planning and analysis capacities and strategies, based on established cooperation

between higher education establishments and national planning and coordination agencies in order to ensure proper streamlined management and correct use of resources (p. 28).

In the practice this declaration has not been concretized and no compliance with the demand is ensured; currently, there is an increase in dropout rates for students as well as greater difficulties in enabling access, consequently in fulfilling young people's dreams of becoming professionals. On the one hand, the limitations of resources on the part of the families and on the other, the budgetary restrictions on the part of the universities that limit the offer. Alcántar *et al.* (2008, 2010), carried out a detailed analysis of this problem and demonstrated through the concrete study of a university, how the increase and diversification of funding sources coupled with budgetary rationality can contribute to the enrolment expansion.

2.2. Academic desertion

There is no clear definition of the causes of non-permanence in the university; they may be given for several reasons. Socha (2009) refers that desertion contains some modalities that differentiate their understanding and their various motivations. It can be temporary or definite dropout, in the case of the private universities, not having the money to cover the tuition costs.

Other factors that influence the student, "(...) the education of the parents and the type of High School they attended are important in explaining the differences of risk dropout and conditional probabilities of graduation" (Giovagnoli, 2002, p. 16).

From another perspective, there are greater contributions to universities in geographic environments where the power of the world's great economies prevails, which means that income and permanence in the classrooms are stabilized, unlike developing countries where education depends on economic factors for the continuity of studies.



In the CINDA report (2011), is analyzed that “the distribution of opportunities for studying at the university is strongly conditioned by the socioeconomic origin of the students” (p. 168). The progressive participation of the private sector and the concern over the lack of control of the agencies in charge, as well as the quality of the training offered and the cost of the tuition have made the payment capacity a key mechanism for the admission to the universities; it constitutes a paramount obligation of the Governments to ensure that all people have access and continuity and the same opportunities; therefore, gaps must be eliminated from High School.

Jara, Aguilar and Muñoz (2015) mentioned:

Educational inclusion must be a state priority, fostered from constitutional regulations, laws, regulations and ordinances, with the purpose of reducing barriers that exclude human beings from one of the basic social needs such as education (P. 166).

On the other hand, not being informed also influences the university desertion, the little knowledge had about the profession at the time of completing High School influences significantly, emphasized by Vargas (2015) when referring: “students who completed their baccalaureate cycle still do not have a clear idea of what they intend to do at the university” (p. 19). Therefore, when they are studying they do not see their expectations covered and only see desertion as the only way.

But, the economic aspect is one of the fundamental elements, since it even allows them to access an additional preparation before they have the access exam and provides them with advantages over the rest of the students. In this respect, Martín and Leal (cited by Pesántez, Sabina and Chasi, 2015, p. 66), mentioned:

It is not fair that the access to the institutions of higher education only takes into account the academic merit, since this does not allow equity, that is, equal opportunities, since it is

not possible to find a similar relationship in the preparation for access of those sectors of the least favored population with those with the highest economic resources and higher cultural level in the family core, mainly conditioned by the lack of income.

2.3. Financing alternatives

Ishitani and DesJardins (2002) carried out a thorough quantitative analysis in which they presented among the variables studied: age, sex, formation of parents, income, knowledge about the career among others, and determined the correlation between these variables Including dropout rates and financial availability, concluding that the management of financial resources would help more students to access and remain in the IHE, depending on the amount allocated, especially the freshman, so it is important to know these before they enter.

Scholarships are considered as one of the most significant alternatives to mitigate student dropouts.

Universities must organize scholarship systems so that students who show enough capacities and independent aptitudes of their socio-economic status can have access to institutions of higher education (Prado, 2008, pp. 112-113).

These are granted by public and/or private institutions to students who demonstrate that they are suitable for this service, so they can cover fully or partly the career for reasons of economic situation, high qualifications, sport merit, disabilities, among others.

In addition to supporting people with high academic merits, scholarships are aimed at people with limited economic resources or with special capacities to access formal education (Cusco and González, 2014, p. 55).

Other alternative is the educational credit to people who are struggling with different problems, given by: a) shortage of positions in



the public institutions due to the high demand, and the consequent high competition for these few positions, and b) the Inability to pay private education (Gómez and Celis, 2009, p. 107), so they resort to this service to cover tuition fees and other items in the academic area.

These beneficiaries are committed to pay within a time established by a contract once completed the career, in this way they are only dedicated to their studies, (Delgado, 2004, p. 28) mentioned:

It is a good investment because it offers the individual benefits that will materialize later and that justifies the expenses while they are studying, but in the future it means lasting profitability.

The benefits provided by this financial figure are tuition fees, child support, etc. In the educational credit these expenses will be adhered to the tuition cost that has to accrue in the future. To access these services some requirements must be fulfilled, within which is the high qualifications obtained by the students to be enrolled in the case of the private university and for the public university is to access to entrance exams.

Universities are responsible for managing income sources that do not come from the state or the students, through organizations that wish to collaborate. These contributions can be allocated to financial aid and contribute to the increase of scholarships, not only for the payment of the tuition, but also services that enable the permanence of the student in the institution.

3. Materials and methods

Type of investigation: descriptive

The methods used were: historical-logical to identify the state of the art and inductive-deductive

to determine the results from a sample and deduce the behavior of the members of the study.

The techniques used were: bibliographic review; student surveys on the benefits of student welfare departments, knowledge of alternatives for avoiding desertion and the causes affecting desertion to validate the assumption that lack of funding is one of the main causes.

Interviews were done with the head of the student welfare department, government agencies and bank agency officials that provide educational credit services in order to analyze the content and use of the alternatives. A documentary review of desertion reports and funding routes in the locality was carried out.

Sample size was based on students entering, period 2015/2016, UCUENCA (1691), UDA (1393), UPS (1483) and UCACUE (2287), according to university records with a total of 6854 students.

3.1. Determination of the sample size:

The calculation of the sample was 364, and 383 surveys were used to minimize the margin of error in the different analyses, taking into consideration, the races and the sample size for each university, with a share of 43.9% in men and 56.1% in women from 17 to 38 years old.

The questionnaire was applied by universities: UCUENCA, 92 surveys, with 24.02%, UDA 79 with 20.63%, UPS 81 with 21.15% and UCACUE 131, with 34.20%, in 69 careers: Administrative Science equivalent to 13.84%, Medical Science 20.10%, Human Science 22.45% and Technical Science 43.60%.

$$n = \frac{Z^2(95\%) = 1,96^2 \times M = 6854 \times P = 0,5 \times Q = 0,5}{E^2(5\%) = 0,05^2(M = 6854 - 1) + Z^2 = 1,96^2 \times P = 0,5 \times Q = 0,5} = 364$$



3.2. Analysis of the data

Table 2. Structured responses

Question	YES	NO
Have you ever thought in abandoning your studies?	27.2%	72.8%
Have you had problems to finance your studies?	51.2%	48.8%
Do you know the services provided by the Student Welfare Office of your University?	34.5%	65.5%
Have you been helped by this office?	11.7%	88.3%
Do you know the requirements to opt for an educative credit?	32.96%	67.1%
Do you know the services of the Human Talent office?	11.5%	88.5%
Do you know the bank institutions that grant educative credits?	21.9%	78.1%
Have you ever thought in abandoning your career?	17.8%	82.2%

Source: own elaboration.

In terms of the financing sources, 77.4% by themselves, however this variable changed by depended on their parents, followed by 11.3% universities.

Table 3. Other results obtained by Universities

	¿How do you finance your studies?			
	UCUENCA	UDA	UPS	UCACUE
Yourself	8.7%	3.8%	11.1%	19.1%
Credit	0.0%	1.3%	0.0%	0.8%
Scholarship	1.1%	12.7%	13.6%	8.4%
Your parents	90.2%	87.3%	77.8%	71.8%
Other	1.1%	1.3%	2.5%	4.6%
Other services to cover				
Food	24.0%	18.5%	23.2%	18.0%
Transportation	24.0%	21.5%	21.1%	23.4%
Purchase of study materials	22.4%	28.7%	19.0%	18.5%
Things that hinder to continue studying				
Economic aspect	22.7%	30.6%	30.8%	30.7%
Performance	7.7%	17.1%	16.2%	6.7%
Demotivation	17.9%	11.8%	11.4%	11.2%

Source: own elaboration.

As for the causes that motivate the desertion, the economic aspect is the main one with 69.27%, followed by the academic performance with 26.29% and personal problems with 21.61%, all four universities agreed with the information. Among other factors that hinder access to uni-

versities is the non-approval of the admission examination to public universities with 73.37%, not having the money to cover the tuition with 43.36% in the case of private universities.

Other services in addition to tuition were covered, such as transportation in 22.7% as the



first option, purchase of study materials with 21.3%, second and third food with 20.6%.

3.3. Interviews

3.3.1. Student welfare

Lectures are held at the beginning of each semester with students about the operation of scholarships, medical services, dental, tutoring, etc. The universities are governed by the LOES and the internal regulations for the execution of the scholarships. The main requirement to access and maintain the scholarships is to approve the subjects; in case of losing the scholarship the student can recover it once the subject has been approved. The percentages of benefits, depend on the type of scholarship to which it accessed by economic situation, sport merit, etc. and those established by the universities.

3.3.2 Regional IFTH 6

The regional headquarters is in Cuenca; its goal is to help people continue their studies inside the country or abroad, whether for academic merit in public interest careers, or others; to maintain this scholarship the main requirement is to approve the subjects. Students who have passed the exam, but do not a position at the public university are relocated to the private universities that are part of the agreement; the universities cover the tuition cost and are

focused on beneficiaries of human development bond, a high-performance group, among others set out in the regulation.

3.4. Secondary information

3.4.1. Scholarships

In the reports on compliance with the internal regulations of the University is found the number of scholarships granted by the universities: UCUENCA 2015: financial scholarship 483 and mixed Scholarship 640, UPS on September 2015-February 2016 granted 6613 scholarships (44.59%), UCACUE on September 2015-February 2016 granted 2512 scholarships (16.94%) and the UDA on September 2015-January 2016 granted 5705 scholarships (38.47%).

In UCUENCA scholarships constitute financial aids in 20.5% of the basic salary, mixed scholarships with 3 meals a day and 9.41% of a minimum wage for ten months. The UPS recognizes a percentage of scholarship to all students at the tuition fee and manages a credit system that covers part of these costs. There are agreements with the universities: quota policy with the UPS, specific agreements with the UCACUE and the UDA, the public interest careers were sent to the UCUENCA. The number of scholarships and financial aid granted by the government in recent years has increased.

Table 4. Money granted.

Year	Scholarship IECE, IFTH	Educative credits SBS	Scholarship UPS	Scholarship UDA	Scholarship U Cuenca
2014	4 387 739.11	3 288 001.91	13 291 882.00	10 304 416.04	283 947.00
2015	12 204 364.92	6 806 358.01	25 788 517.50	11 249 408.11	689 318.42

Source: elaborated by the authors with the information taken from the institutions' report.

The amount given by the Government to the universities is annual and will depend on certain criteria established in the LOES art. 24; in the case of the UPS this is allocated on the basis

of contributions by the State, own resources, institutions and organizations; each university assigns the scholarships according to its rules of procedure. The following shows how the UPS does:



Table 5. Scholarships by UPS quintile (Cuenca campus).

Año	Quintil 1			Quintil 2			Quintil 3			Quintil 4		
	Beca	Valor	%	Beca	Valor	%	Beca	Valor	%	Beca	Valor	%
2014	221	97.465,90	3	3279	848.448,00	42	3905	645.303,13	50	365	48.289,39	5
2015	217	130.601,55	2	3762	1.731.421,13	39	5014	1.906.695,32	52	709	298.787,00	7

Source: elaborated by the authors based on the register of the UPS

In this case, the allocation depends on the social condition of people and their number depends on the annual budget that includes the state allocation and the cost per student in an attempt to achieve a better approach to the equity indexes.

The Ecuadorian Institute of Educative Credit and Scholarships (IECE, 2014) granted 948 compared to 1300 granted by the regional IFTH 6 (2015), showing an increment of 37%.

Jara (2016) also analyzed the main causes of desertion in the Education career of the UPS, mentioning that the factors that cause desertion are:

- Economic situation 49.51%
- Selection of the wrong career 11.80%
- Lack of commitment 10.49%
- Educative Methodology: schedules 6.89% and exigency level 0.66%
- Cases of discrimination: professors 2.95%, students 0.66% and administrative staff 0.33%
- Deficiencies of previous knowledge when entering the university 0.98%

Vallejo (2016), mentioned that the UPS does not have a communication plan, but it uses several means to present the benefits. The author proposes the implementation of direct marketing techniques and public relations focused on:

- High School seniors
- Parents of High School seniors
- Professors of High School Seniors

Given the importance of contextualizing strategies related to the knowledge of technical careers on the part of the UPS, It could be a starting point for generalizing and adapting them to the services provided by different institutions.

3.4.2. Financial institutions that offer educative credits

The private financial institutions in Cuenca provide mainly educational credits for postgraduate studies, among them Banco de Machala, Bolivariano and Guayaquil offer these services. Banco del Pacífico was delegated the function of issuing the educational credits that were previously provided by the disappeared IECE. Currently, Banco del Pacífico accepts the information of the applicants to analyze it and to give them the service; when performing the transfer of functions a campaign was held in universities and schools to present it, using different ways of communication. To access this service, the student must:

- To be enrolled within an institution recognized by the SENESCYT
- To approve the subjects, this is the main aspect to have the credit
- To present relevant documentation of the career
- To have time of grace to accrue the credit plus interests
- The disbursements are every semester

Depending on the case, there must be a guarantor that shows liquidity in correspon-



dence with the requirements of the credit and 1 year of labor stability, if the person is his/her own guarantor is requested 2 years of stability, the interest rate to date is 9.50% stipulated by Banco Central del Ecuador (BCE).

The active referential rate to January 2017 was:

- Corporate product 8.39%
- Enterprise product 10.06%
- SMEs product 11.57%
- Commercial 9.00%
- Educational 9.50%
- Real Estate 10.90%
- Housing of public interest 4.97%
- Retail microcredit 27.41%

The financing rate is maximized according to the BCE's indicators. Compared to other credits offered by short-term financial institutions to make payments, the educational credit is long-term to do disbursements, giving the opportunity to cancel during the recovery stage, the interests generated in the period and the amount allocated to educational credits in Cuenca has had a more coverage, causing an increase in income to the IES.

The educational credits granted by institutions of Azuay were: 2014, 228 operations (the amounts appear in table 4) and 2015, 452, representing the double amount registered in the Superintendence of Banks and Insurance.

4. Discussion and conclusions

The main aspect that hinders the access to the university is the financial one, which does not deviate from the causes that generally affect most of the young people in the world; a big part of them depend on their parents (77.4%), there is a low rate of credit usage, not exceeding 5% at any case, which may be conditioned by the non-fulfillment of the requirements and/or especially the lack of a guarantor.

In Cuenca, the main reason that limits the continuity of studies is the lack of financing to cover the costs of tuition and in the public university the loss of subjects.

27.2% of students have thought of abandoning the studies, although it is not a high percentage, it is relevant; the members of the student welfare department mention that they strive to make known the benefits they provide to mitigate desertion, however, it is not enough, because they also need to assist in the demotivation of students, since it reaches approximately 13% of the causes that provoke the desertion, being even higher in public universities.

In the managing process of the universities, a relevant aspect is the strengthening of the bond with the students through the student welfare department, from the moment they enter until they graduate. The results of the surveys show that 65.5% do not know the services provided by the department, and only 11.7% have acceded to one of these services. This shows that the action of this department should be more proactive to guide students in the financing options that they can access, and since the tools used in the communication are not effective, Vallejo (2016) proposal should be considered.

The management of scholarships depends on the budget allocated by the agencies that offer the different calls. It is observed that the amount increases in each academic period; in the structure the highest allocation percentage corresponds to the UPS with 44.59%; however, the number of applications has grown, so not all needs are covered. This worsens because 67.1% of students do not know the information, implying that other means should be implemented to cover that information.

The UPS distributes the scholarships by quintiles, the largest number of students is in quintile 3 (50%) (The headquarters report in Cuenca, 2014) and the allocation of scholarships granted has increased by 25% at the general level and 2% for quintile 3 until 2015; contributing to the achievement of the equality index.



In relation to the credits as different alternatives to accede and remain in the university as proposed by (Gómez and Celis, 2009), only a bank provides this service for undergraduate studies, which obviously results insufficient; in addition 82.2% of the university students do not know this information which is in the website of the bank, aggravating the situation.

On the other hand, the requirements for access to these credits are not flexible, in some cases are difficult to cover especially with regard to the guarantor, yet it is observed that the number of people who have applied for credits to continue their professional preparation have increased by more than double, compared to the previous year's amounts; however, the demand is not covered. With respect to the interest rates, the one referred to the educational credit is 9.5%, above the corporate product and the commercial, and only 1.11% lower than the real estate.

The analysis shows that the universities in Cuenca have agencies that provide alternatives to access and stay in it; they have increased their granted amounts in different periods giving coverage to more students; however, these are insufficient and although they contribute to attenuate the rates of desertion and continuity still do not cover the demand. On the other hand, this information is little known for those who want to access the university or who want to dropout due to different problems, accentuating this problematic.

In attention to the findings it is suggested:

To the bodies responsible for dictating policies with respect to financial credits and institutions that sponsor calls for scholarships:

- To structure public policies that encourage in financial agencies the increase and diversification of educational credits and the easing of the requirements for obtaining them; and to broaden and diversify the calls for scholarships.

To the universities:

- To work along with financial institutions to obtain the extension of services for undergraduate education credits.
- To manage external sources of income that allows allocating more funds to support of the students.
- To analyze the grant of scholarships in relation to the level of the students' income.
- To improve communication strategies with students who study, and focus the strategies on the social networks with direct access to students; these strategies can include the implementation of fairs twice a year with the participation of all educative agencies.
- To include in the communication strategies the seniors of High School, to present the aspects related to the functioning of the Student Welfare Department and the services that it offers as well as the alternatives that it has to finance the studies.

To the IFTH:

- To improve the information presented on the call for scholarships.
- To the Financial institutions:
- To improve the information on the access to educational credits, diversification, ease of requirements and payment terms, to offer the student more opportunity about his/her future income as professionals; in the case of Banco del Pacifico and other institutions that grant postgraduate credit, to extend this service to undergraduate.

5. General conclusions

- The access and desertion are topics of discussion in all countries, as well as in international organizations, being the main cause the lack of funding by the students.
- This barrier is broadened by considering that to access higher education the implementation of an examination is established, which is not equitable, because it depends



in most cases on the level of High School, which is conditioned by the income of the families; students who attend private schools have advantages.

- The financing alternatives do not meet the expectations of the demand; the portfolio of services must be extended by the financial institutions and the search for external alternative sources from the universities, destined to support the Students.
- Students are not aware of the benefits of scholarships and educational credits; there is a significant gap in the communication process and to cover it more communication techniques must be used to provide more information and attract students who can benefit from these access and maintenance alternatives in the university, contributing to the reduction of the drop-out rate, despite the fact that the amounts granted are insufficient.

The limitations of the study cover two aspects, one: the scope, since the sample must have included students who study distance learning, the other aspect, to delve into the desertion causes at the motivational level and interest.

As future research lines, it is proposed to expand the study to other provinces, in order to generalize the results, comparing the findings of this research with other contexts, which would allow to identify the regularities present in the country in relation to the studied phenomenon.

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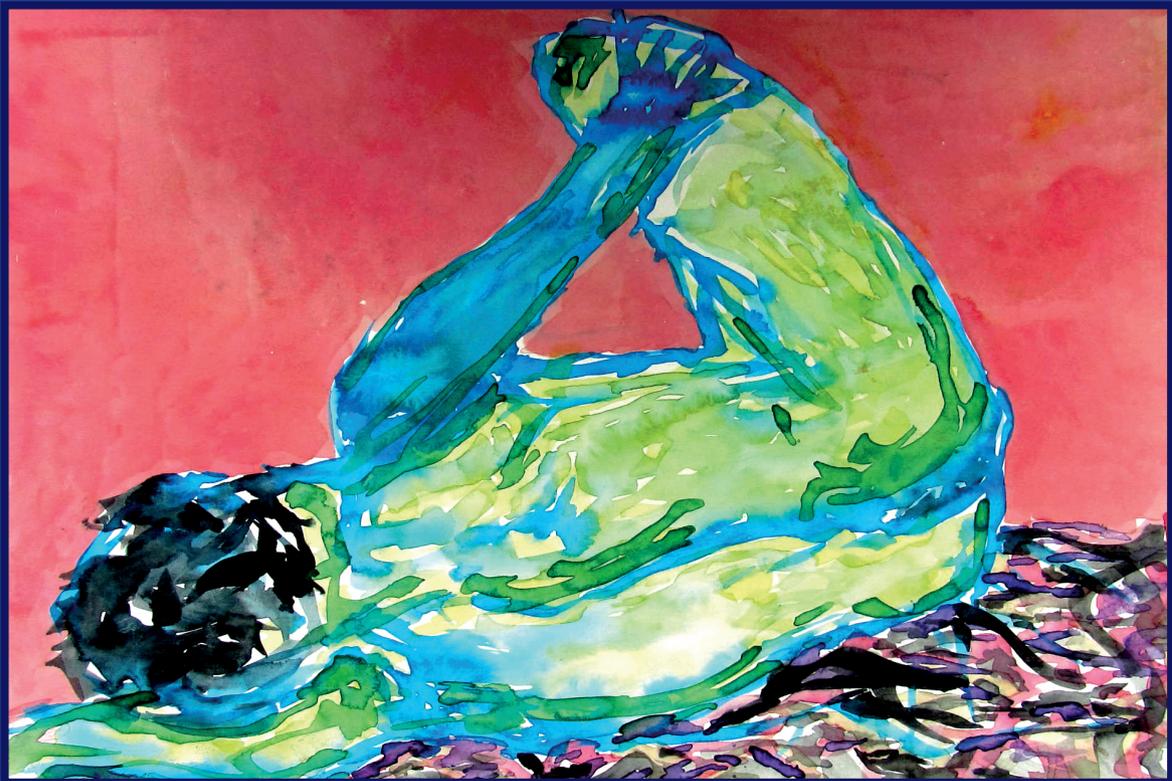
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Normas de Publicación en “Alteridad”

1. Información general

“Alteridad” es una publicación científica bilingüe de la Universidad Politécnica Salesiana de Ecuador, editada desde enero de 2006 de forma ininterrumpida, con periodicidad fija semestral, especializada en Educación y sus líneas transdisciplinarias como Didáctica, Políticas Públicas, Gerencia de Centros Escolares, Educomunicación, TIC, entre otras.

Es una revista científica arbitrada, que utiliza el sistema de evaluación externa por expertos (*peer-review*), bajo metodología de pares ciegos (*double-blind review*), conforme a las normas de publicación de la American Psychological Association (APA). El cumplimiento de este sistema permite garantizar a los autores un proceso de revisión objetivo, imparcial y transparente, lo que facilita a la publicación su inclusión en bases de datos, repositorios e indexaciones internacionales de referencia.

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2. Alcance y política

2.1. Temática

Contribuciones originales en materia de Educación, así como áreas afines: Didáctica, Políticas Públicas, Gerencia de Centros Escolares, Educomunicación, TIC... y todas aquellas disciplinas conexas interdisciplinariamente con la línea temática central.

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“Alteridad” edita preferentemente resultados de investigación empírica sobre Educación, redactados en español y/o inglés, siendo también admisibles informes, estudios y propuestas, así como selectas revisiones de la literatura (*state-of-the-art*).

Todos los trabajos deben ser originales, no haber sido publicados en ningún medio ni estar en proceso de arbitraje o publicación. De esta manera, las aportaciones en la revista pueden ser:

- **Investigaciones:** 5.000 a 6.500 palabras de texto, incluyendo título, resúmenes, descriptores, tablas y referencias.
- **Informes, estudios y propuestas:** 5.000 a 6.500 palabras de texto, incluyendo título, resúmenes, tablas y referencias.
- **Revisiones:** 6.000 a 7.000 palabras de texto, incluidas tablas y referencias. Se



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Los trabajos se presentarán en tipo de letra Arial 10, interlineado simple, justificado completo y sin tabuladores ni espacios en blanco entre párrafos. Solo se separarán con un espacio en blanco los grandes bloques (título, autores, resúmenes, descriptores, créditos y epígrafes). La página debe tener 2 centímetros en todos sus márgenes.

Los trabajos deben presentarse en documento de Microsoft Word (.doc o docx), siendo necesario que el archivo esté anonimizado en Propiedades de Archivo, de forma que no aparezca la identificación de autor/es.

Las Normas de publicación se basan en APA 6 (<https://goo.gl/x4PyFw>).

3.1. Estructura del manuscrito

Para aquellos trabajos que se traten de investigaciones de carácter empírico, los manuscritos seguirán la estructura IMRDC, siendo opcionales los epígrafes de Notas y Apoyos. Aquellos trabajos que por el contrario se traten de informes, estudios, propuestas y revisiones podrán ser más flexibles en sus epígrafes, especialmente en Material y métodos, Análisis y resultados y Discusión y conclusiones. En todas las tipologías de trabajos son obligatorias las Referencias.

1. **Título (español) / Title (inglés):** Conciso pero informativo, en castellano en primera línea y en inglés en segunda. Se aceptan como máximo 80 caracteres con espacio. El título no solo es responsabilidad de los autores, pudiéndose proponer cambios por parte del Consejo Editorial.
2. **Resumen (español) / Abstract (inglés):** Tendrá como extensión máxima 230 palabras, primero en español y después en inglés. En el resumen se describirá de forma concisa y en este orden: 1) Justificación del tema; 2) Objetivos; 3) Metodología y muestra; 4) Principales resultados; 5) Principales conclusiones. Ha de estar escrito de manera impersonal “El presente trabajo analiza...”. En el caso del abstract no se admitirá el empleo de traductores automáticos por su pésima calidad.
3. **Descriptores (español) / Keywords (inglés):** Se deben exponer 6 descriptores por cada versión idiomática relacionados directamente con el tema del trabajo. Será valorado positivamente el uso de las palabras claves expuestas en el Thesaurus de la UNESCO.
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5. **Material y métodos:** Debe ser redactado de forma que el lector pueda comprender con facilidad el desarrollo de la investigación. En su caso, describirá la metodología, la muestra y la forma de muestreo, así como se hará referencia al tipo de análisis estadístico empleado. Si se trata de una metodología original, es necesario exponer las razones que han conducido a su empleo y describir sus posibles limitaciones.
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tes, describiéndose, sin hacer juicios de valor, el material y métodos empleados. Aparecerán en una secuencia lógica en el texto y las tablas y figuras imprescindibles evitando la duplicidad de datos.

7. **Discusión y conclusiones:** Resumirá los hallazgos más importantes, relacionando las propias observaciones con estudios de interés, señalando aportaciones y limitaciones, sin redundar datos ya comentados en otros apartados. Asimismo, el apartado de discusión y conclusiones debe incluir las deducciones y líneas para futuras investigaciones.
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9. **Las notas** (opcionales) irán, solo en caso necesario, al final del artículo (antes de las referencias). Deben anotarse manualmente, ya que el sistema de notas al pie o al final de Word no es reconocido por los sistemas de maquetación. Los números de notas se colocan en superíndice, tanto en el texto como en la nota final. No se permiten notas que recojan citas bibliográficas simples (sin comentarios), pues éstas deben ir en las referencias.
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Artículo de revista (hasta seis autores): Ospina, M.C., Alvarado, S.V., Fefferman, M., & Llanos, D. (2016). Introducción del dossier temático “Infancias y juventudes: violencias, conflictos, memorias y procesos de construcción de paz” [Introduction of the thematic dossier “Infancy and Youth: Violence, Conflicts, Memories and Peace Construction Processes”]. *Universitas*, 25(14), 91-95. <https://doi.org/10.17163/uni.n25.%25x>

Artículo de revista (más de seis autores): Smith, S.W., Smith, S.L., Pieper, K.M., Yoo, J.H., Ferrys, A.L., Downs, E.,... Bowden, B. (2006). Altruism on American Television: Examining the Amount of, and Context Surrounding, Acts of Helping and Sharing. *Journal of Communication*, 56(4), 707-727. <https://doi.org/10.1111/j.1460-2466.2006.00316.x>

Artículo de revista (sin DOI): Rodríguez, A. (2007). Desde la promoción de salud mental hacia la promoción de salud: La concepción de lo comunitario en la implementación de proyectos sociales. *Alteridad*, 2(1), 28-40. (<https://goo.gl/zDb3Me>) (2017-01-29).

Libros y capítulos de libro

Libros completos: Cuéllar, J.C., & Moncada-Paredes, M.C. (2014). *El peso de la deuda externa ecuatoriana*. Quito: Abya-Yala.

Capítulos de libro: Zambrano-Quiñones, D. (2015). *El ecoturismo comunitario en Manglaralto y Colonche*. En V.H. Torres (Ed.), *Alternativas de Vida: Trece experiencias de desarrollo endógeno en Ecuador (175-198)*. Quito: Abya-Yala.



Medios electrónicos

Pérez-Rodríguez, M.A., Ramírez, A., & García-Ruíz, R. (2015). La competencia mediática en educación infantil. Análisis del nivel de desarrollo en España. *Universitas Psychologica*, 14(2), 619-630. <https://doi.org.10.11144/Javeriana.upsy14-2.cmei>

Es prescriptivo que todas las citas que cuenten con DOI (Digital Object Identifier System) estén reflejadas en las Referencias (pueden obtenerse en <http://goo.gl/gfruh1>). Todas las revistas y libros que no tengan DOI deben aparecer con su link (en su versión on-line, en caso de que la tengan, acortada, mediante Google Shortener: <http://goo.gl>) y fecha de consulta en el formato indicado.

Los artículos de revistas deben ser expuestos en idioma inglés, a excepción de aquellos que se encuentren en español e inglés, caso en el que se expondrá en ambos idiomas utilizando corchetes. Todas las direcciones web que se presenten tienen que ser acortadas en el manuscrito, a excepción de los DOI que deben ir en el formato indicado (<https://doi.org/XXX>).

3.3. Epígrafes, tablas y gráficos

Los epígrafes del cuerpo del artículo se numerarán en arábigo. Irán sin caja completa de mayúsculas, ni subrayados, ni negritas. La numeración ha de ser como máximo de tres niveles: 1. / 1.1. / 1.1.1. Al final de cada epígrafe numerado se establecerá un retorno de carro.

Las tablas deben presentarse incluidas en el texto en formato Word según orden de aparición, numeradas en arábigo y subtituladas con la descripción del contenido.

Los gráficos o figuras se ajustarán al número mínimo necesario y se presentarán incorporadas al texto, según su orden de aparición, numeradas en arábigo y subtituladas con la descripción abreviada. Su calidad no debe ser inferior a 300 ppp, pudiendo ser necesario contar con el gráfico en formato TIFF, PNG o JPEG.

4. Proceso de envío

Los manuscritos deben ser enviados única y exclusivamente a través del OJS (Open Journal System), en el cual todos los autores deben darse de alta previamente. No se aceptan originales enviados a través de correo electrónico u otra interfaz. Deben remitirse simultáneamente dos archivos:

1. **Portada y Carta de presentación** (usar el modelo oficial), en la que aparecerán:
 - **Título** (español) / **Title** (inglés): Conciso pero informativo, en castellano en primera línea y en inglés en segunda. Se aceptan como máximo 80 caracteres con espacio. El título no sólo es responsabilidad de los autores, pudiéndose proponer cambios por parte del Consejo Editorial.
 - **Nombre y apellidos completos** de cada uno de los autores, organizados por orden de prelación; seguido por la categoría profesional, centro de trabajo, correo electrónico de cada autor y número de ORCID. Es obligatorio indicar si se posee el grado académico de doctor (incluir Dr./Dra. antes del nombre).
 - **Resumen** (español) / **Abstract** (inglés).
 - **Descriptor** (español) / **Keywords** (inglés).
 - Se incluirá además una **declaración (Cover letter)** de que el manuscrito se trata de una aportación original, no enviada ni en proceso de evaluación en otra revista, confirmación de las autorías firmantes, aceptación (si procede) de cambios formales en el manuscrito conforme a las normas y cesión parcial de derechos a la editorial.
2. **Manuscrito totalmente anonimizado**, conforme a las normas referidas en precedencia.

Todos los autores han de darse de alta, con sus créditos, en la plataforma OJS, si bien uno solo de ellos será el responsable de correspondencia. Ningún autor podrá enviar o tener en revisión dos manuscritos de forma simultánea, estimándose una carencia de cuatro números consecutivos (2 años).



Alteridad. Revista de Educación

<http://alteridad.ups.edu.ec/>

p-ISSN:1390-325X / e-ISSN:1390-8642

Publication guidelines in “Alteridad”

1. General information

“Alteridad” is a bilingual scientific publication of the Universidad Politécnica Salesiana of Ecuador, published since January 2006 in an uninterrupted manner, with a fixed biannual periodicity, specialized in Education and its transdisciplinary lines such as Didactics, Public Policies, Management of Schools, Educommunication, ICT, among others.

It is scientific journal, which uses the peer-review system, under double-blind review methodology, according to the publication standards of the American Psychological Association (APA). Compliance with this system allows authors to guarantee an objective, impartial and transparent review process, which facilitates the publication of their inclusion in reference databases, repositories and international indexing.

“Alteridad” is indexed in the directory and selective catalog of the Regional Online Information System for Scientific Journals of Latin America, the Caribbean, Spain and Portugal (Latindex), in the Scientific Information System REDALYC, in the Directory of Journals of Open Access DOAJ and in repositories, libraries and specialized catalogs of Latin America.

The journal is published in a double version: printed (ISSN: 1390-325X) and digital (e-ISSN: 1390-8642), in English and Spanish, each work being identified with a DOI (Digital Object Identifier System).

2. Scope and policy

1.1 Theme

Original contributions in Education, as well as related areas: Didactics, Public Policies, Management of Schools, Edu-communication, ICT... and all interdisciplinary disciplines related to the central theme.

1.2 Contributions

“Alteridad” preferably publishes results of empirical research on Education, written in Spanish and / or English, as well as reports, studies and proposals, as well as selected state-of-the-art literature reviews.

All works must be original, have not been published in any medium or be in the process of arbitration or publication.

- **Research:** 5,000 to 6,500 words of text, including title, abstracts, descriptors, charts and refer- ences.
- **Reports, studies and proposals:** 5,000 to 6,500 words of text, including title, abstracts, charts and references.
- **Reviews:** 6,000 to 7,000 words of text, including charts and references. Justified references, would be specially valued. (current and selected from among 70 works)



“Alteridad” has a biannual periodicity (20 articles per year), published in January and July and counts by number with two sections of five articles each, the first referring to a **Monographic** topic prepared in advance and with thematic editors and the second, a section of **Miscellaneous**, composed of varied contributions within the theme of the publication.

3. Presentation, structure and style of the manuscripts

Texts will be presented in Arial 10 font, single line spacing, complete justification and no tabs or white spaces between paragraphs. Only large blocks (title, authors, summaries, descriptors, credits and headings) will be separated with a blank space. The page should be 2 centimeters in all its margins.

Papers must be submitted in a Microsoft Word document (.doc or docx), requiring that the file be anonymized in File Properties, so that the author/s identification does not appear.

These publication guidelines are based on the standards of APA 6: (<http://www.apastyle.org/>).

3.1 Structure of the manuscript

For those works that are empirical investigations, the manuscripts will follow the IMRDC structure, being optional the Notes and Supports. Those papers that, on the contrary, deal with reports, studies, proposals and reviews may be more flexible in their epigraphs, particularly in material and methods, analysis, results, discussion and conclusions. In all typologies of works, references are mandatory.

1. **Title (Spanish) / Title (English):** Concise but informative, in Spanish on the first line and in English on the second. A maximum of 80 characters with spaces are accepted. The title is not only the responsibility of the authors, changes being able to be proposed by the Editorial Board.
2. **Abstract (Spanish) / Abstract (English):** It will have a maximum extension of 230 words, first in Spanish and then in English. : 1) Justification of the topic; 2) Objectives; 3) Methodology and sample; 4) Main results; 5) Main conclusions. It must be impersonally written “This paper analyzes ..”. In the case of the abstract, the use of automatic translators will not be accepted due to their poor quality.
3. **Descriptors (Spanish) / Keywords (English):** 6 descriptors must be presented for each language version directly related to the subject of the work. The use of the key words set out in UNESCO’s Thesaurus will be positively valued.
4. **Introduction and state of the issue:** It should include the problem statement, context of the problem, justification, rationale and purpose of the study, using bibliographical citations, as well as the most significant and current literature on the topic at national and international level.
5. **Material and methods:** It must be written so that the reader can easily understand the development of the research. If applicable, it will describe the methodology, the sample and the form of sampling, as well as the type of statistical analysis used. If it is an original methodology, it is necessary to explain the reasons that led to its use and to describe its possible limitations.
6. **Analysis and results:** It will try to highlight the most important observations, describing, without making value judgments, the material and methods used. They will appear in a logical sequence in the text and the essential charts and figures avoiding the duplication of data.
7. **Discussion and conclusions:** Summarize the most important findings, relating the observations themselves with relevant studies, indicating contributions and limitations, without adding data already mentioned in other sections. Also, the



discussion and conclusions section should include the deductions and lines for future research.

8. **Supports and acknowledgments (optional):** The Council Science Editors recommends the author (s) to specify the source of funding for the research. Priority will be given to projects supported by national and international competitive projects. In any case, for the scientific evaluation of the manuscript, it should be only anonymized with XXXX for its initial evaluation, in order not to identify authors and research teams, which should be explained in the Cover Letter and later in the final manuscript.
9. **The notes (optional)** will go, only if necessary, at the end of the article (before the references). They must be manually annotated, since the system of footnotes or the end of Word is not recognized by the layout systems. The numbers of notes are placed in superscript, both in the text and in the final note. The numbers of notes are placed in superscript, both in the text and in the final note. No notes are allowed that collect simple bibliographic citations (without comments), as these should go in the references.
10. **References:** Bibliographical citations should be reviewed in the form of references to the text. Under no circumstances should references not mentioned in the text be included. Their number should be sufficient to contextualize the theoretical framework with current and important criteria. They will be presented alphabetically by the first last name of the author.

3.2 Guidelines for references

Periodic publications

Journal article (author): Valdés-Pérez, D. (2016). Incidencia de las técnicas de gestión en la mejora de decisiones administrativas [Impact of Management Techniques

on the Improvement of Administrative Decisions]. *Retos*, 12(6), 199-2013. <https://doi.org/10.17163/ret.n12.2016.05>

Journal Article (Up to six authors): Ospina, M.C., Alvarado, S.V., Fefferman, M., & Llanos, D. (2016). Introducción del dossier temático “Infancias y juventudes: violencias, conflictos, memorias y procesos de construcción de paz” [Introduction of the thematic dossier “Infancy and Youth: Violence, Conflicts, Memories and Peace Construction Processes”]. *Universitas*, 25(14), 91-95. <https://doi.org/10.17163/uni.n25.%25x>

Journal article (more than six authors): Smith, S.W., Smith, S.L., Pieper, K.M., Yoo, J.H., Ferrys, A.L., Downs, E.,... Bowden, B. (2006). Altruism on American Television: Examining the Amount of, and Context Surrounding, Acts of Helping and Sharing. *Journal of Communication*, 56(4), 707-727. <https://doi.org/10.1111/j.1460-2466.2006.00316.x>

Journal article (without DOI): Rodríguez, A. (2007). Desde la promoción de salud mental hacia la promoción de salud: La concepción de lo comunitario en la implementación de proyectos sociales. *Alteridad*, 2(1), 28-40. (<https://goo.gl/zDb3Me>) (2017-01-29).

Books and book chapters

Full books: Cuéllar, J.C., & Moncada-Paredes, M.C. (2014). *El peso de la deuda externa ecuatoriana*. Quito: Abya-Yala.

Chapter of book: Zambrano-Quiñones, D. (2015). *El ecoturismo comunitario en Manglaralto y Colonche*. En V.H. Torres (Ed.), *Alternativas de Vida: Trece experiencias de desarrollo endógeno en Ecuador (175-198)*. Quito: Abya-Yala.

Digital media

Pérez-Rodríguez, M.A., Ramírez, A., & García-Ruiz, R. (2015). La competencia mediática en educación infantil. Análisis del nivel de desarrollo en España. *Universitas Psychologica*, 14(2), 619-630. <https://doi.org/10.11144/Javeriana.upsy14-2.cmei>



It is prescriptive that all quotations that have DOI (Digital Object Identifier System) are reflected in the References (can be obtained at <http://goo.gl/gfruh1>). All journals and books that do not have DOI should appear with their link (in their online version, if they have it, shortened by Google Shortened: <http://goo.gl>) and date of consultation in the indicated format.

Journal articles should be presented in English, except for those in Spanish and English, in which case it will be displayed in both languages using brackets. All web addresses submitted must be shortened in the manuscript, except for the DOI that must be in the indicated format (<https://doi.org/XXX>).

3.3. Epigraphs, Figures and Charts

The epigraphs of the body of the article will be numbered in Arabic. They should go without a full box of capital letters, neither underlined nor bold. The numbering must be a maximum of three levels: 1. / 1.1. / 1.1.1. A carriage return will be established at the end of each numbered epigraph.

The charts must be included in the text in Word format according to order of appearance, numbered in Arabic and subtitled with the description of the content.

The graphics or figures will be adjusted to the minimum number required and will be presented incorporated in the text, according to their order of appearance, numbered in Arabic and subtitled with the abbreviated description. Their quality should not be less than 300 dpi, and it may be necessary to have the graph in TIFF, PNG or JPEG format.

4. Submission process

Manuscripts must be submitted only and exclusively through the OJS (Open Journal System), in which all authors must previously register. Originals sent via email or other interfaces are

not accepted. The following two files must be sent together:

1. Title page and Cover letter (use official model), in which will appear:

- **Title** (Spanish) / **Title** (English): Concise but informative, in Spanish on the first line and in English on the second. A maximum of 80 characters with spaces are accepted. The title is not only the responsibility of the authors, changes being able to be proposed by the Editorial Board.
- **Full name and surnames**: Of each of the authors, organized by priority. Next to the names must follow the professional category, work center, email of each author and ORCID number. It is mandatory to indicate if you have the academic degree of doctor (include Dr. / Dra. before the name).
- **Resumen** (Spanish) / **Abstract** (English).
- **Descriptor** (Spanish) / **Keywords** (English).
- A **statement** that the manuscript is an original contribution, not sent or being evaluated in another journal, with the confirmation of the signatory authors, acceptance (if applicable) of formal changes in the manuscript in accordance with the rules and partial transfer of rights to the publisher.

2. Manuscript totally anonymized, according to the guidelines referred in precedence.

All authors must register with their credits on the OJS platform, although only one of them will be responsible for correspondence. No author can submit or have in review two manuscripts simultaneously, estimating an absence of four consecutive numbers (2 years).

