

Luis Fernando González-Beltrán
(Organizador)

Educação no Século XXI:

Perspectivas
Contemporâneas
sobre
Ensino-Aprendizagem



EDITORA
ARTEMIS
2025

Luis Fernando González-Beltrán
(Organizador)

Educação no Século XXI:

Perspectivas
Contemporâneas
sobre
Ensino-Aprendizagem



EDITORA
ARTEMIS

2025



O conteúdo deste livro está licenciado sob uma Licença de Atribuição Creative Commons Atribuição-Não-Comercial NãoDerivativos 4.0 Internacional (CC BY-NC-ND 4.0). Direitos para esta edição cedidos à Editora Artemis pelos autores. Permitido o download da obra e o compartilhamento, desde que sejam atribuídos créditos aos autores, e sem a possibilidade de alterá-la de nenhuma forma ou utilizá-la para fins comerciais.

A responsabilidade pelo conteúdo dos artigos e seus dados, em sua forma, correção e confiabilidade é exclusiva dos autores. A Editora Artemis, em seu compromisso de manter e aperfeiçoar a qualidade e confiabilidade dos trabalhos que publica, conduz a avaliação cega pelos pares de todos manuscritos publicados, com base em critérios de neutralidade e imparcialidade acadêmica.

Editora Chefe	Prof. ^a Dr. ^a Antonella Carvalho de Oliveira
Editora Executiva	M. ^a Viviane Carvalho Mocellin
Direção de Arte	M. ^a Bruna Bejarano
Diagramação	Elisangela Abreu
Organizador	Prof. Dr. Luis Fernando González-Beltrán
Imagem da Capa	tanor/123RF
Bibliotecário	Maurício Amormino Júnior – CRB6/2422

Conselho Editorial

Prof.^a Dr.^a Ada Esther Portero Ricol, *Universidad Tecnológica de La Habana “José Antonio Echeverría”*, Cuba
Prof. Dr. Adalberto de Paula Paranhos, *Universidade Federal de Uberlândia*, Brasil
Prof. Dr. Agustín Olmos Cruz, *Universidad Autónoma del Estado de México*, México
Prof.^a Dr.^a Amanda Ramalho de Freitas Brito, *Universidade Federal da Paraíba*, Brasil
Prof.^a Dr.^a Ana Clara Monteverde, *Universidad de Buenos Aires*, Argentina
Prof.^a Dr.^a Ana Júlia Viamonte, *Instituto Superior de Engenharia do Porto (ISEP)*, Portugal
Prof. Dr. Ángel Mujica Sánchez, *Universidad Nacional del Altiplano*, Peru
Prof.^a Dr.^a Angela Ester Mallmann Centenaro, *Universidade do Estado de Mato Grosso*, Brasil
Prof.^a Dr.^a Begoña Blandón González, *Universidad de Sevilla*, Espanha
Prof.^a Dr.^a Carmen Pimentel, *Universidade Federal Rural do Rio de Janeiro*, Brasil
Prof.^a Dr.^a Catarina Castro, *Universidade Nova de Lisboa*, Portugal
Prof.^a Dr.^a Cirila Cervera Delgado, *Universidad de Guanajuato*, México
Prof.^a Dr.^a Cláudia Neves, *Universidade Aberta de Portugal*
Prof.^a Dr.^a Cláudia Padovesi Fonseca, *Universidade de Brasília-DF*, Brasil
Prof. Dr. Cleberton Correia Santos, *Universidade Federal da Grande Dourados*, Brasil
Dr. Cristo Ernesto Yáñez León – *New Jersey Institute of Technology*, Newark, NJ, Estados Unidos
Prof. Dr. David García-Martul, *Universidad Rey Juan Carlos de Madrid*, Espanha
Prof.^a Dr.^a Deuzimar Costa Serra, *Universidade Estadual do Maranhão*, Brasil
Prof.^a Dr.^a Dina Maria Martins Ferreira, *Universidade Estadual do Ceará*, Brasil
Prof.^a Dr.^a Edith Luévano-Hipólito, *Universidad Autónoma de Nuevo León*, México
Prof.^a Dr.^a Eduarda Maria Rocha Teles de Castro Coelho, *Universidade de Trás-os-Montes e Alto Douro*, Portugal
Prof. Dr. Eduardo Eugênio Spers, *Universidade de São Paulo (USP)*, Brasil
Prof. Dr. Eloi Martins Senhoras, *Universidade Federal de Roraima*, Brasil
Prof.^a Dr.^a Elvira Laura Hernández Carballido, *Universidad Autónoma del Estado de Hidalgo*, México

Prof.^a Dr.^a Emilas Darlene Carmen Lebus, *Universidad Nacional del Nordeste/ Universidad Tecnológica Nacional*, Argentina

Prof.^a Dr.^a Erla Mariela Morales Morgado, *Universidad de Salamanca*, Espanha

Prof. Dr. Ernesto Cristina, *Universidad de la República*, Uruguay

Prof. Dr. Ernesto Ramírez-Briones, *Universidad de Guadalajara*, México

Prof. Dr. Fernando Hitt, *Université du Québec à Montréal*, Canadá

Prof. Dr. Gabriel Díaz Cobos, *Universitat de Barcelona*, Espanha

Prof.^a Dr.^a Gabriela Gonçalves, Instituto Superior de Engenharia do Porto (ISEP), Portugal

Prof.^a Dr.^a Galina Gumovskaya – Higher School of Economics, Moscow, Russia

Prof. Dr. Geoffroy Roger Pointer Malpass, Universidade Federal do Triângulo Mineiro, Brasil

Prof.^a Dr.^a Gladys Esther Leoz, *Universidad Nacional de San Luis*, Argentina

Prof.^a Dr.^a Glória Beatriz Álvarez, *Universidad de Buenos Aires*, Argentina

Prof. Dr. Gonçalo Poeta Fernandes, Instituto Politécnico da Guarda, Portugal

Prof. Dr. Gustavo Adolfo Juarez, *Universidad Nacional de Catamarca*, Argentina

Prof. Dr. Guillermo Julián González-Pérez, *Universidad de Guadalajara*, México

Prof. Dr. Håkan Karlsson, *University of Gothenburg*, Suécia

Prof.^a Dr.^a Iara Lúcia Tescarollo Dias, Universidade São Francisco, Brasil

Prof.^a Dr.^a Isabel del Rosario Chiyon Carrasco, *Universidad de Piura*, Peru

Prof.^a Dr.^a Isabel Yohena, *Universidad de Buenos Aires*, Argentina

Prof. Dr. Ivan Amaro, Universidade do Estado do Rio de Janeiro, Brasil

Prof. Dr. Iván Ramon Sánchez Soto, *Universidad del Bío-Bío*, Chile

Prof.^a Dr.^a Ivânia Maria Carneiro Vieira, Universidade Federal do Amazonas, Brasil

Prof. Me. Javier Antonio Alborno, *University of Miami and Miami Dade College*, Estados Unidos

Prof. Dr. Jesús Montero Martínez, *Universidad de Castilla - La Mancha*, Espanha

Prof. Dr. João Manuel Pereira Ramalho Serrano, Universidade de Évora, Portugal

Prof. Dr. Joaquim Júlio Almeida Júnior, UniFIMES - Centro Universitário de Mineiros, Brasil

Prof. Dr. Jorge Ernesto Bartolucci, *Universidad Nacional Autónoma de México*, México

Prof. Dr. José Cortez Godínez, Universidad Autónoma de Baja California, México

Prof. Dr. Juan Carlos Cancino Díaz, Instituto Politécnico Nacional, México

Prof. Dr. Juan Carlos Mosquera Feijoo, *Universidad Politécnica de Madrid*, Espanha

Prof. Dr. Juan Diego Parra Valencia, *Instituto Tecnológico Metropolitano de Medellín*, Colômbia

Prof. Dr. Juan Manuel Sánchez-Yáñez, *Universidad Michoacana de San Nicolás de Hidalgo*, México

Prof. Dr. Juan Porras Pulido, *Universidad Nacional Autónoma de México*, México

Prof. Dr. Júlio César Ribeiro, Universidade Federal Rural do Rio de Janeiro, Brasil

Prof. Dr. Leinig Antonio Perazolli, Universidade Estadual Paulista (UNESP), Brasil

Prof.^a Dr.^a Livia do Carmo, Universidade Federal de Goiás, Brasil

Prof.^a Dr.^a Luciane Spanhol Bordignon, Universidade de Passo Fundo, Brasil

Prof. Dr. Luis Fernando González Beltrán, *Universidad Nacional Autónoma de México*, México

Prof. Dr. Luis Vicente Amador Muñoz, *Universidad Pablo de Olavide*, Espanha

Prof.^a Dr.^a Macarena Esteban Ibáñez, *Universidad Pablo de Olavide*, Espanha

Prof. Dr. Manuel Ramiro Rodriguez, *Universidad Santiago de Compostela*, Espanha

Prof. Dr. Manuel Simões, Faculdade de Engenharia da Universidade do Porto, Portugal

Prof.^a Dr.^a Márcia de Souza Luz Freitas, Universidade Federal de Itajubá, Brasil

Prof. Dr. Marcos Augusto de Lima Nobre, Universidade Estadual Paulista (UNESP), Brasil

Prof. Dr. Marcos Vinicius Meiado, Universidade Federal de Sergipe, Brasil

Prof.^a Dr.^a Mar Garrido Román, *Universidad de Granada*, Espanha

Prof.^a Dr.^a Margarida Márcia Fernandes Lima, Universidade Federal de Ouro Preto, Brasil

Prof.^a Dr.^a María Alejandra Arecco, *Universidad de Buenos Aires*, Argentina

Prof.^a Dr.^a Maria Aparecida José de Oliveira, Universidade Federal da Bahia, Brasil

Prof.^a Dr.^a Maria Carmen Pastor, *Universitat Jaume I*, Espanha

Prof.^ª Dr.^ª Maria da Luz Vale Dias – Universidade de Coimbra, Portugal
 Prof.^ª Dr.^ª Maria do Céu Caetano, Universidade Nova de Lisboa, Portugal
 Prof.^ª Dr.^ª Maria do Socorro Saraiva Pinheiro, Universidade Federal do Maranhão, Brasil
 Prof.^ª Dr.^ª M^ªGraça Pereira, Universidade do Minho, Portugal
 Prof.^ª Dr.^ª Maria Gracinda Carvalho Teixeira, Universidade Federal Rural do Rio de Janeiro, Brasil
 Prof.^ª Dr.^ª María Guadalupe Vega-López, *Universidad de Guadalajara, México*
 Prof.^ª Dr.^ª Maria Lúcia Pato, Instituto Politécnico de Viseu, Portugal
 Prof.^ª Dr.^ª Maritza González Moreno, *Universidad Tecnológica de La Habana, Cuba*
 Prof.^ª Dr.^ª Mauriceia Silva de Paula Vieira, Universidade Federal de Lavras, Brasil
 Prof. Dr. Melchor Gómez Pérez, Universidad del País Vasco, Espanha
 Prof.^ª Dr.^ª Ninfa María Rosas-García, Centro de Biotecnología Genómica-Instituto Politécnico Nacional, México
 Prof.^ª Dr.^ª Odara Horta Boscolo, Universidade Federal Fluminense, Brasil
 Prof. Dr. Osbaldo Turpo-Gebera, *Universidad Nacional de San Agustín de Arequipa, Peru*
 Prof.^ª Dr.^ª Patrícia Vasconcelos Almeida, Universidade Federal de Lavras, Brasil
 Prof.^ª Dr.^ª Paula Arcoverde Cavalcanti, Universidade do Estado da Bahia, Brasil
 Prof. Dr. Rodrigo Marques de Almeida Guerra, Universidade Federal do Pará, Brasil
 Prof. Dr. Saulo Cerqueira de Aguiar Soares, Universidade Federal do Piauí, Brasil
 Prof. Dr. Sérgio Bitencourt Araújo Barros, Universidade Federal do Piauí, Brasil
 Prof. Dr. Sérgio Luiz do Amaral Moretti, Universidade Federal de Uberlândia, Brasil
 Prof.^ª Dr.^ª Silvia Inés del Valle Navarro, *Universidad Nacional de Catamarca, Argentina*
 Prof.^ª Dr.^ª Solange Kazumi Sakata, Instituto de Pesquisas Energéticas e Nucleares (IPEN)- USP, Brasil
 Prof.^ª Dr.^ª Stanislava Kashtanova, *Saint Petersburg State University, Russia*
 Prof.^ª Dr.^ª Susana Álvarez Otero – Universidad de Oviedo, Espanha
 Prof.^ª Dr.^ª Teresa Cardoso, Universidade Aberta de Portugal
 Prof.^ª Dr.^ª Teresa Monteiro Seixas, Universidade do Porto, Portugal
 Prof. Dr. Valter Machado da Fonseca, Universidade Federal de Viçosa, Brasil
 Prof.^ª Dr.^ª Vanessa Bordin Viera, Universidade Federal de Campina Grande, Brasil
 Prof.^ª Dr.^ª Vera Lúcia Vasilévski dos Santos Araújo, Universidade Tecnológica Federal do Paraná, Brasil
 Prof. Dr. Wilson Noé Garcés Aguilar, *Corporación Universitaria Autónoma del Cauca, Colômbia*
 Prof. Dr. Xosé Somoza Medina, *Universidad de León, Espanha*

Dados Internacionais de Catalogação na Publicação (CIP) (eDOC BRASIL, Belo Horizonte/MG)

E24 Educação no século XXI [livro eletrônico] : perspectivas contemporâneas sobre ensino-aprendizagem [livro eletrônico] / Organizador Luis Fernando González Beltrán. – Curitiba, PR: Artemis, 2025.

Formato: PDF

Requisitos de sistema: Adobe Acrobat Reader

Modo de acesso: World Wide Web

Inclui bibliografia

Edição bilíngue

ISBN 978-65-81701-50-5

DOI 10.37572/EdArt_280525505

1. Educação. 2. Tecnologias educacionais. 3. Ensino superior.
I. González Beltrán, Luis Fernando.

CDD 371.72

Elaborado por Maurício Amormino Júnior – CRB6/2422



PRÓLOGO

El siglo XXI se define por la competitividad global, en un contexto lleno de desafíos urgentes, la sobrepoblación, la voracidad en el consumo de los recursos naturales, los problemas ecológicos, el desempleo, la exclusión social, etc. Algunas apuestas de solución se decantan por la calidad de la educación, por la generación de conocimientos científicos y la generación de valores éticos. Una población educada tiene mayor nivel de bienestar, tanto económico como en términos de salud. Por esta razón, nos preguntamos cuáles son los avances que se han logrado en el proceso de Enseñanza aprendizaje, que nos permitan abatir los rezagos en la educación en las zonas más pobres del planeta. Las respuestas nos deben llegar de diferentes partes del mundo, de múltiples autores, universidades y centros de educación. Tal es el objetivo que nos planteamos al lanzar la obra “Educação no século XXI: Perspectivas Contemporâneas sobre Ensino-Aprendizagem”, reunir muestras de todo el caudal de sabiduría que se desarrolla en estos momentos sobre este importante tópico, de forma que pueda tener mayor utilidad.

Ya no se trata de construir más y más escuelas, de contratar más y más profesores, sino buscar como transformar el escenario educativo para lograr mejores resultados. No hablamos solo de las tecnologías, sino de otros factores que trataremos aquí.

Estructuramos la obra en cinco apartados, el primero: “Reflexiones sobre el docente y la investigación educativa”, con seis trabajos teóricos sobre la necesidad de incluir valores desde la primera infancia; sobre el estado en que quedó el docente en la pandemia; la reflexión sobre lo que significa ser docente; sobre redefinir el papel del investigador educativo; un texto historiográfico sobre los principios ideológicos con los que se inició la educación en México; y un replanteamiento curricular en las escuelas de educación superior para un nuevo tipo de formación disciplinar que se requiere en los tiempos modernos.

La segunda sección denominada “La nueva práctica en Pedagogía” contiene cuatro trabajos, sobre el papel que desempeñan los pedagogos fuera de los contextos escolarizados; el papel de la coordinación pedagógica como referente en el contexto escolar; un estudio descriptivo sobre las habilidades comunicativas de los profesores en formación; y un estudio que insta a los educadores a incorporar la afectividad, la comunicación y la personalización para fomentar un futuro autónomo y democrático para los estudiantes.

El tercer componente “Uso de las Tecnologías en Educación” cubre también cuatro trabajos, uno analiza las habilidades tecnológicas, así como académicas, de los

“nativos digitales”. Los resultados muestran que, si se usan para el ocio, sus habilidades son excelentes, pero no así para su propio aprendizaje. El siguiente trabajo muestra la utilización de fenómenos de la vida real y las TIC para conectar con conceptos matemáticos complejos. Seguimos con una revisión sistemática sobre la Modelación Matemática en entornos de Realidad Virtual. El cuarto estudio demuestra que el uso de la inteligencia artificial generó dificultades en términos de originalidad que no tuvieron los alumnos que no usaron ninguna tecnología.

La cuarta sección la nombramos “Educación en contextos inciertos o empobrecidos” con cuatro estudios. Uno evidencia, a decir de los autores, “el racismo estructural presente en la sociedad”. El segundo presenta un intento por llevar la educación a las zonas rurales, se ensayó una especie de servicio social de una universidad pedagógica de Angola, para que instruyeran tanto a los niños sin escuela, como a los adultos analfabetas. El tercero demuestra que la baja pronunciada de la matrícula estudiantil a nivel universitario en Venezuela no debe ser atribuida como efecto exclusivo de la pandemia de COVID19, sino a cuestiones sociales y económicas. El último indaga sobre la presencia de los derechos humanos en el proceso de reclutamiento de personal.

Nuestra sección final “Formación docente en Bachillerato y Educación Superior” contiene siete trabajos, el primero analiza la comunicación intercultural, que logró beneficios varios, entre ellos aprendizaje constructivo y cooperativo, pensamiento crítico, y una mejora en sus habilidades lingüísticas. El segundo presenta el diagnóstico de necesidades de formación docente, como cursos sobre la salud emocional y física del docente de Ciencias y Humanidades. Continuamos con los resultados de los cursos de formación continua para los docentes sobre educación ambiental; luego tenemos un estudio sobre la investigación formativa, la que se lleva a cabo desde su preparación profesional buscando alcanzar autonomía y pensamiento crítico. En quinto lugar se discute la Open Science, que promueve el acceso libre a toda la información científica. También intenta saber si las universidades se añaden a esta propuesta y cómo lo muestran en sus páginas web. El siguiente estudio aplicó un cuestionario cuyas respuestas mostraron que muchas de las competencias en licenciatura se adquirieron durante la realización del trabajo de investigación. Finalizamos con una investigación que se realizó con el objetivo de analizar los hábitos de estudio que tienen las y los estudiantes de bachillerato para apropiarse del aprendizaje y su relación con los resultados obtenidos en sus evaluaciones.

Esperamos que esta organización los lleve a disfrutar mejor la lectura sobre estas perspectivas contemporáneas.

Dr. Luis Fernando González Beltrán
Universidad Nacional Autónoma de México (UNAM)

SUMÁRIO

REFLEXIONES SOBRE EL DOCENTE Y LA INVESTIGACIÓN EDUCATIVA

CAPÍTULO 1..... 1

EDUCACIÓN EN VALORES: POLÍTICAS Y PRÁCTICAS PARA UN DESARROLLO INTEGRAL

Paola Andrea Schönfeldt Soto

 https://doi.org/10.37572/EdArt_2805255051

CAPÍTULO 2..... 12

ENTRE INCERTEZAS E INOVAÇÕES: A TRAVESSIA DO ENSINO EM CONTEXTO PANDÉMICO

Ivone Andreia Vieira Ferreira

 https://doi.org/10.37572/EdArt_2805255052

CAPÍTULO 3..... 19

ETHOS DOCENTE: UNA REFLEXIÓN SOBRE EL SABER, HACER Y SER DOCENTE

Josefina Pantoja Meléndez

 https://doi.org/10.37572/EdArt_2805255053

CAPÍTULO 4.....28

COMPROMISO Y DESAFÍOS DEL “INVESTIGADOR PARTICIPATIVO”

Marta Elisa Anadón

 https://doi.org/10.37572/EdArt_2805255054

CAPÍTULO 5.....37

A CENTURY OF EDUCATIONAL MODELS IN MEXICO: IDEOLOGICAL FOUNDATIONS AND EVOLUTION

Fernando Hernández López

Dulce María de los Ángeles Hernández Condado

Fernando Flores Vázquez

 https://doi.org/10.37572/EdArt_2805255055

CAPÍTULO 6.....47

CONSIDERACIONES PARA ENTENDER EN LA POSTMODERNIDAD LIQUIDA LA
CRISIS EN EDUCACIÓN SUPERIOR

Jesús Rivas-Gutiérrez

Ana Karenn González-Álvarez

Georgina del Pilar Delijorge-González

Martha Patricia de la Rosa-Basurto

Emmaluz de León-Moeller

José Ricardo Gómez-Bañuelos

Martha Patricia Delijorge-González

 https://doi.org/10.37572/EdArt_2805255056

LA NUEVA PRÁCTICA EN PEDAGOGÍA

CAPÍTULO 7..... 58

EL EJERCICIO PROFESIONAL DEL PEDAGOGO EN CONTEXTOS NO
ESCOLARIZADOS

Yerlín Heredia Rojas

 https://doi.org/10.37572/EdArt_2805255057

CAPÍTULO 8..... 68

COORDENAÇÃO E LIDERANÇA PEDAGÓGICA NO CONTEXTO DO ENSINO PÚBLICO

Adriana Carvalho da Silva

 https://doi.org/10.37572/EdArt_2805255058

CAPÍTULO 9..... 83

HABILIDADES COMUNICATIVAS EN EDUCACIÓN SUPERIOR: DESAFÍOS Y
ESTRATEGIAS PARA AFRONTAR EL MUNDO PROFESIONAL

Claudine Glenda Benoit Ríos

 https://doi.org/10.37572/EdArt_2805255059

CAPÍTULO 10.....97

TONALIDAD AFECTIVA Y COMUNICACIÓN EDUCATIVA

Luis Rodolfo Ibarra Rivas

 https://doi.org/10.37572/EdArt_28052550510

USO DE LAS TECNOLOGÍAS EN EDUCACIÓN

CAPÍTULO 11.....112

¿NATIVOS DIGITALES PREPARADOS PARA LA EDUCACIÓN VIRTUAL? EVALUANDO
COMPETENCIAS DE LOS ESTUDIANTES DE LA CARRERA DE PSICOLOGÍA EN
POSTPANDEMIA

Luis Fernando González Beltrán

Olga Rivas García

 https://doi.org/10.37572/EdArt_28052550511

CAPÍTULO 12 121

INTRODUCCIÓN AL CONCEPTO DE LÍMITE DE SUCESSIONES A TRAVÉS DEL USO
DE HERRAMIENTAS TECNOLÓGICAS

Cristian Bustos Tiemann

Elisabeth Ramos Rodríguez

 https://doi.org/10.37572/EdArt_28052550512

CAPÍTULO 13133

REVISIÓN SISTEMÁTICA SOBRE REALIDAD VIRTUAL Y MODELACIÓN EN
EDUCACIÓN MATEMÁTICA

Francisco Guantecura Acuña

Elisabeth Ramos Rodríguez

Barbara Bustos Osorio

 https://doi.org/10.37572/EdArt_28052550513

CAPÍTULO 14.....154

THE INFLUENCE OF DIGITAL TECHNOLOGY ON CREATING ARTWORKS AT FINE
ART CLASSES

Vesna Kirbiš Skušek

 https://doi.org/10.37572/EdArt_28052550514

EDUCACIÓN EN CONTEXTOS INCIERTOS O EMPOBRECIDOS

CAPÍTULO 15163

A INVISIBILIDADE DA AUTODECLARAÇÃO RACIAL DAS CRIANÇAS NEGRAS NA
EDUCAÇÃO INFANTIL EM TEMPO INTEGRAL

Heloisa Ivone da Silva de Carvalho

Franceila Auer

Kalinca Costa Pinto das Neves
Vania Carvalho de Araújo
Maria Elizabeth Barros de Barros

 https://doi.org/10.37572/EdArt_28052550515

CAPÍTULO 16183

A INSUFICIÊNCIA DE ESCOLAS E O DIREITO À EDUCAÇÃO DOS CIDADÃOS EM ZONAS RURAIS EM ANGOLA: O CASO DA PROVÍNCIA DA LUNDA-NORTE

Fortunato Pedro Talani Diambo

 https://doi.org/10.37572/EdArt_28052550516

CAPÍTULO 17204

CUANDO LA PANDEMIA NO ES SUFICIENTE PARA EXPLICAR EL ABANDONO ESTUDIANTIL A NIVEL UNIVERSITARIO. EL CASO DE VENEZUELA

Tulio Ramírez

Audy Salcedo

 https://doi.org/10.37572/EdArt_28052550517

CAPÍTULO 18213

¿IGUALDAD DE OPORTUNIDADES? UNA MIRADA UNIVERSITARIA AL ACCESO LABORAL

Steve Ali Monge Poltronieri

Irina Anchía Umaña

Grettel Villalobos Víquez

Silvia Verónica Gómez Vargas

Nidra Rosabal Vitoria

Luis Ricardo Alfaro Vega

Héctor Fonseca Schmidt

Georgina Lafuente García

Karolina Campos Núñez

Elena Alvarado Ulate

Jacqueline de los Ángeles Araya Román

Ginnette López Salazar

 https://doi.org/10.37572/EdArt_28052550518

CAPÍTULO 19223

TEACHING “CROSS-CULTURAL COMMUNICATION” THROUGH CONTENT BASED INSTRUCTION: CURRICULUM DESIGN AND LEARNING OUTCOME FROM EFL LEARNERS’ PERSPECTIVES

Chia-Ti Heather Tseng

 https://doi.org/10.37572/EdArt_28052550519

CAPÍTULO 20243

EL PROGRAMA DE FORMACIÓN DOCENTE EN EL COLEGIO DE CIENCIAS Y HUMANIDADES DE LA UNAM. DIGNÓSTICO DE NECESIDADES

María Alejandra Gasca Fernández

Thalía Michelle Domínguez Granillo

Russell Cabrera González

 https://doi.org/10.37572/EdArt_28052550520

CAPÍTULO 21260

LA FORMACIÓN AMBIENTAL DOCENTE. REALIDADES, NECESIDADES Y RETOS EN EDUCACIÓN BÁSICA

Gloria Peza Hernández

 https://doi.org/10.37572/EdArt_28052550521

CAPÍTULO 22270

EVALUACIÓN DE LA INVESTIGACIÓN FORMATIVA EN LA MODALIDAD ABIERTA Y A DISTANCIA DEL ECUADOR

Mary Morocho Quezada

Albania Camacho

 https://doi.org/10.37572/EdArt_28052550522

CAPÍTULO 23284

OS DESAFIOS DA INVESTIGAÇÃO CIENTÍFICA EM TIMOR-LESTE: CIÊNCIA ABERTA, AVALIAÇÃO DA INVESTIGAÇÃO E COOPERAÇÃO COM A CPLP

Manuel Azancot de Menezes

 https://doi.org/10.37572/EdArt_28052550523

CAPÍTULO 24 306

COMPETENCIAS PROFESIONALES EN ESTUDIANTES DE LA LICENCIATURA EN
NUTRICIÓN HUMANA DE LA UNIVERSIDAD AUTÓNOMA METROPOLITANA DE LA
CIUDAD DE MÉXICO

María Eugenia Vera Herrera

 https://doi.org/10.37572/EdArt_28052550524

CAPÍTULO 25 318

LOS HÁBITOS DE ESTUDIO Y SU INCIDENCIA EN LOS RESULTADOS DE LAS
EVALUACIONES EN ESTUDIANTES DE BACHILLERATO

Heidi Gabriela Cruz Nieto

Indira Perusquía de Carlos

Rosa María Dionicio Hernández

 https://doi.org/10.37572/EdArt_28052550525

SOBRE O ORGANIZADOR..... 328

ÍNDICE REMISSIVO 329

CAPÍTULO 5

A CENTURY OF EDUCATIONAL MODELS IN MEXICO: IDEOLOGICAL FOUNDATIONS AND EVOLUTION¹

Data de submissão: 28/03/2025

Data de aceite: 16/04/2025

Fernando Hernández López

Centro de Posgrado del Benemérito

Instituto Normal del Estado

“Gral. Juan Crisóstomo Bonilla”

<https://orcid.org/0009-0005-7596-8408>

Dulce María de los Ángeles Hernández

Condado

Escuela Normal Superior del Estado

Fernando Flores Vázquez

Centro de Posgrado del Benemérito

Instituto Normal del Estado

“Gral. Juan Crisóstomo Bonilla”

<https://orcid.org/0000-0003-2177-8252>

ABSTRACT: The educational projects designed to provide instruction to Mexicans since the early days of the country's independence underwent a dual process of creation: on the one hand, as a political structure or social institution; on the other, as a pedagogical doctrine, a set of principles that would guide its practical implementation.

¹ Hernández López, F., Hernández Condado, D. M. de los Á., & Flores Vázquez, F. (2024). Principios ideológicos de los modelos educativos durante 100 años de historia em México. In González Beltrán, L.F. (ORG.), **Humanidades e Ciências Sociais: Perspectivas Teóricas, Metodológicas e de Investigação VII** (pp. 14-23). Editora Artemis.

From this perspective, education, as a political-social system, began its process of legal reconstruction with the liberals of the 19th century, who undertook the task of restoring the forms and content of instruction, purposefully deciding to exclude all clerical influence and religious expression. This marked an opportunity for schools to become spaces for the dissemination of scientific, artistic, and cultural theories—now imbued with a social, universal, and humanistic character. Figures such as Valentín Gómez Farías, José María Luis Mora, Ignacio Ramírez, and Benito Juárez, in an initial phase, and later Gabino Barreda, Justo Sierra, and Moisés Sáenz, contributed with ideas aimed at strengthening the structure of a system intended to provide cultural preparation for the Mexican people. The ideological framework constructed by the liberals beginning in 1821—the year Mexico's independence was consummated—underwent various trials and triumphs, ultimately consolidating with the principles of the Mexican Revolution and the establishment of the Secretariat of Public Education in 1921. One hundred years after that historic milestone, it is worth revisiting the ideological origins of this noble endeavor, both to honor the legacy of its architects and to reinforce the historical awareness of the teaching profession. For this purpose, the present historiographical text has been prepared.

KEYWORDS: ideology; liberalism; secularism; legislation; positivism; Mexico.

UN SIGLO DE MODELOS EDUCATIVOS EN MÉXICO: FUNDAMENTOS IDEOLÓGICOS Y EVOLUCIÓN

RESUMEN: Los proyectos educativos diseñados para impartir enseñanza a los mexicanos, desde los albores de la consumación de la independencia, tienen un doble proceso de creación: por un lado, como estructura política o institución social; por otro, como doctrina pedagógica, principio sobre el cual se basará su práctica. Desde esta perspectiva, la educación, como sistema político-social, inicia su proceso de reconstrucción jurídica con los liberales del siglo XIX, quienes emprendieron la tarea de restaurar las formas y contenidos de la enseñanza, decidiendo – con plena intención – excluir toda influencia clerical y manifiesto religioso. Surgió así la oportunidad, desde el seno de las escuelas, de impartir las teorías de la ciencia, el arte y la cultura, ahora con un carácter social, universal y humanista. Personajes como Valentín Gómez Farías, José María Luis Mora, Ignacio Ramírez, Benito Juárez, entre otros, en una primera etapa, y posteriormente Gabino Barreda, Justo Sierra y Moisés Sáenz, aportaron ideas para mejorar la estructura de un sistema destinado a preparar culturalmente al pueblo mexicano. El aparato ideológico construido por los liberales desde 1821 – año de la consumación de la independencia – atravesó múltiples avatares y triunfos, consolidándose con los principios de la Revolución Mexicana y con la creación de la Secretaría de Educación Pública en 1921. A cien años de esta fecha significativa, es oportuno recordar los orígenes de esta loable empresa desde los principios ideológicos de sus autores, con el fin de dignificar su memoria y fortalecer la conciencia histórica del magisterio. Por este motivo, se ha elaborado el presente texto de carácter historiográfico.

PALABRAS CLAVE: ideología; liberalismo; laicismo; leyes; positivismo; México.

1 INTRODUCTION

The history of education in Mexico as an independent country spans a trajectory of 200 years up until today, which can be divided into two periods: the first, from 1821 to 1921 (from the achievement of national independence to the organization of post-revolutionary institutions); and the second, from the creation of the Secretariat of Public Education in 1921 to the present year, 2021. The text presented here corresponds to the first period, the prelude to an ideological struggle that gradually consolidated the most important institutional project for the culture and social development of our nation.

The plan began amidst a political struggle between conservative and liberal groups of the time, with the latter managing to forge an ideological pact linked to the principles of liberty, justice, and democracy as universal values for the individual and social life. The figures who initiated this work, despite the adverse and precarious conditions in which the country found itself, laid the foundations of a political ideology that later solidified into the legal support for the cultural education system for Mexicans, a product that, as a public institution, materialized with the foundation of the Secretariat of Public Education

in 1921. Today, 100 years after its establishment, it is worth recalling the beginning of this noble endeavor from its ideological principles, to strengthen the historical awareness of teachers and dignify the reason for their social function.

2 THE PIONEERS

The following account broadly outlines the ideology contained in the projects designed to educate the people starting in 1821, when Mexico achieved its independence, took command, and began preparing the social institutions that would bring about a new order. The circumstances were adverse; however, the intentions of a new direction—learned, free, sovereign, and autonomous—were guided by a group of intellectuals committed to cultivating the consciousness of the Mexican people. The intellectual strength of figures such as Valentín Gómez Farías, José María Luis Mora, Ignacio Ramírez, Benito Juárez, Guillermo Prieto, Ignacio Manuel Altamirano, Melchor Ocampo, and others, laid the constitutional foundations for the project. Later, with the participation of Gabino Barreda, Justo Sierra, Moisés Sáenz, and Narciso Bassols, a more structured plan was developed, culminating in the initiative of Álvaro Obregón and the proposals of José Vasconcelos, which laid the foundation for the institutional project that now governs the educational system.

3 FIRST STEP: THE CONSTITUTION OF 1824

On January 31, 1824, the Act of the Mexican Federation was approved, a document that outlined the principles that would support the Mexican Constitution and Federation, while also instructing the provisional executive to enforce them until the constituent congress could elaborate the full text. The provisional deputies implemented federalism and configured the new Mexican state through the Constituent Congress. Miguel Ramos Arizpe, in supporting this achievement, emphasized the significance of the provisional governments in the Cádiz Cortes: freedom, independence, and the promotion of prosperity were reaffirmed as the foundations of order, replacing the fundamental laws of the monarchy. However, it should be noted that this constitution, in its preamble, invokes divinity, similar to the Cádiz Constitution: “In the name of Almighty God, author and supreme legislator of society.” The structure of the Constitution, in its first title, mentions the Mexican nation, its territory, and religion, which indicates that Mexico was not free from religious influence; nevertheless, it aimed to form a practical, active, industrious individual, one who would generate his material well-being and social situation, which could only be achieved by transforming education and reforming instruction through the parliamentary

initiative of the 1824 Constituent Congress (Zea, 1963: 20-21). They were aware of the responsibility they carried and sealed the philosophical intent of their struggle in the last article of the Code, declaring that “The articles... that establish liberty and independence, and... their religion, shall never be reformed” (Mejía, 1963: 65).

4 IDEOLOGICAL FRAMEWORK

A code of principles was necessary to strengthen the structure that would allow for the industrialization of the projects, a reasoned and fundamental order to begin the construction of the desired nation. The ideological line adopted for the new direction, at the dawn of freedom, needed to reflect qualities and interests that promoted respect, dignity, and the recognition of Mexicans as individuals in a unified society. Its definition would align with the social functions of the new order, directed toward change in relation to the previous life, especially in the structural forms of thought and the treatment of social classes. However, transitioning toward cultural nationalism was not easy, as Luis Villoro (2007:163) explains: “In colonized countries, where Western culture with universal aspirations predominated, the authenticity of a people is identified with the defense of the particular traits of each indigenous culture.” Simultaneously, the country's weak and volatile conditions made it difficult to transform the situation. Therefore, promoting education with the conceptual emblem of liberalism was not possible, nor could it be envisioned or institutionalized politically. The sustainable principles of a social system, colored by the philosophical ideas of the time, clashed with the force of customs (directly linked to the historical phase the society was going through and its idiosyncrasy). If these customs were strong and prevailing (due to colonial reminiscences), they could bend paradigms, making them irrelevant, flexible, and inefficient. As a result, the practices of its exercise often deviated from the actions outlined in the project, leaving the real needs of society unmet (Vázquez, 2005: 89-90). Despite all of this, the initial pedagogical proposals always maintained the intention of transforming the nation with a new form of education, grounded in patriotic sentiments and linked to scientific knowledge and universal aesthetic values.

With this framework, the liberals took on the task of creating a modern nation, one that stood equal to the best in the world and represented progress, a nation committed to the formation of free, productive men, masters of their own well-being and that of society; a nation that forged a consciousness of nationality born through the moral reform of society. These were the principles of their struggle and of education, a task not easily achieved, as there were two groups of liberals: the moderates, who advocated

for the freedom to educate according to their own orientations and those of parents; and the radicals, who proposed the establishment of a unitary, liberal state education system, without concessions to private opinions (Guevara, 2009:49). The victory of the moderates led to limited results in the education they had hoped for. However, the Reform Laws of 1833 marked the definitive separation of the clergy and the state by creating an autonomous civil order, with a clear tendency to regulate the freedom of education (Riva Palacio, 2000:334). This was the beginning of a sovereign way of deciding the cultural direction of a people, and a prelude to the subsequent laws that would consolidate the legal framework for their destiny. As Fernando Solana (2001:1) states, Mexican public education saw its first light with liberalism upon the enactment of the laws of October 21 and 23, 1833, issued by Valentín Gómez Farías: the creation of the General Directorate of Public Instruction for the District and Federal Territories, and the declaration of the freedom of education, in parallel with the secularization of institutions, as established in Articles 24 and 25 of Chapter VI of said law, referring to public institutions, which state: "Outside of them, the teaching of all kinds of arts and sciences is free in the district and territories," and regarding the conditions, Article 25 indicated:

In exercising this freedom, any person to whom the laws do not prohibit may open a public school of the branch they wish, giving notice to the legal authority and adhering to the regulations established on the subject concerning doctrine, political points, and the moral order of education.

When the centralist conservative republic came to power, these provisions were annulled. Nevertheless, the victory of the liberal party in 1855 and the promulgation of the 1857 Political Constitution gave a new turn in favor of public education, preceding the Organic Statute issued by Ignacio Comonfort in 1856, which served as the governing document while the constitution was being drafted; it emphasized the freedom of teaching, the prohibition of monopolies related to teaching and professional practices, and allowed private education as free, leaving the public power to supervise its moral aspect (Bolaños, 2011:24).

In due course, the 1857 Political Constitution, in its Article 3, commanded: "Education is free. The law will determine which professions require a title for their practice," thus aligning the formation of professions with a legal order protected by the state. Ignacio Ramírez, regarding the article, stated: "Every man has the right to teach and be taught." Education, he argued, should foster a secular and civilized society, promoting civism and intellectual development through the dissemination of knowledge, focusing on women, and taking responsibility for textbooks and popular education. He added that education depends on the general government; not only institutions but also industrial,

agricultural, commercial, literary, and scientific life depend on the impetus that public authorities give to instruction (Ramírez, 2018).

The ideological trend was aimed at forming citizens capable of exercising democracy, defending the homeland, and strengthening nationalist feelings, promoting the foundation of the Political Catechism and the study of National History as instruments of a distinct and sustainable identity for creating a national project (Castañeda, 2018:6).

For his part, Ignacio Ramírez pointed out the need to eliminate doctrine in primary education, and José María Lafragua, in his 1846 Report, proposed that philosophy courses at universities focus on explanation rather than dictation and verbatim memorization, a technique that encouraged the formation of enlightened citizens, able to examine and question any doubts arising in the study of a text, insisting “not to be defeated even by obvious evidence,” as José María Luis Mora said, or preaching tolerance as a synonym for atheism, in the words of Ignacio Ramírez, to contemplate a world of many truths or the coexistence of many opinions (Staples, 2005: 70-74).

Valentín Gómez Farías and José María Luis Mora forged a series of structural changes in the nation's administrative organization with the aim of establishing new development paths for society. It was here that the former, in his role as vice president and in the absence of Santa Anna, initiated what is known in history as “The Reform of 1833,” an attempt to define the separation of functions and structures between the first federal republic and centralism, a precursor to what later Juárez and his cabinet would address with greater care. From his position, Valentín Gómez Farías inspired the political and cultural changes that the newly independent nation needed at the very moment he participated (Gallo, 2009:102).

As vice president, with Congress's approval, granting the executive power authorization to organize public education in the Federal District and Federal Territories, he proceeded to organize the “education reform” based on the principle of declaring freedom of teaching, extending primary education – according to Tank's opinion, cited by Yurén Camarena – to a larger number of children, and encouraging private individuals to establish more schools, which did not mean the elimination of religious teaching. However, it is important to clarify that the precept of freedom of education gradually acquired a distinctly anticlerical tone, with a clear tendency to promote enlightenment (2008:125-126).

For Gómez Farías, “the instruction of children is the basis of citizenship and social morality” (Bolaños, 2001:20), and in his earnest attempt, as acting president of the Republic (1833), he promoted an educational project focused on solving three major issues of the time (Castañeda, 2018:5):

- 1) subjecting the clergy and preventing its interference in government affairs;
- 2) dissolving the conservative army and replacing it with a National Guard; and
- 3) implementing an educational reform.

Regarding the latter, inspired by Dr. Mora's ideas, the proposed reform involved the participatory removal of the clergy and the state's authority to create new educational institutions aimed at modernizing and training nationals (Guevara, 2009:48). The project did not progress due to the return to the presidency of General Antonio López de Santa Anna; however, the liberal project initiated by Gómez Farías allowed education to elevate the state-nation that was forming once political independence was achieved to the status of a civilized society. It is worth noting that the consolidation of liberal institutions – economic, political, and social – typical of a civilized nation, required the adherence to liberal principles and values and the acceptance of beliefs that justified them, especially by the working classes that constituted the base of the social pyramid (Yurén, 2008:128).

With this conception, Gómez Farías carried out a profound transformation in the field of education by considering that it was the state's responsibility to attend to this task, a principle supported by the law he issued on October 21, 1833, which was used to create the General Directorate of Public Instruction, overseeing all educational institutions, monuments, works of art, and public funds dedicated to education. This was the first official structure of the Ministry specifically created for education, considered as the forerunner of secular schools and a platform for freedom of conscience (Mejía, 1963:81-82). From this visionary perspective, the liberal figure from Jalisco established freedom of the press on April 2, 1833; suppressed religious schools and redirected them towards public education on October 12 of the same year; abolished the Pontifical University on October 23 of the same period, and established six institutions of higher education, declaring the freedom of education while creating the Teacher's Normal School.

Specific actions included reforming curricula and programs of study and granting schools the authority to issue academic degrees and titles. "For the first time, modern languages such as French, English, and German appeared; compulsory courses in indigenous languages: Nahuatl, Tarascan, Otomi; Physics, Chemistry, Natural History, Ancient and Modern History," states Alfonso Toro, cited by Raúl Mejía (1963:82).

A new direction shone as hope and reality for the new generations in educational matters. Andrés Quintana Roo, Minister of Justice, in his rightful interpretation of the laws, stated:

The President has set as an unchanging rule of conduct the separation of religious interests from those of the national government, which can and should stand on its own without any external support... It fully aligns with the social demands, with the civilization of the century in which we live, and with the freedom of conscience (Mejía, 1963:82-83).

5 POSITIVISM

The first legislative work of the liberals was to guarantee respect for citizens' rights and proclaim "freedom of teaching," principles enshrined in the 1867 and 1869 constitutions and laws. These documents reflect the presence of positivism as the foundation of a new political and social structure. It was an intellectual tool based on reason to understand scientific truths, emphasizing cardinal goals: love as a principle, order as a foundation, and progress as an end. Previously, the liberals sought a social order, an order in the state's life, and an order in education that would guarantee the freedom and progress of Mexicans – goals that would be achieved through the application of scientific theory and social reform. The transfer of positivism into national life was entrusted to Gabino Barreda by Juárez to promote the triad of Liberty, Order, and Progress as a political praxis regarding the functioning of social institutions (Moreno, 2011:43). Thus, liberalism and positivism became the development duo for the country, leaving open the precise point where science would prove and fully confirm freedom.

In its doctrinal expressions, the current theory reveals principles of solidarity, justice, and freedom, of equality, respect, and personal decisions. Francisco Larroyo transcribes the following text (Moreno, 2011:44):

Political liberalism is the doctrine that proclaims the rights of man and the sovereignty of the people. In opposition to absolutist government, it teaches that all men are free and equal; that the freedom of each person extends as far as it does not harm others; that no one can freely assault the person or property of another; that all citizens may hold public office; and, finally, that every man is free to think and write.

Despite its clarity, positivism was obstructed by the old guard of liberalism. In 1880, Ezequiel Montes, then Secretary of Justice and Education, issued a decree ordering the replacement of the positivist logic book by Stuart Mills and Vain with Tiberghien's, a disciple of Krause, due to its skeptical traits on explaining life, its neutral ideology, and limitations on freedom (Martínez, 2005:111). It seemed as if a rivalry between liberalism and positivism hindered an agreement, but in reality, each principle has a specific context and function that makes them different but not opposed. The substance of liberalism lies in the emancipation of the force that limits the exercise of our faculties and actions; the foundation of positivism lies in the use and application of reason to explain everything in

the scientific context, so that by defining their paths, they complement each other and give meaning to the order of all things.

Gabino Barreda, in his *Oración cívica* (Civic Oration), proclaimed the triumph of liberalism, the triumph of universal progress, the triumph of Mexican liberalism, and the triumph of the positive spirit, where Barreda justifies a small but significant change to Auguste Comte's motto of Love, Order, and Progress, replacing it with Liberty, Order, and Progress to reflect the ideal of liberty held by Mexican liberals combined with the pursuit of material progress (Zea, 1963:88-89).

Despite its setbacks, positivism continued to influence all educational programs designed during the Porfiriato and the early 20th century, shaping an institutional model in the system's structure and philosophy. Its goals were fulfilled when the Reform was instituted, consolidating power and eliminating remnants of colonial prayers to create a new order destined for future generations, until reaching, sadly, after a nationalist outburst led by Joaquín Baranda, the "scientificism" championed by Porfirio Díaz (Mejía, 1963:142-143). Education at the end of the 19th century bears this mark, but it will take a turn based on the demands and principles of a revolution that, due to its social nature, will create a new framework for the rights of Mexicans, equity, and justice.

6 CONCLUSION

The philosophy of education encompasses conceptions of human nature and, therefore, supports the right to freedom, knowledge, and intellectual self-improvement of individuals. It also promotes equity and the progress of societies, precepts contained in the educational projects conceived by the liberals of the 19th century who desired a better condition and humane treatment for Mexicans. In the laws and constitutional documents they crafted, we find the imprint that answers the historical need Mexico had and defended to achieve the institutionalization of education and the right to knowledge for all its people. To these liberals, both the precursors and those who followed, we owe the ideological principles that shaped our homeland and built, with the clarity of their ideas, the legal framework of the system that today governs the education of our society.

REFERENCES

Bolaños Martínez, Raúl (2011). "Orígenes de la Educación Pública en México", en *Historia de la Educación Pública en México (1876-1976)*, 5ª reimpressão, Fernando Solana (Coordinador), FCE-SEP, México.

Castañeda Arratia, Jesús (2018). *La educación en México durante los primeros años de vida independiente. Los Institutos Científicos y Literarios*, Universidad Autónoma del Estado de México.

Gallo T., Miguel Ángel (2009). *Los procesos históricos de México*, Ediciones Quinto Sol, México.

Guevara Niebla, Gilberto y Leonardo, Patricia de (2009). *Introducción a la Teoría de la Educación*, Trillas, México.

Martínez Jiménez, Alejandro (2005). La Educación Elemental en el Porfiriato, en *La Educación en la Historia de México*, El Colegio de México, México.

Mejía Zúñiga, Raúl (1963). *El liberalismo mexicano en el siglo XIX*, Instituto Federal de Capacitación del Magisterio, México.

Moreno y Kalbtk, Salvador (2011). El Porfiriato. Primera etapa (1876-1901), en *Historia de la Educación pública en México (1876-1976)*, Fondo de Cultura Económica, México.

Ramírez, Ignacio (2018). *El Laicismo en la Historia de la Educación en México*, Capítulo Séptimo, Documentos históricos, Biblioteca Virtual Antorcha, México.

Riva Palacio, Vicente (2000). *México a través de los siglos*, Capítulo XXVI, Tomo VII, Decimoséptima edición, Editorial Cumbre, impreso en E.U.A.

Solana, Fernando; Cardiel, Raúl; Bolaños, Raúl (2011). *Historia de la Educación Pública en México (1876-1976)*, 5ª reimpresión, FCE-SEP, México.

Staples, Anne (2005). "Alfabeto y catecismo, salvación del nuevo país", en *La Educación en la historia de México*, 5ª reimpresión, El Colegio de México.

Vázquez, Josefina Zoraida y col. (2005). *La Educación en la Historia de México*, El Colegio de México, México.

Villoro, Luis (2007). *El concepto de ideología*, 2ª edición, Fondo de Cultura Económica, México.

Yurén Camarena, María Teresa (2008). *La filosofía de la educación en México*, 2ª ed., Trillas, México.

Zea, Leopoldo (1963). *Del liberalismo a la Revolución en la Educación Mexicana*, Instituto Federal de Capacitación del Magisterio, SEP, México.

Luis Fernando González-Beltrán- Doctorado en Psicología, Profesor Asociado de la Facultad de Estudios Superiores Iztacala (FESI) UNAM, Miembro de la Asociación Internacional de Análisis Conductual (ABAI), de la Sociedad Mexicana de Análisis de la Conducta, del Sistema Mexicano de Investigación en Psicología, y de La Asociación Mexicana de Comportamiento y Salud. Consejero Propietario perteneciente al Consejo Interno de Posgrado para el programa de Psicología 1994-1999. Jefe de Sección Académica de la Carrera de Psicología. ENEPI, UNAM, de 9 de Marzo de 1999 a Febrero 2003. Secretario Académico de la Secretaría General de la Facultad de Psicología 2012. Con 40 años de Docencia en licenciatura en Psicología, en 4 diferentes Planes de estudios, con 18 asignaturas diferentes, y 10 asignaturas diferentes en el Posgrado, en la FESI y la Facultad de Psicología. Cursos en Especialidad en Psicología de la Salud y de Maestría en Psicología de la Salud en CENHIES Pachuca, Hidalgo. Con Tutorías en el Programa Alta Exigencia Académica, PRONABES, Sistema Institucional de Tutorías. Comité Tutorial en el Programa de Maestría en Psicología, Universidad Autónoma del Estado de Morelos. En investigación 28 Artículos en revistas especializadas, Coautor de un libro especializado, 12 Capítulos de Libro especializado, Dictaminador de libros y artículos especializados, evaluador de proyectos del CONACYT, con más de 100 Ponencias en Eventos Especializados Nacionales, y más de 20 en Eventos Internacionales, 13 Conferencia en Eventos Académicos, Organizador de 17 eventos y congresos, con Participación en elaboración de planes de estudio, Responsable de Proyectos de Investigación apoyados por DGAPA de la UNAM y por CONACYT. Evaluador de ponencias en el Congreso Internacional de Innovación Educativa del Tecnológico de Monterrey; Revisor de libros del Comité Editorial FESI, UNAM; del Comité editorial Facultad de Psicología, UNAM y del Cuerpo Editorial Artemis Editora. Revisor de las revistas "Itinerario de las miradas: Serie de divulgación de Avances de Investigación". FES Acatlán; "Lecturas de Economía", Universidad de Antioquía, Medellín, Colombia, Revista Latinoamericana de Ciencia Psicológica (PSIENCIA). Buenos Aires, Revista "Advances in Research"; Revista "Current Journal of Applied Science and Technology"; Revista "Asian Journal of Education and Social Studies"; y Revista "Journal of Pharmaceutical Research International".

<https://orcid.org/0000-0002-3492-1145>

ÍNDICE REMISSIVO

A

Afectividad 97, 98, 99, 100, 102, 103, 105, 107, 108, 109, 110, 111

Alfabetização 78, 155, 183, 185, 186, 187, 192, 194, 196, 198, 200, 201, 202

Angola 183, 184, 185, 186, 187, 188, 193, 199, 200, 202

Aprendizaje 4, 21, 25, 30, 48, 49, 50, 53, 54, 55, 56, 57, 59, 84, 87, 88, 89, 90, 91, 93, 94, 95, 98, 99, 100, 106, 110, 112, 113, 115, 119, 120, 121, 122, 124, 130, 131, 132, 144, 145, 146, 150, 215, 245, 247, 249, 254, 258, 261, 262, 264, 266, 268, 269, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 282, 283, 304, 306, 308, 309, 317, 318, 319, 320, 321, 322, 324, 325, 326, 327

Authenticity 40, 154, 161

Autoestima 1, 2, 3, 4, 5, 11, 176

Avaliação da investigação 284, 291, 292, 299, 302, 303

C

Calidad educativa 1, 8, 264, 270, 272, 282

Ciência aberta 284, 287, 291, 292, 293, 294, 295, 297, 298, 299, 302, 303, 304, 305

Ciencia social performativa 28, 29, 34

Co-construcción de saberes 28

Colegio de ciencias y humanidades 243, 244, 245, 246, 247, 251, 256

Competencias académicas 112, 114, 118

Competencias comunicativas 83, 84, 85, 87, 88, 90, 95

Competencias profesionales 84, 114, 120, 276, 306, 307, 317

Compromiso político 28

Comunicación educativa 97, 99

Content based instruction 223, 225, 240, 241, 242

Contexto laboral 58

Cooperação com a CPLP 284, 293, 301, 302

Cooperative learning 223, 225, 229, 233, 237, 239, 240

Coordenação pedagógica 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81

COVID19 12, 13, 18, 68, 111, 204, 205, 212, 244, 246, 247, 260, 261, 266

Creativity 154, 155, 156, 159, 160, 161, 162

Critical thinking 122, 161, 223, 225, 226, 229, 233, 237, 238, 239, 271

Cross-cultural communication 223, 224, 225, 227, 228, 230, 232, 235, 238, 240, 241

Currículo 14, 15, 16, 17, 18, 60, 67, 70, 75, 80, 123, 130, 175, 176, 177, 180, 262, 267, 268, 270, 272, 273, 274, 276, 277, 278, 279, 280, 281, 282, 286, 289, 305

Curriculum design 223, 228, 238, 240

D

Derechos humanos 35, 214, 215, 217, 218, 220, 221, 222

Desarrollo profesional 83, 92, 267

Desarrollo sostenible 214, 216, 220, 221, 222, 269, 272

Desempeño profesional 58, 85, 95

Desenvolvimento de competências 284, 287, 288, 290, 302

Diáspora 204, 205, 208

Digital technology 154, 155, 156, 157, 161

Docencia 19, 20, 21, 54, 65, 66, 68, 84, 92, 244, 245, 247, 257, 258, 259, 271, 272, 275, 277, 283, 302, 316, 317

Docentes 7, 16, 17, 18, 22, 36, 59, 71, 83, 84, 85, 87, 88, 91, 92, 96, 97, 99, 103, 107, 110, 119, 120, 124, 144, 148, 149, 204, 206, 210, 212, 243, 245, 246, 247, 248, 249, 250, 257, 258, 260, 261, 263, 265, 266, 267, 268, 269, 273, 275, 279, 287, 288, 290, 291, 318, 319, 321, 322, 327

E

Ecuador 8, 11, 270, 271, 272, 273, 274, 275, 277, 283, 319

Educação infantil 69, 163, 164, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 177, 178, 179, 180, 181, 182

Educación 1, 3, 5, 7, 8, 9, 10, 11, 19, 22, 25, 26, 27, 30, 36, 38, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60, 65, 67, 83, 84, 85, 86, 87, 92, 96, 97, 99, 100, 104, 106, 108, 109, 110, 111, 112, 113, 114, 119, 120, 121, 122, 123, 129, 131, 132, 133, 134, 135, 136, 137, 138, 139, 143, 145, 150, 153, 164, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 218, 219, 244, 245, 249, 254, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 274, 275, 277, 278, 279, 280, 281, 282, 283, 307, 317, 327

Educación a distancia 57, 204, 206, 211, 270, 275, 277, 278, 279, 282

Educación ambiental 67, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269

Educación básica 164, 260, 261, 262, 263, 266, 267, 268

Educación integral 11, 97

Educación líquida 47, 48, 51, 54, 57

Educación superior 47, 48, 50, 51, 52, 53, 54, 55, 56, 57, 59, 67, 83, 84, 85, 86, 96, 120, 139, 204, 206, 208, 211, 212, 219, 269, 270, 271, 272, 274, 275, 277, 278, 280, 281, 282, 283, 317

Ejercicio profesional 58, 60, 61, 66, 83, 87, 92, 93, 95, 246
 Eje transversal 243, 257, 258, 273, 281
 Empreendedorismo 12, 14, 17, 18
 Enseñanza 6, 8, 11, 22, 38, 49, 54, 55, 56, 60, 87, 93, 94, 95, 97, 110, 112, 119, 121, 122, 123, 124, 125, 129, 130, 131, 133, 136, 143, 146, 147, 150, 151, 244, 245, 246, 247, 249, 256, 257, 258, 261, 262, 264, 265, 266, 269, 271, 280, 304, 318, 319, 322
 Ensino 12, 13, 14, 15, 16, 17, 68, 69, 70, 71, 72, 73, 75, 76, 77, 78, 81, 154, 155, 163, 173, 176, 177, 180, 182, 183, 185, 186, 187, 188, 189, 190, 192, 193, 194, 195, 197, 198, 199, 200, 201, 202, 284, 285, 286, 287, 288, 289, 290, 291, 292, 300, 301, 302, 303, 304, 305
 Ensino e educação 183, 187, 193
 Estrategias didácticas 83, 245, 267, 268
 Estrategias digitales 83
 Estudiante 87, 88, 101, 102, 107, 108, 109, 118, 124, 135, 136, 146, 148, 151, 214, 216, 217, 273, 274, 276, 279, 280, 307, 321, 322, 326
 Ethos 19, 20, 21, 22, 26, 27
 Evaluación 10, 27, 57, 59, 67, 95, 96, 112, 114, 115, 116, 118, 125, 129, 132, 139, 151, 219, 245, 247, 248, 249, 251, 254, 257, 258, 270, 271, 272, 275, 276, 277, 278, 279, 280, 281, 282, 283, 306, 308, 317, 318, 319, 320, 321, 322, 324, 325, 326, 327
 Extensão universitária 183, 186, 302

F

Filosofía de la educación 19, 46, 57, 268
 Fine arts 154, 162
 Formación continua 260, 261, 262, 263, 266, 267, 268, 269, 281
 Formación de profesores 27, 96, 243, 244, 245, 246, 247, 249, 250, 251, 252, 253, 254, 255, 256, 257
 Formación docente 83, 85, 146, 243, 244, 246, 247, 248, 251, 253, 256, 258, 259
 Formación en valores 1, 8

H

Habilidades tecnológicas 54, 71, 112
 Hábitos de estudio 318, 319, 320, 321, 322, 323, 324, 325, 326, 327
 Humanización 97, 105, 109

I

Identidad 1, 2, 19, 20, 21, 23, 59, 67, 96, 101, 164, 248

Identidade racial 163

Ideology 37, 38, 39, 44, 230

Infância 1, 4, 5, 6, 104, 163, 164, 165, 178, 181, 189

Investigación formativa 270, 271, 272, 273, 274, 277, 278, 279, 280, 281, 282, 283

Investigación participativa 28, 32

L

Learner perspectives 223, 233, 236, 241

Legislation 37

Liberalism 37, 40, 41, 44, 45

Licenciatura en nutrición humana 306, 307, 308

Liderança pedagógica 68, 70, 74, 75, 77, 80, 81, 82

Límite de sucesiones 121, 122, 128, 130, 131, 132

M

Mexico 11, 19, 27, 37, 38, 39, 45, 46, 47, 58, 59, 61, 62, 67, 97, 111, 120, 141, 142, 143, 243, 259, 260, 261, 264, 265, 266, 269, 306, 307, 317, 318

Modelación matemática 121, 123, 130, 132, 133, 134, 146

Modernidad 24, 27, 47, 48, 49, 50, 51, 53, 57

Motivação 68, 70, 74, 76, 80, 82

N

Nuevas tecnologías 51, 59, 112, 113, 119, 120

P

Pandemia 12, 13, 14, 16, 17, 18, 68, 94, 97, 99, 111, 112, 114, 119, 170, 204, 205, 206, 207, 208, 210, 211, 244, 246, 247, 256, 260, 261, 269

Pedagogos 58, 59, 60, 61, 63, 64, 65, 66, 67

PLESA 183, 184, 185, 186, 189, 190, 191, 192, 193, 194, 195, 198, 199, 200, 201, 202

Política educativa 1, 9, 264

Políticas educacionales 204

Posicionalidad del investigador 28

Positivism 37, 44, 45

Práticas laborais 58

Professores 12, 13, 15, 16, 17, 68, 69, 70, 71, 73, 74, 75, 76, 77, 78, 79, 80, 81, 183, 186, 189, 192, 196, 286, 288, 296

Psicología 112, 115, 120, 182, 221, 319, 327

R

Realidad virtual 133, 134, 136, 137, 145

Recurso educativo 121, 125, 130

Recursos humanos 17, 65, 66, 67, 74, 214, 215, 216, 218, 219, 221, 222, 267, 307

Reestruturação 12, 14

Responsabilidad social 28, 311, 312, 313, 314, 316

Revisión sistemática 133, 134, 136, 137, 138, 139, 141, 142, 150

S

Secularism 37

Simulación 134, 138, 145

Sistema modular 306, 307, 308, 312, 316

T

Tareas matemáticas 121

Trabalho colaborativo 68, 70, 73, 76, 77, 78, 79, 80

U

UNESCO 29, 36, 208, 214, 261, 263, 278, 280, 283, 284, 285, 295, 297, 298, 299, 304, 305

Universitarios 50, 86, 96, 99, 111, 112, 120, 192, 198, 205, 208, 209, 211, 212, 282, 290, 308

V

Valores del profesorado 19

Visual literacy 154, 155, 162