
VOICES AND PERCEPTIONS OF GRADUATES FROM THE BACHELOR'S DEGREE IN SOCIAL SCIENCES AT UPTC (2010–2021): A LOOK AT THEIR PEDAGOGICAL AND DIDACTIC EXPERIENCES

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Abstract:

The article focuses on analyzing the "*Voices and perceptions of the graduates of the Bachelor's Degree in Social Sciences of the UPTC (2010–2021). A look at their pedagogical and didactic experiences*", in the light of the teaching practices developed by the graduates of the program in various educational contexts of the country. Its main objective is to strengthen the training of future graduates, recognizing the transformative value of pedagogical experiences in the construction of knowledge and in the consolidation of a critical professional identity committed to social reality.

The research is developed from a qualitative approach with a socio-critical perspective, focused on understanding these experiences and stories of the graduates through interviews, direct observation and case analysis. Representative experiences between 2010 and 2021 in different rural and urban contexts were selected, with the purpose of identifying innovative and collaborative pedagogical practices that effectively integrate educational theory and practice.

The results show that the didactic experiences of the graduates enrich pedagogical knowledge, promote reflection on teaching practice, foster inclusive and contextualized learning, and contribute to the formation of critical and socially responsible citizens. In conclusion, these experiences represent a relevant contribution to the curricular and pedagogical strengthening of the program, projecting a critical, humane education committed to social transformation.

Keywords: didactic experiences, teaching of Social Sciences, teacher training, pedagogical practices, social transformation and educational innovation.

INTRODUCTION

The teaching of Social Sciences constitutes a space for reflection, construction and permanent action within teacher training, especially in educational contexts that demand a response to the challenges of diversity, inclusion and social transformation. In this framework, the Pedagogical and Technological University of Colombia (UPTC), the contributions to the Bachelor's Degree in Social Sciences, which advances towards the strengthening of the pedagogical and didactic line, recognizing the value of teaching experiences as a source of knowledge, innovation and educational change.

This is how the practices and didactic experiences of the graduates become a privileged space for analysis, which allows understanding the training, pedagogical and professional dynamics of those who teach Social Sciences in different territories of the country. That is why this study focuses on the significant experiences developed between 2010 and 2021, in rural and urban contexts, in order to make visible innovative, collaborative and contextualized pedagogical strategies that articulate theory and practice within the framework of the experiences of graduates of the Bachelor's Degree in Social Sciences (PLCS) program.

These experiences can also be analyzed, allowing teachers to be recognized, successful teaching strategies identified, and reflecting on the challenges they face in socioculturally diverse environments. It also contributes to strengthening the training of current students, promoting processes of educational innovation and construction of pedagogical knowledge.

The systematization of these practices constitutes an exercise of academic and institutional memory, highlighting the role of graduates in the diversity of territories, including those that have historically been marginalized, where teaching becomes a space for creation and pedagogical resistance. From the voice and feelings of the Graduates, this study proposes to take a refreshing look at the teaching of Social Sciences,

understood as a process that integrates theory and practice, thought and action, knowledge and territory, towards a more humane, inclusive education committed to social transformation.

Encounter between teaching and learning: transformative pedagogical practices in teacher training in the Social Sciences

The dialogic relationship between teaching and learning is one of the fundamental axes of contemporary education, as it breaks with the traditional logic of transmitting knowledge to give way to a process of co-construction between subjects who learn and teach simultaneously. This relational view redefines the role of the teacher and the student, placing them as active actors in the production of knowledge, which requires rethinking pedagogical practice as a living, reflexive, and situated experience.

In the course of the history of education and pedagogy, the leading role of theorists such as Pestalozzi (1801) stands out, who laid the foundations of this understanding by conceiving education as an integration in the teaching of subjects, proposing a learning that links the cognitive, the affective and the practical. Its approach inaugurates a comprehensive vision of the educational act, in which knowledge is not imposed, but is built from the experience and autonomy of the subject.

Likewise, the work of Contreras (1994), which takes up a more given perspective towards teaching, to affirm that teaching implies accompanying processes of understanding, rather than transmitting information. In their analysis, the teacher becomes a mediator of learning, facilitating experiences where the student reconstructs knowledge from his context and his experience. Teaching thus becomes a reflective act that demands pedagogical awareness, critical interpretation and a willingness to dialogue.

While Pérez Gómez (2019) is the one who expands this educational horizon by pointing out that universities must train teachers capable of generating transformative learning, through the use of pedagogical, technological, and socio-emotional tools. In his approach, university teaching cannot be reduced to the application of methodologies, but must promote a critical and contextualized praxis, where research, collaboration and technology are articulated in favor of an emancipatory education.

For their part, Mora-Vicarioli and Salazar Blanco (2019) highlight that pedagogical practices constitute spaces where theory, experience, and reflection are integrated to produce transformations in both subjects and educational communities. These practices are not static: they are resignified according to social, cultural and technological changes, and allow the teacher to assume an active role in the face of the contemporary challenges of teaching Social Sciences.

Along these lines, Delors (1996) provides a humanistic perspective by proposing the pillars of education, which constitute guiding principles of transformative pedagogical practices. These pillars invite us to understand that the act of teaching transcends disciplinary content and must aim at the integral development of the human being, the construction of critical citizenship and democratic coexistence.

For Carbonell (2015), it is relevant to know more about the critical perspective and warns that teaching-learning processes must respond to the social and cultural tensions of the present, incorporating reflection on the role of the teacher and the social function of knowledge. In this sense, teaching practice not only transmits culture, but also recreates, interrogates and transforms it.

Of course, Carneros (2018) takes up the classic contributions of pedagogy as a determining factor in the educational structure, to underline the need to link university practice with the social and cultural reality of the territories, since teaching Social Sciences implies, according to the author, opening the school and the university to dialogue with the community. promoting educational experiences that are based on local contexts, collective memory and concrete social problems.

That is why it is possible to articulate knowledge from the dialogic relationship between teaching and learning, which becomes the foundation of transformative pedagogical practices, recognizing that teaching is an experience of mutual formation between subjects who think, feel and act in community. From this perspective, teacher training in Social Sciences must articulate theory with experience, academic knowledge with social

reality, and critical reflection with educational action. Only in this way will university education be able to fulfill its emancipatory function, training teachers capable of reading the world in order to transform it.

Table 1. Authors and conceptual contributions on the teaching-learning relationship and transformative pedagogical practices

| Author / Year | Main focus or input | Key Concepts | Relationship to research | Font Type |
|--|---|--|--|--------------------------------|
| Pestalozzi, J. H. (1801) | He conceives education as an integral process that articulates | Comprehensive education; experience; | It is the basis of the vision of teaching as a practice that | Classical/Theoretical Source |
| | mind, heart and hands. It promotes the moral and autonomous formation of the student. | autonomy; formation of being. | unites the cognitive, the affective and the practical, the basis of a humanistic didactics in Social Sciences. | |
| Contreras, J. (1994) | It proposes a reflective and critical teaching focused on understanding and accompanying learning. | Reflective teaching; mediation; Pedagogical dialogue. | It sustains the reflective dimension of the teacher and his role as a mediator in the co- construction of knowledge. | Theoretical/pedagogical source |
| Pérez Gómez, Á. (2019) | It defends teacher training as a space to develop critical thinking, professional autonomy and the use of technologies. | Critical praxis; university education; pedagogical innovation. | It supports the idea that the teaching of Social Sciences must respond to contemporary challenges and train transformative teachers. | Academic/Contemporary Source |
| Mora-Vicarioli, L. & Salazar Blanco, J. (2019) | Pedagogical practices are scenarios where theory, experience and reflection are articulated to transform education. | Pedagogical practices; reflection; Educational transformation. | It contributes to the recognition of pedagogical practices as an axis of change in teacher training. | Research/Educational Source |
| Delors, J. (1996) | It defines the four pillars of education as the basis of a humanistic and | Learning to know, do, be and live together. | It reinforces the ethical and social sense of education in the training of | Institutional source / UNESCO |

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|----------------------|---|---|--|---------------------------------------|
| | transformative pedagogy. | | teachers in Social Sciences. | |
| Carbonell, J. (2015) | It proposes a critical look at educational practices and their relationship with social contexts. | Innovation; criticism; transformation; knowledge society. | It guides the analysis of teaching practices towards adaptation to new cultural and technological realities. | Theoretical / critical source |
| Carneros, A. (2018) | It highlights the connection between university practice and the social reality of the territories. | Contextualization; community-university linkage; situated knowledge. | It strengthens the social and contextual dimension of teacher training in Social Sciences. | Academic/Applied Source |
| Freire, P. (1970) | It proposes education as the practice of freedom and | Liberating education; critical awareness; dialogue. | It is the basis of the idea of teaching-learning as a dialogic and | Classical/pedagogical critical source |
| | dialogue as the essence of learning. | | emancipatory process. | |
| Dewey, J. (1938) | It links experience and learning in democratic education. | Experiential learning; reflection; educational action. | It supports the relationship between experience and knowledge in teaching practice. | Classic/Pragmatist Font |
| Schön, D. A. (1983) | It introduces the concept of "reflective professional" into educational practice. | Reflection in action; professional practice; practical knowledge. | It highlights the role of the teacher as a researcher of his or her own practice. | Theoretical/Professional Source |
| Zeichner, K. (1993) | It defends reflective practice and critical teacher training. | critical teacher training; reflective practice; theory-praxis. | It contributes to the understanding of graduates' practices as spaces for professional development. | Academic/formative source |
| Imbernón, F. (2017) | It emphasizes the permanent training of teachers and educational innovation. | Continuous training; teacher professionalization; educational change. | It reinforces the need for situated and collaborative training in Social Sciences. | Academic/Teaching Source |

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|-------------------|---|--|---|-----------------------------------|
| Giroux, H. (1997) | It proposes the teacher as a transformative intellectual. | Critical pedagogy; emancipation; citizenship. | It inspires a political and social understanding of the role of teachers. | Critical/socio-pedagogical source |
| Tardif, M. (2004) | It studies teaching knowledge as social and professional constructions. | Teaching knowledge; experience; practical knowledge. | It contributes to the understanding of pedagogical knowledge as a product of teaching experience. | Theoretical/Professional Source |

Source: own

Pedagogy as a Reflective Field and Transformation in the Teaching of Social Sciences

Pedagogy, understood as the field of knowledge that reflects on the aims, methods and foundations of education, constitutes the articulating axis of teacher training and the professional practice of the teacher. From a historical perspective, Herbart (1806), considered the father of scientific pedagogy, conceived teaching as a systematic activity aimed at the moral and intellectual formation of the subject, thus laying the foundations of a rational and formative pedagogy. Along the same lines, Lerma (2018) argues that pedagogy seeks to understand the educational fact in a scientific way, integrating theory and practice as fundamental pillars for the professional development of teachers.

For Lemus (1991), pedagogy is at the center of social transformations, by articulating the action of the subject with the collective dynamics of society and promoting interaction between the individual and the community. This conception is linked to what was stated by Dietrich (1998), who highlights that pedagogy is built from reflection on praxis and the critical interpretation of educational facts, elements that make possible a theory based on the experience and ethical commitment of the teacher in the face of his reality.

From another perspective, Perea and Duque (2002) emphasize that pedagogy is configured as a set of theoretical propositions that explain the processes of teaching and learning in a systematic way, being essential for the construction of society, culture and citizenship. In consonance, Zuluaga (2003) recognizes it as the sustenance of culture and the horizon of contemporaneity, where education stands as a determining historical factor in the configuration of identities and social practices.

Of course, Mendoza (2004) and Flórez (2005) broaden this view by stating that pedagogy must promote rational, critical and free strategies for learning, promoting the intellectual and moral autonomy of students. Ortiz (2017) reinforces this idea by underlining its articulating role between didactics, knowledge, and education, establishing a permanent dialogue between pedagogical theory and classroom practices. Finally, Toledo (2021) states that pedagogy is configured as a polyhedral and interdisciplinary science, linked to philosophy, culture and social sciences, which gives it a dynamic, contextual and transformative character. Within the framework of the teaching of Social Sciences, pedagogy acquires special relevance by orienting training processes towards the critical understanding of social reality and by promoting the construction of reflective and emancipatory critical thinking. From this perspective, pedagogy becomes a reflective and transformative field that enables dialogue between theory and practice, favoring the emergence of innovative and contextualized didactic experiences (Figueroa, Saavedra, & Sánchez 2021). Thus, the experiences of the graduates of the Bachelor's Degree in Social Sciences of the UPTC are inscribed within this pedagogical horizon, by assuming teaching as an ethical, political and cultural act, committed to social transformation, inclusion and diversity of Colombian territories.

The didactics of the Social Sciences as a scenario for the construction of pedagogical knowledge and pedagogical practice

Didactics, understood as the discipline that studies the processes of teaching, learning and educational communication, constitutes an essential component of teaching practice and professional training in the field of Social Sciences. Its origins date back to the work of Comenius (*Didáctica Magna*, 1986), who proposed the

teaching of everything to everyone (p. 14), under a comprehensive, inclusive and humanistic approach. For this author, didactics is simultaneously art, science and method aimed at training human beings in values, knowledge and sensitivity, laying the foundations of modern education and the social function of teaching.

Based on these foundational principles, Contreras (2012) takes up Pestalozzi to highlight the role of method, play, and active experience as resources that facilitate meaningful, creative, and transformative learning. Along the same lines, Zambrano (2005) points out that didactics, pedagogy and knowledge must maintain a permanent dialogue that strengthens teacher training, integrating critical reflection and the humanistic sense of the educational act. This articulation allows us to understand didactics not as a simple application of techniques, but as a space for thought and theoretical construction that gives meaning to educational practice.

From the perspective of Egg (1977), he proposes the way in which the idea of didactics should be deepened, which implies the significant transfer of knowledge through the interaction between teachers and students, in a dialogic process where both learn, transform and construct meaning. For their part, López, Pérez and Lalama (2017) underline that specific didactics in the university environment contribute to understanding the particularities of learning in each discipline, promoting debate, argumentation and critical reflection as strategies for comprehensive and civic education.

In the field of Social Sciences, didactics acquires a decisive role by providing spaces for analysis, interpretation and understanding of reality. As Pagés (2011) puts it, in this sense, teaching Social Sciences not only implies transmitting content, but also promoting the construction of critical, historical, and social thinking in students, according to (Santesteban, 2010). Thus, the didactics of the Social Sciences becomes a stage for the reflective exercise of the teacher, where theory and practice dialogue in a constant way and where the teaching experience is transformed into a legitimate source of pedagogical knowledge (Schön, 1992).

From the perspective of this study, the didactic experiences of the graduates of the Bachelor's Degree in Social Sciences of the UPTC, constitute from their voices and feelings a fertile ground to understand how didactics materializes in concrete practices, located in diverse rural and urban contexts. These experiences reflect processes of innovation, adaptation, and collective construction of pedagogical knowledge, in which teachers resignify their work in the light of the social, cultural, and political realities of their educational communities (McLaren, 2005).

The didactics of Social Sciences is consolidated as a field of constant creation and reflection, which transcends into a space of mediation between knowledge, experience and social transformation. From this perspective, the experiences of graduates not only strengthen teaching in the classroom, but also nourish the training of new teachers committed to critical, contextual, and humanizing education (Giroux, 1997).

Pedagogy and didactics, understood as complementary fields of educational knowledge, find in the teaching experience a point of convergence that makes it possible to reflect, create and transform teaching practices. In this sense, pedagogy, conceived as a reflective field on the aims and foundations of education (Herbart, 1806) and Lerma himself, (2018) and Zuluaga, (2003), offer a theoretical framework that affects educational action; while didactics, from its Comenian roots, constitutes the space where that knowledge is materialized in significant teaching and learning processes as supported by (Comenius, 1986) or itself (Contreras, 2012) and (Zambrano, 2005), each of these theorists glimpses those voices and feelings of the Graduates from the pedagogical and didactic experiences and articulate it within the framework of their work and their own daily experiences in the classroom.

However, it is in the teacher's own pedagogical practice where both dimensions (pedagogical and didactic) are articulated and make sense. As Camilloni (2007) argues, didactics is nourished by pedagogy to guide teaching actions in specific contexts, transforming the teaching experience into a source of knowledge and reflection. In the same vein, Litwin (2008) and Gimeno Sacristán (1992) affirm that teaching is a complex social practice, where theory and action are intertwined, allowing the teacher to reconstruct his pedagogical knowledge from his own experience. Thus, the didactic experiences of teachers and graduates in Social Sciences are configured as scenarios for research and production of pedagogical knowledge, where theories, contexts and experiences that give meaning to teaching as a transformative practice are put into dialogue.

Teacher Training in Motion: Voices and Feelings of the Experiences of Graduates Who Weave Practical and Pedagogical Knowledge in the Social Sciences

The perspective of understanding that makes teacher training possible is in constant transformations as part of the movement, as it is proposed, implies giving a permanent fabric of experiences, reflections and transformations that take shape in the voices and feelings of the graduates. This idea of movement allows us to recognize that teaching and pedagogical practice in the Social Sciences emerge as living spaces for the production of knowledge, where the teacher transforms himself while transforming the world he inhabits, according to Dewey (1989), it is sustained from the look at learning and training itself from the interaction with

the other. and the same experiences that make educational reflection and transformation possible (Schön, 1992). In this horizon, teacher training is presented as a permanent, dynamic and profoundly human process, which articulates thought, action and transformation. From a philosophical perspective, Gadamer (1960) conceives of training (Bildung) as the subject's ability to understand the world and transform himself through experience, language and culture. For Hegel (1980), formation represents a dialectical process between the particular and the universal, where the individual develops his consciousness and freedom through the recognition of the other. These visions ground the idea of the teacher as a subject in constant construction, which dialogues with the title by suggesting that training is always "in motion", growing with each pedagogical interaction.

From the line in formation, Zemelman (2005) contributes to the recognition of historical consciousness and critical thinking as essential components of this formative movement. For him, training implies "thinking about the present from the point of view of possibility", which positions the teacher as an active and creative agent. This perspective is linked to the experiences of graduates in Social Sciences, who, from their specific contexts, reinterpret their practices and reconfigure their professional role.

In this same sense, Giddens (1995) states that educational action is a reflexive practice within social structures, which leads to teachers being subjects who transform institutional conditions from their daily practices, support for the voices of graduates who precisely become the living testimony as PLCS graduates do. to show how teacher training moves, adapts and resignifies itself in real scenarios.

For Pérez Gómez (2010), it is relevant that training is oriented to the development of critical competencies that allow understanding educational complexity, while Calvo, Rendón, and Rojas (2004) identify the challenges of integrating practice, research, and reflection in initial training in the Colombian context. While De Zubiría (2013), from the perspective of Dialogic Pedagogy, underlines the leading role of the teacher as a cultural mediator and interlocutor of social knowledge, promoting the real changes of society in the twenty-first century. These perspectives reaffirm that graduates, by weaving practical and pedagogical knowledge from their experiences, are empowered in an active, situated and transformative training process.

Dewey's (1989) contribution is fundamental in proposing that experience is the link between action and thought. With Schön (1992), the idea is broadened by characterizing teachers as reflective professionals, capable of analyzing and reinterpreting their pedagogical action on a daily basis. Medina and Domínguez (1990) agree that this reflective thinking is essential to improve learning. In such a way that the experiences of the Graduates, expressed in their voices and feelings, lead to each experience, classroom project and experiences constituting an important value in the noble task of educating from movement, dialogue and the reconstruction of knowledge.

For his part, Zuluaga (2003) states that pedagogy constitutes a field of knowledge that reflects on the purposes and values of education, while Camilloni (2007), Litwin (2008) and Contreras (2012) emphasize that didactics is concretized in critical practices that articulate theory and action. Gimeno Sacristán (1992) adds that teaching is a social practice loaded with meanings. In this line, the graduates of Social Sciences of the UPTC show in their stories how their didactic practices are constituted in scenarios of innovation where pedagogy and didactics meet, are recreated and transformed in the light of each process carried out from theory to practice.

In the same vein, Bolívar (2020) underlines the importance of learning communities in teacher training, while Marcelo García (2021) highlights resilience, ethics, and criticality as necessary attributes in uncertain contexts. Murillo (2021) recognizes the teacher as an agent of social change and Mora-Vicarioli and Salazar-Blanco (2018) highlight pedagogical practice as a space for the production of knowledge. All these perspectives converge in the idea that the voices of the graduates are concrete manifestations of this training movement that never stops.

Recognizing teacher training in Social Sciences as a process in motion implies understanding that the experiences of graduates weave a knowledge that articulates theory, practice and territory. These experiences show the teacher as a reflective subject who emancipates his knowledge and puts it into practice from his place in the world. It is from this reality that the relationship between school, community and context is strengthened, configuring pedagogical processes that respond to current demands.

The studies and contributions of Figueroa (2018), Figueroa, Saavedra, and Sánchez (2021) point out that teaching praxis is a space for change and critical reading of the context. Thus, graduates show how their practice is transformed into a living laboratory of pedagogical knowledge, articulating critical, intercultural, community, investigative and digital approaches. These contributions confirm that teacher training implies recognition of experiences from constant movement thanks to the experiences of those who dynamize these educational processes.

Of course, teacher training in Social Sciences is inspired by betting on a reflective, critical and contextualized model, in tune with the current challenges of the PAE and the training needs of students. That is why the voices

of the graduates are relevant in this consolidation of experiences, based on the strengthening of pedagogical research practices, in coherence and relevance with the curricular guidelines of both the MEN and the PLCS, which must articulate each discipline to transform educational realities and consolidate in their training an integral teacher of the Social Sciences into a true leader and professional of education based on sustenance of professional ethics.

This is how teacher training becomes a social fabric in living and collective movement, woven by the experiences of the graduates, who build a determining factor in terms of pedagogical, didactic, practical, critical knowledge and that must be above all profoundly human in the field of Social Sciences as evidenced by their contributions to education and society.

METHODOLOGY

The methodology adopted in this study is based on a qualitative-interpretative approach, aimed at understanding the experiences, meanings and practices of the graduates of the Bachelor's Degree in Social Sciences program of the UPTC from their own voices and contexts. As Denzin and Lincoln (2018) point out, qualitative research allows us to delve into the meanings that subjects give to their reality, interpreting social phenomena in their complexity and situated character. This approach makes it possible to recover the pedagogical stories of teachers as expressions of their practical, political and ethical thinking in the educational act.

In coherence with this perspective, the methodological design integrates the documentary method and the case study, articulated in a route of analysis that combines the theoretical, the empirical and the interpretive. According to Baena (1985), the documentary method consists of a systematic process of selection, reading and analysis of bibliographic sources and institutional materials that support the frame of reference of the study. This technique will be complemented with the review of documentary bases of the School of Social Sciences, the meetings of pedagogical practices of the UPTC and academic productions disseminated in digital media, especially the institutional YouTube channel.

This is also how the research of Soto (2019) contributes to the case studies since it allows the in-depth understanding from the educators' own experiences and the analysis, the interpretation of each experience of those who participate in the process of construction of the experiences, in our case the graduates of the selected social sciences whose understanding integrates the meaning of the training of the social sciences as a whole. From the perspective of the socio-critical paradigm, this study assumes research as a process of transformative reflection on teaching practice. In the words of Vasilachis de Gialdino (2006), critical social research not only seeks to interpret reality, but also to question the power relations, dominant discourses, and pedagogical practices that shape the educational experience. In this sense, Zemelman (2005) raises the need to think about research from the openness of the possible, that is, from the active construction of meaning by the subjects and their capacity to transform the social conditions that cross them. This methodological orientation invites us to recognize teachers as epistemic subjects who interpret, produce knowledge and reconfigure their practice in dialogue with reality.

In the same way, the case studies are approached and following Stake (1999), the aim is to know in depth the unique experiences that express problems and collective tensions of each graduate, but also their contributions to the social sciences. Each case is understood as a space of social construction, where the graduate teacher configures his or her professional identity in interaction with his or her institutional and community context. Likewise, Creswell (2020) highlights that the case study allows for the articulation of multiple sources of information (interviews, documents, observations), generating a holistic understanding of the educational phenomenon. In this study, this strategy makes it possible to make visible how graduates translate academic knowledge into transformative pedagogical practices, framed in their commitment to the critical teaching of Social Sciences.

That is why for Giddens (1995), from his theory of structuring, it provides an important epistemological foundation, which implies reflecting each structure and approach in the light of the reality of the protagonists, that is why this approach reinforces the idea that the experiences of graduates are not isolated events, but processes in which the relationship between training, practice and society. Thus, the methodology is conceived as a dialogic process, in which the researcher and the participants co-construct knowledge.

Participants

The selection of participants is carried out through intentional sampling, which allows the identification of teachers graduated from the program with significant trajectories in the teaching of Social Sciences since (2010-2021). The inclusion criteria are: (1) having graduated from the program, (2) having at least two years of teaching experience in basic secondary or higher education, and (3) providing for voluntary participation

through informed consent. 5 cases were randomly taken from the 10 of the general study, to be more specific with the research regarding this academic and research exercise on PLCS Graduates, sufficient to guarantee the interpretative depth of the analysis and contextual diversity (Flick, 2021).

Instruments, Materials & Equipment

To guarantee the rigor and qualitative validity of the study, three main instruments will be used: semi-structured interview, field diary and audio recording. Such is the case of a **semi-structured interview**, as a central instrument, since it makes it possible to explore the pedagogical narratives of teachers, combining guiding questions with interpretative flexibility (Kvale, 2011). The interviews will inquire about initial training, didactic strategies, the challenges of practice and the relationship between theory and pedagogical action.

In the same way, the field diary supports are taken into account, which allow recordings of observations, reflections and emotions that emerge during the research interaction. This instrument, in addition to documenting contexts, constitutes a tool for self-reflection for the researcher (Emerson, Fretz & Shaw, 2011). And audio recording: With the consent of the participants, the interviews will be recorded to ensure fidelity in the transcription and analysis of data.

Procedure

The methodological process will be developed in six articulated phases, each with specific characteristics of which it begins in phase I, with the **review of literature and state of the art**. A systematic search is carried out in academic databases (Scopus, Redalyc, Dialnet, ERIC), as well as in institutional sources, to delimit the theoretical foundations and relevant backgrounds.

Likewise, in phase II: Institutional documentary review. The database of the School of Social Sciences of the UPTC and normative documents (MEN, UNESCO, OEI, OECD) that contextualize teacher training are analyzed.

In phase III: Selection of participants and informed consent. The selected graduates are contacted, explaining objectives, scope and ethical principles of the study.

In such a way that in phase IV: Application of instruments and registration. The interviews are developed, documented in the field diary and transcribed in their entirety to preserve the original voices. Phase V: Analysis of the information. A process of thematic coding and emergent categorization is carried out (Charmaz, 2014), identifying analytical axes such as the construction of pedagogical knowledge, professional identity and didactic strategies and phase VI: Systematization and socialization.

Finally, academic products were developed and made visible with their pedagogical materials to support the PLCS, since each experience contributes to teacher training from a critical and reflective horizon based on these significant achievements in the vision of teaching-learning of the Social Sciences.

ANALYSIS OF RESULTS

In general terms, the most relevant aspects derived from the methodological work will be presented below. This analysis of results focuses on instruments such as interviews, surveys and didactic materials provided by the graduates. Through their voices and experiences, their actions are recognized and made visible in contexts that contribute to the strengthening of the Social Sciences. These findings are mainly evidenced in the general project of the booklet of pedagogical and didactic experiences of the graduates, which allows the identification of general results that support the study, highlighting contributions and perceptions related to the daily practice of the teacher with a degree in Social Sciences from the UPTC. The experiences are developed in various territories and work spaces, where the teaching-learning process is put into action, through dynamics within the classroom and case studies. For this study, the contribution of five graduates was randomly selected as a sample, from whose general results the research is succinctly illustrated.

Table No. 2. Classroom Didactic Experiences from the Voices and Feelings of the Graduates of the PLCS of the UPTC

| Category | Contributions to the teaching of Social Sciences | Didactic-pedagogical experience of the teacher | Community Contributions | Teacher Experience | Program Suggestions |
|----------|--|--|-------------------------|--------------------|---------------------|
|----------|--|--|-------------------------|--------------------|---------------------|

| | | | | | |
|------------|---|--|---|--|---|
| Graduate 1 | Promotion of critical thinking, historical understanding, construction of citizenship | Use of transversal projects, experience-based learning, pedagogical outings, debates and gatherings | It promotes co-responsibility and care for public space; improves school coexistence | He worked in urban, rural and private contexts; the system of adolescent criminal responsibility; Population diversity | Strengthen specific didactics, context reading, integration of digital tools, value pedagogical projects from the beginning |
| Graduate 2 | Understanding cultural and social diversity, conflict analysis | Integration of urban geography with cartography; Mockups and analysis of significant places for students | Awareness of the territory and the city; Promotes care for urban space | Experience in rural and urban institutions, working with students in varied socio-economic contexts | Improve didactic training, deepen meaningful and contextualized practices |
| Graduate 3 | Application of restorative justice and school coexistence | Projects based on emotions and gardens (criminal responsibility system); interdisciplinarity | Social transformation of young offenders; Construction of spaces for reflection | Experience with young people in conflict with the law; Role of educator and social facilitator | Increased preparation for special scenarios, emphasis on interdisciplinary strategies |
| Graduate 4 | Development of citizenship and ethical skills; Promotion of participation | Active learning strategies: discussions, simulations, classroom projects | It improves community cohesion and a sense of belonging; Encourage values of cooperation | Extensive experience in different contexts, interaction with students from different territories | Integrating innovative and flexible practices into the curriculum |
| Graduate 5 | Understanding the curriculum as a tool for social transformation | Reading context; Adaptation of teaching to the student's reality | It promotes projects that link school and community; Awareness of local history and culture | Experience in various municipalities, with diverse populations; Focus on restorative justice and coexistence | Greater emphasis on didactics, strengthening pedagogical projects and training in context reading |

Source: Survey of Graduates of the Bachelor's Degree in Social Sciences (2010-2021) in Tunja, 2025

Within the analysis in this table No. 2, product of the systematization of experiences and response of the graduates of the Bachelor's Degree in Social Sciences, they agree that the teaching of this area has a fundamental value in the formation of citizenship, the development of critical thinking and historical understanding. They highlight that students learn better when classes include transversal projects, active strategies such as debates, gatherings, pedagogical outings, models and the use of digital tools, adapted to the territorial and social context of the students.

As for the didactic-pedagogical experience, they highlight the importance of reading context, adapting the curriculum to the reality of the classroom and the ability to implement interdisciplinary strategies, especially in rural, urban, private contexts or in special situations such as the adolescent criminal responsibility system. Graduates point out that these experiences enrich their personal and professional development, as they face

challenges such as cultural diversity, social conflicts, and economic limitations that require creativity and teaching flexibility.

Regarding the contributions to the community, the graduates emphasize that their interventions not only seek academic learning, but also promote citizen values, co-responsibility with the territory, care of public space, school coexistence and social awareness. Clear examples are the projects of vegetable gardens, models of the city and activities that integrate students and families in the understanding of local history and geography. As for suggestions for the program, the graduates agree on the need to strengthen didactics, especially in the use of pedagogical projects from the first semesters; deepen the reading of context; offer tools to face diverse and complex scenarios; integrate digital and active learning strategies, and ensure that teachers have transversal training to teach all areas of social sciences.

Hence the relevance, for the teaching of Social Sciences, to take into account the classroom projects developed with the guidance of the Graduates, in the light of the dynamics that they contribute structurally, articulated to the curricular guidelines proposed by the Ministry of Education and the institutional transversal projects, within the framework of basic primary and secondary education. being an example for the PLCS.

Table No. 3. Classroom projects developed in the classroom as a didactic experience and articulation with the teaching of Social Sciences

| Didactic Experience | Short Description | Pedagogical Intentionality | Competencies or Learning in Social Sciences | Contribution to Citizenship and Critical Training |
|---|---|--|---|--|
| 1. Classroom project: "Corn as cultural heritage in Turmequé" | The students researched the history of corn in their families through interviews with their grandparents. | Recognize cultural heritage, value community knowledge and strengthen local identity. | <ul style="list-style-type: none"> • Qualitative research. • Historical memory. • Peasant culture. • Territorial reading. | <ul style="list-style-type: none"> • Understanding of the symbolic value of corn. • Respect for tradition. • Construction of identity and sense of belonging. |
| 2. Pedagogy of listening as a teaching strategy | Instead of copying information, students critically analyze through dialogue, listening, and guided reflection. | To form critical thinking, promote deep understanding, reduce the mechanical use of information. | <ul style="list-style-type: none"> • Argumentation. • Critical reading of the context. • Socio-political literacy. | <ul style="list-style-type: none"> • Development of social sensitivity. • Construction of reflective subjects in the face of reality. |
| 3. Research on local problems in Moniquirá | Students investigated social issues in the municipality using an inductive- | Analyze real social dynamics based on disciplinary knowledge. | <ul style="list-style-type: none"> • Scientific method. • Identification of local problems. • Theory-reality relationship. | <ul style="list-style-type: none"> • Strengthening of social thinking. • Appropriation of the territory as a political space. |

| | | | | |
|--|--|--|--|---|
| | deductive method. | | | |
| 4. Museum exhibition on Afro-Colombian communities | Institutional project with 12 thematic stations to recognize Afro ethnic diversity. | To promote interculturality, recognition and respect for the cultural diversity of Colombia. | <ul style="list-style-type: none"> • Afro-Colombian history. • Culture, music, gastronomy, regulations. • Research by courses. | <ul style="list-style-type: none"> • Reduction of prejudices. • Visibility of Afro contributions. • Intercultural citizenship. |
| 5. Art, culture and media as teaching resources | Use of theater, painting, series, music (reggaeton), cartography and performance to teach history and society. | Articulate youth languages, artistic expressions and social thought. | <ul style="list-style-type: none"> • Historical analysis from cultural resources. • Social representations. • Aesthetic and critical education. | <ul style="list-style-type: none"> • Development of empathy. • Understanding of violence, peace, imperialism and human rights. |

Source: Survey of UPTC PLCS graduates (2010-2021), conducted virtually during 2025

In this table No.3, it is shown how the classroom projects implemented by the graduates of the Bachelor's Degree in Social Sciences of the UPTC, correspond to a critical didactic approach, contextualized and deeply linked to the realities of the students. Among the experiences are community research, school museography, social cartographies, use of art and cinema, media analysis, historical performances, critical gatherings and sports activities with a social sense.

These initiatives manage to connect the teaching of Social Sciences with the territory, family memory, cultural diversity and current problems, thus promoting processes of interpretation, participation, social awareness and critical thinking. In addition, they reflect a solid articulation between theory and practice, the result of the training received at the UPTC, where social pedagogy, research and fieldwork are fundamental pillars. Together, the classroom projects show creative, ethical teachers committed to social change, capable of transforming the school into a space for dialogue, identity, justice and democratic coexistence.

Table No. 4. Comparative matrix of findings of pedagogical and didactic experiences from the voices and feelings of the graduates of the Bachelor's Degree in Social Sciences of the UPTC

| Category / Item | Comparative synthesis of findings in the interviews with PLCS graduates |
|--|---|
| 1. Changes in perspective and professional development | The graduates point to a profound transformation between being "graduated" and being "professional". Practice and contact with complex social realities redefine their teaching identity. They understand that teaching Social Sciences implies ethical awareness, political responsibility and the ability to read the context. Several say that the university provides foundations, but the real professional turn occurs in school. |
| 2. Challenges as teachers | The most frequent challenges include: rigid planning or disconnected from the context; students with emotional, economic or family difficulties; reading gaps; large groups; lack of resources; and little institutional articulation. Teachers must develop resilience, creativity and permanent adaptations to ensure meaningful learning. |
| 3. Pedagogical strategies used | Strong use of active methodologies is observed: project-based learning, debates, case studies, social cartography, analysis of real problems, field trips, dramatizations, Freirean critical literacy and ICT (Genially, YouTube, Padlet, Kahoot). The majority approach is critical, interdisciplinary and student-centered. |

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|---|--|
| 4. Significant didactic experiences | Among the most powerful experiences are: work with victims of the armed conflict, historical memory projects, analysis of racial discrimination, local research, heritage reconstruction, pedagogical outings, citizen laboratories and coexistence exercises. These experiences generate reflection, empathy and social action in students. |
| 5. Transformations in teaching practice | Graduates indicate a greater capacity for reflection, adaptation, design of materials, group management, integration of emotions, reading of the context, didactic transposition and ability to unite theory and practice. The real experience changes their view of the classroom and strengthens their social commitment. |
| 6. Contributions to the teaching of Social Sciences | Graduates offer key contributions: introduction of differential approaches (gender, interculturality, Afro-Colombianness), interdisciplinarity, connection of content with real problems, promotion of critical thinking, creation of community projects and development of citizenship. |
| 7. Contributions to the community | School projects that impact the community are reported: coexistence, school mediation, prevention campaigns, urban gardens, recovery of local memory, cultural heritage, work with families, inclusion and intercultural dialogue. A comprehensive education that transcends the classroom is evident. |
| 8. Challenges in university education | The graduates agree that the disciplinary training was strong, but the specific didactics of the Social Sciences and the applied pedagogy were insufficient. There is a lack of articulation between practice and curriculum, greater training in evaluation, planning and active methodologies. More contact with real scenarios is requested from initial semesters. |
| 9. Impact on student learning | Improvements are observed in motivation, participation, critical thinking, reading of the environment, communication skills, citizenship and conflict resolution. Significant experiences mark profound attitudinal changes. |
| 10. Suggestions for improvement for the Bachelor's Degree Program | They recommend: strengthening the teaching of Social Sciences; integrate more ICT; to offer courses on critical and decolonial pedagogies; greater teaching support in practice; creating a bank of successful experiences; improve theory-practice articulation; and deepening emotional education and school coexistence. |

Source: Interview with Graduates of the Bachelor's Degree in Social Sciences (2010 -2021) in Tunja, 2025

The analysis of this Table No. 4 shows that it is evident that the graduates of the PLCS of the UPTC build a critical and situated teaching identity, capable of reading contexts and transforming school realities from the teaching of Social Sciences. Their experiences reveal innovative practices, ethical commitment and a clear community contribution. They also show gaps in university education, especially in specific didactics, evaluation and theory-practice articulation. The suggestions coincide in the need to consolidate a more contextualized, interdisciplinary and critical curriculum, which prepares the future teacher to respond to the social and educational complexities of the country.

Table No. 5. Contributions of Graduates to the teaching of Social Sciences at UPTC

| Analysis Axis | Common Interview Findings | Variations among Interviewees | Implications for Teacher Education | Integrated Axis Conclusion |
|---------------|---------------------------|-------------------------------|------------------------------------|----------------------------|
|---------------|---------------------------|-------------------------------|------------------------------------|----------------------------|

| | | | | |
|--|--|--|---|--|
| <p>1. Initial training received</p> | <p>Solid disciplinary foundations in history, geography, sociology and anthropology. Recognition of the transformative role of the teacher from university education. Strong conceptual contribution, but weak theory-</p> | <p>Some value the robust theoretical foundation; others point out that the school reality was not landed. Differences in the perception of the quality of the pedagogical practices received.</p> | <p>It is urgent to strengthen the specific didactics of the Social Sciences. Need for more training in curriculum, planning and evaluation. Importance of internships from early semesters with real accompaniment.</p> | <p>Initial training is relevant but insufficient in its didactic and practical dimension; it demands greater coherence between the projected teaching role and the realities of the classroom.</p> |
| | <p>practice articulation.</p> | | | |
| <p>2. Didactic and Pedagogical Strategies Used</p> | <p>Frequent use of active and participatory methodologies. Integration of projects, case studies, debates and field trips. Critical approach to reading context (Freirean inspiration) Inclusion of current social problems and historical memory.</p> | <p>Some prioritize ICT (Genially, Kahoot, padlets). Others emphasize dramatizations, social cartography or community meetings. The depth of the critical and political component in teaching varies.</p> | <p>Need for formal training in active strategies and emotional education. Relevance of strengthening situated and pedagogical community didactics. Promote competencies to integrate ICT with a pedagogical sense.</p> | <p>Classroom practices show innovation from the teaching action and a clear tendency towards critical didactics; The university must capitalize on these experiences as inputs to feed back into the curriculum.</p> |

| | | | | |
|---|--|---|--|--|
| <p>3. Challenges and Tensions of Teaching Practice</p> | <p>Complex school realities: poverty, violence, hunger, migration, discrimination. Rigid curricula that do not dialogue with the context. High administrative burden and lack of teaching resources. Students with reading difficulties or low motivation.</p> | <p>In rural areas, the challenges are linked to multigrade and access to resources. In urban areas, problems of coexistence and symbolic violence stand out. The level of institutional support varies.</p> | <p>It requires strengthening training in classroom management, conflict mediation and differential approach. It is important to include analysis of real contexts in the curriculum. Promote longer field experiences.</p> | <p>The challenges reveal a gap between the real conditions of the school and initial training, showing that the teacher must be creative, sensitive and critical in order to respond to multi-causal problems.</p> |
| <p>4. Theory-Practice Relationship and Construction of Teaching Knowledge</p> | <p>Theory makes sense in action; praxis resignifies concepts. The experience promotes critical reflection and the consolidation of teaching identity. Progressive articulation between pedagogy, didactics and the reality of the context.</p> | <p>Some radically transform their practice from critical approaches. Others adapt the theory from a more instrumental approach.</p> | <p>There is an urgent need for training that promotes continuous reflection, critical analysis and dialogue between knowledges. It is key to integrate more real case studies into the initial training.</p> | <p>The construction of teaching knowledge is a living, situated and reflective process; Practice acts as a privileged stage where theory is transformed into meaningful action.</p> |

Source: Survey of UPTC PLCS graduates (2010-2021), conducted virtually during 2025

In the analysis of Table No. 5, corresponding to the results of the surveys of PLCS graduates, given in the contributions to the teaching of Social Sciences, it is shown how teacher training in Social Sciences advances in the construction of solid theoretical bases, but still needs to strengthen the practical and contextual component to respond to the real demands of contemporary schools. Innovative teaching strategies are recognized and valued, but their effective implementation is limited by a lack of accompaniment, resources, and university modeling.

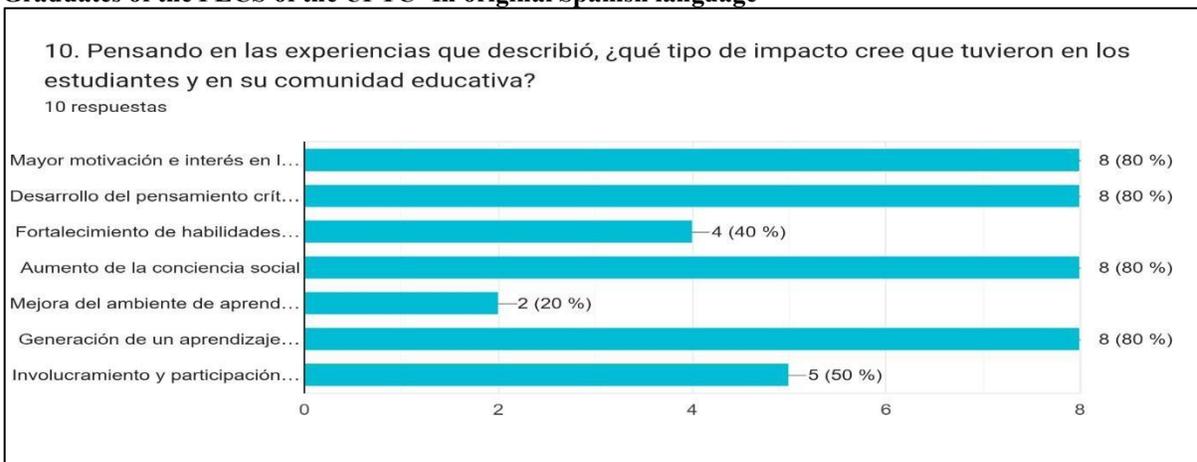
The challenges of practice reveal the complexity of teaching work and the urgent need to articulate theory and pedagogical action, through real scenarios of experimentation, critical reflection and feedback. Overall, the findings indicate that the transition from student to teacher requires a more integrated, territory-sensitive training system, aligned with interculturality, and aimed at transforming pedagogical experiences in a meaningful way.

Graph No. 1. Effective pedagogical tools or resources most used by Graduates in the Teaching-learning of Social Sciences- In original Spanish language



This graph No. 1 corresponds to question 8 of the survey carried out virtually among the Graduates (2010 - 2021) of the Bachelor's Degree in Social Sciences of the UPTC, which shows that teachers privilege visual and experiential resources such as audiovisuals (90%) and graphic organizers (70%), which reflects a commitment to strategies that facilitate the understanding of historical and social phenomena in a clear and attractive way. Likewise, the use of primary sources **and** artistic expressions (both with 60%) shows a tendency towards critical, interpretive and creative teaching, incorporating real documents, contextual analysis and expressive languages to strengthen social thinking. In contrast, field trips (30%) and digital platforms (20%) appear less frequently, suggesting institutional, technological, or logistical limitations that make their implementation difficult. Overall, the results reveal that teachers value resources that promote analysis, reflection, and active participation, although they still face challenges in fully integrating experiences in the territory and advanced digital tools.

Graph No. 2. Impact of the didactic-pedagogical experiences taught in the Social Sciences by the Graduates of the PLCS of the UPTC- In original Spanish language



In this graph No. 2, according to the survey of PLCS Graduates, in question No. 10 asked virtually to the Graduates (2010 -2021) of the Bachelor's Degree in Social Sciences of the UPTC, it is shown how the pedagogical experiences described by the participants generated highly positive impacts on the students. The categories with the highest frequency (80%), motivation and interest in the Social Sciences, development of critical thinking, increase in social awareness and generation of significant learning, show that didactic proposals not only strengthen academic competencies, but also ethical and civic dimensions. Student involvement and participation appears with 50%, which indicates that several experiences managed to integrate students as active agents of their own learning. Although the strengthening of investigative skills reaches only 40%, it shows an important trend towards more researched practices. Finally, the improvement of the learning environment (20%) shows a smaller but still relevant impact, possibly associated with the diversity of contexts and institutional conditions.

Overall, this last graph reveals that teachers' experiences generate significant transformations, especially in critical, motivational and socio-cultural areas, reaffirming the formative value of Social Sciences in schools.

CONCLUSIONS

The graduates of the Bachelor's Degree in Social Sciences agree that the teaching of this area has a fundamental value in citizenship education, the development of reflective critical thinking and historical understanding. They emphasize that they learn better when classes include transversal projects, active strategies such as debates, gatherings, pedagogical outings, models and the use of digital tools, adapted to the territorial and social context of the students.

The program is valued as solid and relevant, but requires adjustments in updating content, active methodologies and practical accompaniment. The diversity of opinions indicates the need to clarify objectives and evaluation criteria, to align expectations of students and teachers.

As for the didactic-pedagogical experiences, the importance of reading the context, the adaptation of the curriculum to the reality of the classroom and the ability to implement interdisciplinary strategies, especially in rural, urban, private contexts or in special situations such as the adolescent criminal responsibility system, stand out. The graduates, from their voices and feelings, point out that these experiences enrich their personal and professional development, since they face challenges, challenges, and opportunities such as cultural diversity, social conflicts, and economic limitations that require creativity and teaching flexibility.

Regarding the contributions to the community, the graduates emphasize that their interventions not only seek academic learning, but also promote citizen values, co-responsibility with the territory, care of public space, school coexistence and social awareness. Clear examples are the projects of vegetable gardens, models of the city and activities that integrate students and families in the understanding of local history and geography. The articulation of pedagogy with the teaching of Social Sciences can be understood as the relationship between the educational principles and strategies (pedagogy) **and** the contents, objectives and methods of the Social Sciences, from there it acts as the methodological and strategic framework that guides how to teach Social Sciences in a meaningful, critical and contextualized way. Their approaches are relevant to how from pedagogy, the teaching of social content would only be the transmission of information; With pedagogy, students understand, reflect and apply knowledge to their environment.

This case shows that teaching practice is built in an evolutionary way, guided by critical reflection and adaptation to the context. The voices and feelings of the graduates show how their experiences strengthen the Social Sciences, integrating creativity, commitment and significant knowledge between theory and practice and will serve as a support for the changes that the PLCS requires.

The interviews show that graduates of the School of Social Sciences, when facing the challenges of the contemporary classroom, adopt innovative pedagogical strategies, integrate active technologies and methodologies, and connect learning with the social and cultural context of the students. This approach reflects the commitment of teachers to an avant-garde educational practice, which combines solid academic training with the ability to adapt, creativity and use of contemporary tools, in this era of innovation, of digital and virtual supports, among others, with the support of information and communication technology and the support of pedagogical didactic tools. closer to the reality of each territory, to transform and strengthen the teaching of Social Sciences.

The interviews reveal a positive view of teacher training in Social Sciences, recognized for its academic rigor, critical approach, and commitment to social transformation. However, tensions emerge between theoretical knowledge and practical application, especially in situated teaching, formative assessment and the connection with the sociocultural reality of communities.

The graduates agree that the program has been a solid training base, but they demand a didactic renewal that enhances classroom experiences, interdisciplinarity and the construction of their own pedagogical knowledge. There is evidence of a commitment to innovative didactics in these dynamic times that integrate the cognitive, emotional and social, responding to the challenges of today's school.

In terms of teacher training in movement, the testimonies reflect the transition from a transmissive model to a dialogical, constructivist, critical, reflective and situated one, whose capacity to work as a teacher being the protagonist of his or her own educational process, both personal and professional, evidenced in each case studied from the effectiveness and ethical and civic commitment, in the light of educational changes, the construction of pedagogical knowledge and from their experience making the Social Sciences a more comprehensive, interdisciplinary and deepening process according to current times.

Of course, the suggestions for improvement and the pedagogical and didactic examples resulting from their experiences given by the PLCS Graduates of the UPTC, mean a relevant contribution to continue building the school we want and dream of and thus be in accordance with the challenges and challenges of the XXI century, with the use of pedagogical projects from the first semesters; deepen the reading of context; offer tools to face diverse and complex scenarios; integrate digital and active learning strategies, and ensure that teachers have transversal training to teach all areas of social sciences.

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