LEARNING ENVIRONMENT MEDIATED BY CHILDREN’S NARRATIVE TO STIMULATE TRANSITION FROM PRESCHOOL TO PRIMARY

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Abstract

Children face different challenges on a daily basis in their educative process involving physical, emotional, cognitive and social factors that determine the relationships they establish with themselves and the surrounding environment. Specifically, in the school context, they experience significant situations that affect not only their academic performance, but also the socialization and adaptation to a new scenario mediated by rules, dynamics and particular actors. Among these situations is the transition from one cycle to another – preschool to primary and primary to high school – which several authors point out as a great challenge because children must confront a new and unknown scenario that is characterized, in most cases, by the “structuring of rigid and monotonous spaces, with desks in a row that impede the mobility of the student and the teacher; traditional educational practice where the transmission of pre-established knowledge is an element that openly conspires against evolutionary development” (Escobar de Murzi & Silva, 2007, p. 408) [1]

The transition from preschool to primary has become, in the last decades, a topic of great relevance in the field of child education, promoting several national and international researches. These show the impact that the transition from one level to another has on the social, affective (Acero & Aguirre, 2017) [2], cognitive and emotional development (Arango, Gómez & Maz, 2017) [3], because if there are not spaces of articulated work between the different actors (family, students and teachers), there may be problems of adaptation, repetition, dropout and low academic performance.

Therefore, it is necessary to research about learning environments mediated by child narrative as a pedagogical strategy to stimulate the transition from preschool to primary in children from 5 to 6 years. This qualitative research takes place in two public schools of the districts of Bosa and Kennedy in the city of Bogotá, from an investigation-action approach, involving parents and teachers in the inquiry process and giving the children a leading role. Thus, their participation in the learning environment called “My Life at school” is guaranteed, allowing them to recognize themselves as subjects with a unique life experience that they constantly resignify through oral, written and graphic narrative. This allows the development of individual and collective processes that improve their self-confidence through the accompaniment in one of the most complex transitions children have to take in their first years of life.

Keywords: Learning environments, pedagogical practices, children's narrative, Life Histories, school adaptation.

1 INTRODUCTION

Diverse investigations have demonstrated that the lack of articulation between the contents and the pedagogical practices in the Transition and First grades, make difficult the adaptation processes of the children and the relation that they establish with the knowledge and the learning. Rodríguez and Turón (2007) [4] suggest that:

When the kid incorporates into school life, the child experiences an essential psychological restructuring, for this child who finishes his 6th year of life and begins in the 1st. grade, still keeps, the psychological characteristics of the preschool age, because the development is a continuous but gradual process and progress, requiring from the child a time of adaptation to new changes in his life that can last from the first months to even throughout the school year.

(p. 2)

Accordingly, it is necessary to recognize the importance of the teacher and its pedagogical practice, because of the strategies it generates in the school environment, in addition to the work articulated with parents and other actors of the educational community, it will be possible for Children adapt...
themselves to the new dynamics, actors and scenarios generated by the change from Transition to First level.

Some studies made in Colombia, show why it is important to focus the attention on First grade, because according to the National Survey of Demography and Health (Encuesta Nacional de Demografía y Salud) conducted by the Ministerio de Salud and Profamilia in 2015, it is the grade that most Colombians repeat, "the percentage of students that repeat in that course is the highest with 10.2 in the national average. This number tends to decrease in the later grades until reaching a 3.1 percent in the fifth grade" (Periódico El Tiempo, 2015, para 7) [5].

According with, the research project "Environments of learning mediated by the children's narrative to favor the transition from Preschool to Primary in boys and girls from 5 to 6 years" focusing the attention on the process of transition of Colegio Orlando Higuita of Bosa and SaludCoop Sur IED of Kennedy of Bogotá respectively, as the result of different exercises of inquiry carried out with teachers and parents, as well as the application of surveys, it was identified that, although most of the children of First Grade accomplish with school activities and interact with their peers and teachers, in some cases they are demotivated and have problems integrating themselves to several of the activities proposed by the teachers and the institution.

For the above, product of the analysis of different research experiences at international, national and local level related to the transition from Preschool or Initial Level to Primary, and based on a theoretical inquiry from four categories: learning environments, adaptation to the school environment , pedagogical practices and children's narrative and life stories, the learning environment "My life in school" is created, which is consolidated as a space in which the voice of children is privileged through their participation in different workshops mediated by oral, written and graphic narrative. The learning environment and the research exercise developed become an important input for teachers, recognizing that their pedagogical practice, especially in the first years of life of children is fundamental, as it becomes a key reference in their development and training at a social, affective and emotional level, in addition, as proposed by Rodriguez and Turón (2007) [4], "The teacher should never serve to stop child development, but continue its empowerment to the maximum at this time of transit, in such a way that it serves as a starting point for the pedagogical work directed to this development" (p. 6).

On the other hand, to recognize the characteristics of the research process developed, both at a theoretical and methodological level, it is essential to understand, in the first instance, that the World Basic Education Declaration - Thailand March 1990 - establishes that a learning environment should be considered not only as the organization of a physical space adapted to the needs of children, but must be characterized because it is structured pedagogically for the learning and integral development of the child.

From the pedagogical field, different authors have worked the perspective of the learning environment, coming to define it as a scenario that involves the human being in all its dimensions, since it allows him to develop cognitive, affective and social processes from the exchange that he establishes with others in what are called "pedagogical actions" with an intentionality and a specific purpose. Flórez, Castro, Galvis, Acuña and Zea (2017) [6] define the learning environment as "An active conception that involves the human being and therefore contains pedagogical actions in which those who learn are in a position to reflect on their own actions and those of others, in relation to the environment" (p.22).

Therefore, authors such as García-Chato (2014) [7], highlights the importance of taking into account that learning environments must be analyzed through four fundamental aspects: social interaction, communication, time and curriculum. Social interaction, because interpersonal relationships are undoubtedly generated in which bidirectional exchange processes take place, in which ideas, imaginaries, values, beliefs, parenting patterns and the particular way in which each human being constructs reality come into play and the world. From this perspective, another aspect to analyze is communication, which is mediated by the transmission of emotions and knowledge through multiple languages, as well as time, in which different interactions are framed and, especially in the first ones levels of schooling, plays a fundamental role, because it allows to establish relationships and links that will mark future relationships not only in the school context, but in different social scenarios.

The last aspect to be analyzed is the curriculum, which is translated into the contents and educational purposes and that arises from a reflection and analysis by the teacher regarding the process, rhythm and characteristics of the learning process of their students, experiences and knowledge previous, as well as of the educational demands in front of the abilities that it is required to potentiate and develop.
in the students. This is how the four aspects that make up the learning environments previously exposed, allow understanding them beyond a simple physical space or a specific place of educational institutions, as they are consolidated as scenarios in which the teacher materializes a series of strategies aimed at strengthening the dimensions of the students and enrich learning processes of life training from the school setting.

In the case of the processes that frame the transition from Preschool to Primary, to refer to the learning environments generated to favor this transition, allows adaptation to the school environment, as Iglesias (2008) [6] explains, these impact not only in the teaching and learning process, but in the relationships established in the school environment, the links that are generated and the characteristics of the interactions that will mark the life experience in the school environment. Regarding the process of adaptation, authors such as Grannell, Vivas and Feldman (1986), cited by Escobar de Murzi and Silva, 2007) [1], point out that:

The transition from preschool to first grade entails certain risks since it implies the need for adaptation, not only to another social environment but also to higher demands of an academic nature, apart from the fact that all entrance to first grade implies accommodating to more competitive and more prone environments to possible frustrations (p. 12).

Another aspect to take into account in the adaptation to the school environment during and after a transition is the emotions, since different authors agree in affirming that, to achieve school success, it is necessary to recognize the role of emotions in the teaching process and learning, since academic work and intellectual development are mediated by skills such as control of emotions, regulation of behaviors, motivation and acting assertively in situations of stress, to name a few (Jiménez and López-Zafra, 2009) [9]

In this sense, the teacher plays a fundamental role to achieve an adaptation to the school environment, specifically in the first educational levels, because it generates an important link with their students not only through the teaching processes, but from the daily interaction and sharing meaningful life-training experiences.

For this reason, the research project establishes the pedagogical practice of the teacher who accompanies the transition process as an important element in the generation of learning environments, since for Zuluaga (1999) [10] the pedagogical practices are translated into relationships that are established between the institution, the subject, the speech and the strategy, having as center the knowledge and powers, which not only the teacher possesses, but also the student, playing a fundamental role the context and the culture, since the actions and methodologies defined are influenced by reality, the educational community and society.

In this sense, understanding the relationship of the teacher and their pedagogical practices with the training processes of children, allows recognizing the role of pedagogy as the teacher's disciplinary knowledge and the very fact that their own practice goes beyond the simple transmission of knowledge, because the pedagogical knowledge that he consolidates from his daily experience, allows him to become an intellectual of knowledge (Salazar and Arcila, 2004) [11], a transformer of realities and mediator in the relationship that students establish with the world and its knowledge.

This recognition of the teacher and the characteristics of his pedagogical practice in the generation of learning environments, also allows focusing attention on children, in the particular case of the project in progress, who are between 5 and 6 years old, starting from the role of their subjectivity, their particular and unique life history, and the impact generated by the process of transition from Preschool to Primary, which has consolidated guidelines at a normative level focused on this process and in decreasing repetition and retention rates in the First grade, as presented by the study called "Articulation of preschool and first grade: diagnosis of knowledge, practices and suggestions of teachers" (Ministerio de Educación Nacional, 2002) [12], which highlights the importance of the articulation between these two levels of training because it requires actions not only at the pedagogical level, but also administrative and organizes of educational institutions, in order to guarantee the adaptation and effective performance of students. In the same way, from this experience, a model of articulation from Preschool to Primary is generated, which seeks the development of playful-pedagogical projects by means of which the knowledge areas are integrated, motivating the work together between teachers and carrying out investigative exercises that allow the materialization of proposals located in the importance of favoring the articulation of Transition to First Grade.
In this same way, from the research in progress, the children's narrative and life stories are conceived as a possibility for children to resignify their experiences, be recognized as subjects in the school environment and protagonists in their training processes, as stated by Mateos and Núñez (2011) [13]. "Narrative is one of the characteristic forms of constructing reality insofar as it expresses, represents and orders the dynamics of human action" (p.111). In this sense, the learning environment "My life in school", which is consolidated as a proposal mediated from the children's narrative through oral, written and graphic language, becomes a possibility for children to have voice in the story of his own story, because the language:

It is one of the instruments par excellence with which the human being counts to be able to communicate, express and exchange thoughts, feelings and past, present and future actions. Considering this expressive and constitutive capacity of language, within the field of education the narrative approach can offer us many possibilities as a source of knowledge (Mateos and Núñez, 2011, p. 113).

Taking into account that children's life experience translates into important and significant moments, and particular situations mediated by the relationships they establish with their environment, the transitions that must be faced (from the family environment to the educational institution and from a level to another) generate an impact on their vision of reality and of others, which allows the generation of experiences that "deserve to be told", because the life stories, as proposed by Arango (2006) [14] are "A testimony offered by an individual in relation to his personal experiences" (page 382).

In short, the theoretical and investigative journey as an important moment of the investigation "Learning environments mediated by the children's narrative to favor the transition from Preschool to Primary in boys and girls from 5 to 6 years", from the learning environments, the adaptation to the school environment, the pedagogical practices and the children's narratives and life stories, allows us to recognize the need to place the children's voice in an important place in front of their own experiences, as stated by Milstein (2006) [15] "The stories of children, in the same way as those of young people and adults, have an important weight in social interactions. Not taking them into account implies leaving versions of the events outside the ethnographic accounts "(p.50).

2 METHODOLOGY

The research "Environments of learning mediated by the children's narrative to favor the transition from Preschool to Primary in boys and girls from 5 to 6 years", part of the premise that the process of transition from Preschool to Primary generates an impact on history of children's lives, as it not only changes the environment or space in which they developed their school activities, but also broadens their relationship framework (teachers, children and other adults), and imposes new responsibilities on them. Due to the above, the question is posed: How to favor the transition from Preschool to Primary for children from 5 to 6 years of age in Orlando Higuita de Bosa and SaludCoop Sur IED in Kennedy?

Based on the question, the research project is developed within the framework of a qualitative approach, which aims to describe in detail a phenomenon from a holistic perspective, since this phenomenon is considered as a whole that cannot be studied and analyzed only from the information provided by data and numbers, but goes beyond its characteristics, taking into account the participation of the subjects and the context in which they are developed, as according to Hernández, Fernández and Baptista (2010) [16], "Qualitative research is based on an inductive process, exploring and describing, and then generating theoretical perspectives. The approach is based on non-standardized data collection methods "(p.9).

For the above, and taking into account the importance of the subjects, their subjectivities, their histories and their context, the ongoing research is developed under the parameters of action research, as Elliot (2000) [16] defines action research as the study of a social situation in order to improve the quality of its action. This type of research allows a reflection on human actions and the dynamics to which subjects are exposed in their daily lives. The relevance of developing the project from the action research is justified by its characteristics, among which are: it is participative, it is collaborative, it creates self-critical communities of people that play an important role in the whole research process, it allows to theorize about the practice allows the researcher to recognize himself as an important agent, who plays an important role in the community in which he develops the research.

Based on this approach and type of research, the development of the project is proposed from four phases: the first, oriented towards the identification of the research problem in the two educational
institutions; the second, centered on theoretical inquiry and research experiences around the project's theme; In the third, the information collection instruments are made: field diaries, interviews, surveys and a record of observation and analysis of the school environment, in which the participation of important actors in the school context was contemplated: teachers who hold the grades Transition and First, guidance of the two institutions, parents and children, as main protagonists. Currently, the research is in the final phase of phase three and beginning phase four of analysis and results.

In front of the last phase, product of the application of the instruments and the learning environment "My life in school", it has been possible to identify an important participation of the parents in the investigative exercise, not only in the completion of the survey, but in the support to the children in the elaboration of the "Traveler Notebook". Parents agree that the school environment and the situations experienced daily by children in institutions have a definite impact on their development, and in the particular case of first grade parents, 64% state that The best way for children to adapt satisfactorily to the First grade is through activities in which they can share their experiences and 27% providing spaces for permanent participation in the institution, which validates the proposal of the focused learning environment in children's narrative and its relevance in the processes that children develop in this important level of schooling.

3 RESULTS

Taking into account the methodology that guided the research (qualitative approach and type of action research) and the different phases that allowed the development of work in the field and analysis of the application of the instruments, it is important to return to the categories that were initially raised (deductive) and the categories that emerged as a result of the application of the learning environment and the different instruments for gathering information (inductive), aspects that were analyzed through the Atlas TI software:

<table>
<thead>
<tr>
<th>Deductive Categories</th>
<th>Inductive Categories</th>
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<tbody>
<tr>
<td>Learning environments</td>
<td>• Scenario and school dynamics</td>
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<td></td>
<td>• Teacher planning</td>
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<td>• Teaching and learning strategies</td>
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<td>• Assessment</td>
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<td>Adaptation to the school environment</td>
<td>• Role of emotions in adaptation</td>
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<td>• Relationship with peers and adults</td>
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<td></td>
<td>• Adaptation of teaching and learning strategies</td>
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<tr>
<td>Pedagogical practices</td>
<td>• Role of the student in practice</td>
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<td>• The teacher’s speech</td>
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<td>• Teacher-student interaction</td>
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<tr>
<td>Children’s narrative and life stories</td>
<td>• The family in the children’s life story</td>
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<td>• Friends and their importance in everyday experiences.</td>
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<td>• Subject and child subjectivities.</td>
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Source: self made.

In the category "Learning Environments" it is possible to identify the importance of the physical space (infrastructure and adaptations of the school environment), as well as the dynamics and activities that take place on a day-to-day basis with boys and girls, as a result of the application of the learning environment "My life in school" emphasizes the importance of spaces being adapted according to the socio-affective development of children, taking into account that only two months have passed since the transition from one level to another (Preschool to Primary), therefore, the articulation allows children to adapt successfully to this new school dynamic. On the other hand, teacher planning plays an essential role, since the activities previously thought based on the characteristics of children's development, their interests and the previous experiences they have acquired in their lives, allow for the generation of pedagogical practices situated and contextualized that are contemplated not only for the learning of contents and topics, but also to favor the school experience, which allows, in turn, to
rethink teaching and learning strategies and assessment, since the latter must contemplate the academic processes worked in the Transition grade and the need for a coherent articulation of curricula, according to the rhythms and learning processes.

On the other hand, compared with the category "Adaptation to the school environment", the role of emotions is highlighted as part of this adaptation (and as previously stated in the validation of the learning environment), since several authors agree that the academic work and intellectual development are importantly mediated by emotions, and retaking them in the design and implementation of learning environments, allows developing skills that will allow children to control performances, regulate behaviors and act assertively in conditions of stress.

In this sense, to the extent that the role of emotions is considered, the importance that peers and adults play in the training process of children is positioned, since they are the ones with whom the relationship structure sense and meaning that consolidate your life story of the children is constructed. Finally, the importance of adapting teaching and learning strategies was highlighted permanently, In this way it is possible to favor adaptation not only in situations of acquisition and appropriation of knowledge, but in the identification of another part of the history of life, of rules and norms as part of a social scenario and its role as a subject in the school environment.

On the other hand, compared to the category of "Pedagogical Practices", the role of the student in practice was positioned as fundamental emergent elements, since it is erroneously thought that the practice only depends on the teacher, without taking into account that this is constituted as a relationship dialogical and permanent between the different actors that make up the educational act, in this case, the teacher and the student, whose interaction plays a fundamental role in the dynamics of learning environments and adaptation to the school environment, as it allows, for a side, that the teacher recognizes the subjects with whom he will develop his practice (boys and girls), its characteristics, particularities, interests and strengths and, in this way, generates contextualized teaching and learning processes that favor a successful school experience.

Similarly, in this category the importance of the teacher's speech is highlighted, since it shapes and guides his practice, hence the need to recognize fundamental aspects such as the way in which he perceives children, education and his role in society, as well as the work that must be developed in an articulated way with the family, as a possibility to really contribute to the formation processes of children.

Finally, regarding the category of "Children's narrative and life stories", it is important to highlight the role of the family in the configuration of the children's life story, since their parents always appear in their graphic and oral narratives. Parents, siblings and their pets who are conceived as a member of the family nucleus, permanently appear in their graphic and oral narratives. Similarly, friends play a key role in the school experience of children, as they recognize them as part of their "happiest days" in school and permanently represent them in their graphic narratives. Finally, perception as subject and infantile subjectivities appear as fundamental aspects when analyzing narratives and life histories, as in the children's graphic and oral narratives, as well as in their participation in the different workshops developed in the framework of the learning environment "My life in school", are evidenced their beliefs, fears, thoughts, longings and life projects, which are configured in the daily relationship they establish with their family, school context and culture.

4 CONCLUSION

As a conclusion to the research exercise developed within the framework of the project "Learning Environments mediated by children's narrative to favor the transition from Preschool to Primary in boys and girls from 5 to 6 years old", the importance of focusing the attention in the process of transition from Preschool to Primary, since the (United Nations Children's Fund - UNICEF - (2012) [18] places it as one of the most difficult transitions that humans must assume from an early age, which is why it is required the participation of parents or caregivers, teachers and educational institutions in the generation of articulated processes with a view to guaranteeing school success and favoring the formation of students in all their dimensions.

In relation to the fulfillment of the objectives of the research, in the general "To favor the process of transition from Preschool to Primary of children from 5 to 6 years old of the Colegio Orlando Higuita Rojas and of the Colegio SaludCoop Sur IED through a learning environment mediated by children's narrative" is evident in the design, implementation and validation of the learning environment "My life in school" which allows, through the children's narrative, children to recognize their experiences of life
as part of an educational community, the role of their teachers and their peers in shaping their life history and of themselves as protagonists in their training process.

The learning environment consists of ten (10) workshops designed not only for the students of the Transition and First Grades to resume their experiences in the school context, but also to offer them the possibility of interacting with their classmates, recognizing their educational institution and what it offers them, in their training process, also, the children of the Transition grade, it allows them to prepare for what will be the step to the First grade, recognizing the dynamics and spaces that will configure this new experience and, to the First grade students, that they reflect on what this transition has been, their role in this process and how they can contribute so that their Transition grade colleagues have a favorable and enriching experience.

Faced with the specific objectives, the first "Analyze the characteristics of the transition process that takes place in the period of Preschool to Primary of the two educational institutions", it was possible to recognize these characteristics from two main instruments: the interview teachers and school counselor and observation card of the environment, which made it possible to show that educational institutions have the infrastructure and resources to guarantee the children of the Transition and First grades favorable spaces, thought about the characteristics of their process of training and development, however, it is necessary to develop strategies that allow a greater articulation between the activities, dynamics and processes that are developed in the Transition grade and those that are developed in the First grade, since sometimes the attention is focused on the contents and topics that should be addressed and not what it implies. This important transition in the lives of children and the need to generate strategies that allow a favorable adaptation and an enriching experience that contributes to school success.

Regarding the second objective "Identify the pedagogical practices of the Preschool and Primary teachers of the schools Orlando Higuita Rojas and SaludCoop Sur IED", it was possible to identify, through the non-participant observation and the application of the interviews and the record of observation of the environment, that teachers recognize the importance of children as actors in their learning process, in most cases generate strategies mediated by game and playful to address the different contents and develop the processes demanded by each grade, and that recognize the importance of involving parents to achieve the achievement of the learning objectives of children. For this reason, a survey was applied to the parents of Transition and First of the two institutions education, which identified what has been the process of transition from Preschool to Primary of children, who they are like students and their level of recognition of the activities that take place in the institution, as well as their grade of participation in them.

The third objective "Implement learning environments mediated by children's narrative as an alternative to favor the process of transition from Preschool to Primary of boys and girls of 5 and 6 years old", the learning environment "My life in school", elaborated jointly between research faculty and students of the Research Hotbed "Innovative Pedagogical Environments (Ambientes Pedagógicos Innovadores) - API -", had a first validation moment before its application with the titular professors of the educational institutions, being necessary to make pertinent adjustments, taking into account their contributions and experience in working with the two grades in which it would apply (Transition and First grades). In its implementation the participation of the children in their totality was achieved, systematizing the experience through the field diary, which allowed describing the experience, analyzing it, taking up the theoretical elements addressed in the research exercise and the four deductive categories established from the beginning of the process: learning environments, adaptation to the school environment, pedagogical practices and children's narrative and life stories.

The fourth and final objective, "Assess the incidence of learning environments mediated by children's narrative in the process of transition from Preschool to Primary of children aged 5 to 6 years old", was carried out through the analysis of the children's graphic and oral narratives, and the validation of the learning environment by the titular teachers of the Transition and First grades of the two educational institutions and two external teachers through a focus group, which allowed demonstrate the relevance of the learning environment in achieving the objectives set and their contributions in favoring the transition from Preschool to First of the children of the two educational institutions.

Finally, in front of the research question, how to favor the transition from Preschool to Primary of the children from 5 to 6 years old of the Colegio Orlando Higuita of Bosa and the Colegio SaludCoop Sur IED of Kennedy?, it is highlighted that the learning environments mediated by the children's narrative are consolidated as a relevant and valid strategy to favor this transition, since they allow the children...
to regain their voices, their life experiences, the role played by their teachers and friends in shaping
their personal history and the possibility of recognizing their school environment as a space that
recognizes them and positions them as protagonists in their training process.

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