



Collaborative work as a didactic strategy to mitigate the inadequate coexistence between Venezuelan and Colombian students.

El trabajo colaborativo estrategia didáctica para mitigar la inadecuada convivencia entre estudiantes venezolanos y colombianos

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ABSTRACT

The objective of this research project is to mitigate school coexistence problems between Colombian and Venezuelan students through the implementation of collaborative work as a didactic strategy to achieve this goal. The project was based on the qualitative approach and action research. Tools such as focus group, semi-structured interview and direct observation were used. It was divided into 4 phases. The first phase consisted of carrying out a diagnostic analysis through the interview instrument in order to know through the testimonial source the level of difficulty with respect to the coexistence scenario. In the second phase, the didactic strategy based on collaborative work was applied, taking as a starting point the choice of certain topics that would generate impact and help the purpose of the work. In the third phase, the degree of assertiveness of the applied strategy was analyzed, as well as the opportunities for improvement of the group, with the participation of the teachers of the areas of Spanish, religion and ethics

in this stage. Finally, the results were analyzed and showed signs of progress in the elimination of discriminatory and segregating scenarios of some students towards others. In the conclusions, the need to adapt the IEP, the curriculum, generate new spaces for interaction that enable collaborative work, respect and empathy, and train the teaching staff in the use of appropriate strategies to maintain a coexistence environment based on respect for differences is taken for granted.

RESUMEN

El presente trabajo investigativo tiene como objetivo mitigar los problemas de convivencia escolar entre estudiantes colombianos y venezolanos por medio de la implementación del trabajo colaborativo como estrategia didáctica para alcanzar este fin. El proyecto se fundamentó en el enfoque cualitativo y la investigación acción. Se usaron herramientas como (grupo focal, entrevista semiestructurada y observación directa). Se dividió en 4 fases. La primera fase consistió en realizar un análisis diagnóstico a través del instrumento de la entrevista para conocer mediante la fuente testimonial el nivel de dificultad respecto al escenario convivencial. En la segunda fase, se aplicó la estrategia didáctica basada en el trabajo colaborativo, para esto se tomó como punto de partida la elección de ciertos temas que generaran impacto y ayudaran ampliamente a la finalidad del trabajo. En la tercera fase, se analizó el grado de asertividad de la estrategia aplicada, así como las oportunidades de mejora del grupo, se contó con la participación de los docentes de las áreas de castellano, religión y ética en esta etapa. Finalmente, se procedió al análisis de los resultados, estos arrojaron muestras de avance en la eliminación de escenarios discriminatorios y segregadores de unos estudiantes hacia otros. En las conclusiones se deja por sentada la necesidad de adecuar el PEI, el currículo, generar nuevos espacios de interacción que posibiliten trabajo colaborativo, respeto y empatía y capacitar al cuerpo docente en la utilización de estrategias adecuadas para mantener un ambiente convivencial fundamentado en el respeto por las diferencias.

Keywords / Palabras clave

inclusion, interculturality, segregation, collaborative work

inclusión, interculturalidad, segregación, trabajo colaborativo

Introduction

This article is framed in the analysis of some coexistence problems that exist between Venezuelan and Colombian students. Through direct observation and the use of tools such as the semi-structured interview and the focus group, it is observed that some internal conflicts between the students in question are given for 3 reasons.

The first reason explains that this situation is due to the misconceptions (prejudices) that have been built and reproduced from outside the institution to the inside. The Venezuelan population has been stereotyped as unwelcome people who come to "take jobs, destroy families, steal and engage in prostitution (Taborda Burgo, 2021). These thoughts indeed influence and are reproduced by the student population and have triggered the segregation of Venezuelan students within the group (Valiente Oscar, 2008). In addition to this, a characteristic of the population in context is its high degree of hermeticity, where every new subject in their community is understood as strange, problematic and possibly alien to their ideas.

As a second reason, the problems are due to the existing academic level between one population and the other. The young migrants show a high degree of commitment to their academic activities and also show a higher level of understanding and argumentation of the topics addressed. In the eyes of the Colombian students, this is seen as an affront, as they think that they are trying to ridicule them in front of their peers. This leads to an attack on the academic positions of Venezuelan students.

Finally, it was observed that a fundamental reason for the clash and the continuity of coexistence problems is that the institutional IEP is not adequate to receive and include populations coming from cultures foreign to those of the sector (Ruiz Román, 2009). To this extent, it is not only a matter of respecting the right to education and allowing the enrollment and formal integration of Venezuelan youths to school, but also of creating spaces that allow their equal and equitable inclusion in all institutional aspects and allow a healthy coexistence within the group (MEN, 2020).

Inadequate coexistence among students within the educational community is characterized as verbal (Fierro-Evans, 2019). Such characterizations have not transcended in any instance to the physical. However, it is evident that the inadequate coexistence is

expressed through the dismissive treatment of Colombian students towards Venezuelan students, the use of inappropriate language to refer to foreign classmates. They have been called "venecos", a word with a high social and cultural content (excluding and pejorative). The manifestations of the problem become visible during the realization of activities based on collaborative groups (Sagredo Emilio, 2020). It is observed that internal conflicts are generated in the groups. The students do not know how to express their ideas in an assertive manner, they do not know how to respect diversity and differences, which leads to inadequate coexistence.

Bearing in mind the above, the research group proposes to implement collaborative work as a didactic strategy to mitigate the bad coexistence between Colombian and Venezuelan students within the group to try to show young people that cultural or thought differences should not be the origin of coexistence problems, since it should be understood and accepted that all individuals have particular characteristics that differentiate one from the other. With this we seek to improve the environment within the educational community and reduce the actions of inadequate coexistence within it (Ramírez Íñiguez, 2020).

Therefore, it was proposed as a general objective:

- Implement collaborative work as a didactic strategy to mitigate inadequate coexistence among Colombian students.
- The specific objectives are as follows:
- Diagnose in students the degree of prejudices and stereotypes they hold and their relationship with exclusion, discrimination and intolerance to difference .
- Identify what elements and actions allow the understanding of the negative consequences generated by the disintegration of relationships between students .
- To design a didactic strategy based on the manifestation of rejection and critical stance in the face of any act of discrimination or situation that violates rights, supporting initiatives that facilitate the prevention of such situations.

Materials and Methods

The approach on which the work is based is the qualitative one, which allows giving explanations to certain social phenomena based on the analysis of these and facilitates understanding the relationship between the subject and its context. This type of research is characterized by subjectivity in the interpretation of the information because the individual is often influenced by ideologies, emotions and behaviors (Sampieri Roberto, 2014). To develop work based on this approach, the following aspects must be taken into account: history of the context, cultural relations present in the space addressed, sociopolitical relations of individuals and contextual analysis at the physical, social and material level, for which techniques such as interviews, direct observation, group analysis, among others, are used (Mesias Oswaldo, 2017).

The type of research used is the Action Research (AR) understood as an investigative process that allows the participation of the individual who applies it and the search for solutions and improvements to the established approaches, in this sense the AR analyzes actions and problems of social, educational and other types in order to seek improvements in the actions applied to this, understand the need to implement an action research for training and improvement (Murillo Francisco, 2010-2011). Among the main characteristics of this research we can highlight that it interprets the phenomena 'starting from the perception of those who participate in them, improves and transforms the subject in which it is implemented and its main purpose is to understand rather than marry with pre-established conceptions or particular perceptions (Elliot Jhon, 2000).

As for the procedure implemented, 4 phases are proposed for the development of the research work. Diagnostic, strategy design, execution and evaluation, supported by tools such as the semi-structured interview, the focus group and direct observation for the diagnosis and analysis of the research results.

Results

The diagnostic phase will take into account the first impression perceived in the group regarding the problem raised, the behaviors that certain Colombian students have towards Venezuelan migrants

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in their group will be analyzed, and the instruments that will be used to understand the edges of the phenomenon will be created. Based on the information obtained in the diagnostic phase, a didactic strategy based on collaborative work will be created, taking into account that it must respond to the needs demonstrated and allow solving them. For this purpose, the hexagon pedagogical model will be used. After this, the implementation and follow-up of the proposed activities is carried out. Once the implementation is finished, an interview with the students will be conducted, as well as the socialization of the teachers' observations and those of the students. The experiences of each one will be taken and later, through the analysis and tabulation of the results, the level of reach of the implemented strategy will be analyzed. In this phase, the achievement of the objectives set will be evaluated, as well as the impact that it had and could have to continue in this line of work. The analysis of the data obtained yielded several results regarding the reasons for the coexistence problems in the classroom and to what extent the collaborative work strategy was effective in the search to improve relations among students and in turn create a healthy environment of respectful relations within the group. The systematization and direct observation confirmed that the behavior of Colombian students towards Venezuelans is substantially influenced by stereotypes that have been built outside the school and that in one way or another have been reproduced and consolidated in a large part of the student population.

It is clear that collaborative work as a didactic strategy must have a thorough design that responds to the particularities of all learners, and awareness must be raised before the creation and implementation of this type of strategy (Morales Gina, 2021). In this category, it was possible to observe in depth the possible causes of coexistence problems and feasible solutions; during the implementation of the collaborative work, the young people interrelated with each other, momentarily putting aside their differences in order to achieve the objective of the activity. However, once the activity was over, some students returned to the subgroups formed by the Venezuelan minorities.

The results show that the problems of coexistence are marked by the non-acceptance of the differences that Venezuelan immigrants may have and that their solution is a work that needs greater development and participation of all the parties that make up the educational community present, teachers, directors, parents and social work. Although the number of clashes among the students has decreased,

there are still some difficulties of coexistence within the group. More spaces for interaction are needed in the school to encourage good coexistence among students of all cultures, the ideologies that have been built from the outside have framed the Venezuelan student population within the school and in one way or another this has generated much of the clashes. the implementation of the strategy has shown that the environment can be improved at the time of collaborative work, but this improvement should be extended to all shared spaces inside and outside the school (Mora María, 2021).

Carrying out this type of research work is a task that implies a high level of understanding of the social phenomena that are interwoven in places where several cultures and individuals interact, social relations will always be framed in ideologies that are built as a result of behaviors and identities of any population. Attempting to generalize the behaviors of populations belonging to specific places is misleading, as it often leads to discrimination and the creation of segregating stereotypes that only generate an inadequate coexistence demonstrated in the clashes that occur between subjects present in the same context and belonging to different ethnicities or ideological currents.

Interventions or improvements for this type of phenomena must be created based on the particularities of all, thus avoiding the unconscious use of segregation as a method of solution (Ramírez Íñiguez ,2020). It is not about separating or uniting groups, it is about creating strategies that allow a healthy interaction based on respect for the ideas and differences of all.

In order to achieve the goals proposed in this type of work, a joint effort must be made between family and school, given the incidence that both agents have in the development of certain behaviors in young people. The problems that are being generated within schools are the living expression of the stereotypes created outside these contexts. It is imperative to adapt the institutional IEP, basing it on inclusive and intercultural laws that are not utopian, that are applicable to the context and that allow its implementation in an assertive way and improve the school environment.

These scenarios where problems of convivial type are recreated directly related to the culture to which one belongs or not, allow to carry out and implement all kinds of methods to understand the causes, implement strategies to remedy them and evaluate the impact

in terms of improvements or transformations, concluding this part of the research project, several things can be affirmed. First, it can be stated that most of the inclusive laws proposed by the government do not respond efficiently to the needs of existing minorities in state schools, likewise the conditions for the integration and interaction of all students do not meet the needs of certain groups of students in a complete and timely manner. It is possible to try to solve the coexistence problems from the teachers' work, but it is difficult to work without a coherent and fluid articulation between them, the families and the governmental policies, it is necessary to train the population in general in topics related to the respect for the differences and to create spaces that allow the implementation of these methods in order to improve the coexistence environment in any space, be it educational, work.

Conclusions

To conclude, it can be affirmed that social constructions strongly mark the type of relationships that can be developed in any space, the existing relationships within the school are clearly directed by external agents and ideologies, as well as by basic needs of some groups that have not been attended and have triggered a pejorative look towards them. The educational community needs to implement new strategies to decrease the level of bad coexistence existing within the school, since the constant clashes between young people are on the increase and although it has not transcended to the physical, it can be affirmed that there is an imaginary one and that these can be materialized in the future.

As Colombia is a receiving country of Venezuelan migrants, their enrollment in official educational institutions is a growing phenomenon that must be adequately and effectively addressed. It is not only about allowing migrants to enter school respecting their "right to education", it is about adapting the space so that their development can be assertive and inclusive. The implementation of the strategies stipulated by the government to attend to this population within the schools has made clear the existence of gaps and limitations within the schools, this has generated that in many occasions the attention to migrant students is ineffective. Finally, it is necessary and important to attend to the enrolled migrant population and for this it is necessary to train teachers in strategies that allow

the healthy interaction of all students of the different groups, as well as to design adequate spaces for the participation of all within the different educational projects, to adapt the PEI and the curriculum is imperative and to teach based on differences, interculturality, respect and inclusion. All of the above is something necessary within the school (Ascorra Paula,2016).

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