EXPERIENCES OF RESEARCH TRAINING IN CHILD PEDAGOGY. 
RESEARCH TRENDS IN A BACHELOR’S DEGREE IN CHILD PEDAGOGY IN COLOMBIA

John Jairo García-Díaz1, Juan Esteban Santamaría-Rodríguez2, Gustavo Flórez-Valencia1, Egnan Álvarez-Cruz1, Nelsy Barreto-Salamanca1

1Corporación Universitaria Minuto de Dios - UNIMINUTO (COLOMBIA) 
2Universidad Santo Tomás (COLOMBIA)

Abstract

The experiences of research training in child pedagogy emerges from the student’s appreciations of the “Option of degree” course for the academic periods 2018-1 (26 students), 2018-2 (25 students) and 2018-3 (26 students) in a Bachelor’s Degree in Child Pedagogy (distance modality) in Colombia. The “Option of degree” course integrates the component “Complementary Professional” of the Bachelor’s Degree in Child Pedagogy curriculum. There are proposed different courses that contribute to the professional formation of students, this being one of them, whose interest is to conclude and systematize the research training experience of their students in two orders:

1 At the curricular level, from the formative processes in the courses “Foundations of research” (III semester), “Epistemology and methods of research” (IV semester), “Educational research” (VII semester) and “Elective of research” (IX semester).

2 At the experiential level, based on the degree option chosen by the students according to those that have been proposed by the Institution that offers the Bachelor’s Degree in Child Pedagogy in order to obtain their college degree:
   a) Research practice (research group or seedbed);
   b) Degree work;
   c) Systematization of learning from professional practice;
   d) Continuing education programs (Diploma);
   e) Postgraduate courses in the principal institution or with institutions of agreement;
   f) Certifications or
   g) International mobility [1, art.1, n° 4].

Therefore, according to the student’s appreciations and the curricular organization of the course in accordance with the “traditional distance” modality in which the Bachelor’s Degree in Child Pedagogy is offered [2, art.3.3], it is necessary to point out how these formative experiences turned around the following options:

   a) Research practice (Research seedbed) (66,23%),
   b) Diploma (27,27%),
   c) Degree work (5,19%) and
   d) Mobility international (1,29%)

It is these results that allow to infer such experiences of research training as research trends in the career, and in this, its constitution as a research scenario whose interest is the curricular update of the Bachelor’s Degree in Child Pedagogy for the professional formation of its students.

Based on the qualitative paradigm [3], this research deployed an educational ethnography [4] to analyze the research training experiences of the students of the career. The research applied a participant observation [5], virtual interviews [6] and documental analysis from that experiences, concluding that:

1 The development of these options of degree, as research trends, depends on the interests of the students, the institutional context and the curricular structure of the Bachelor’s Degree in Child Pedagogy; and

2 The resignification of the research training processes in the career, according with these research trends, might be associated to the concepts “research training”, “pedagogical research” and “virtual mediations” as a practical and theoretical reflexive axis for its curricular updating.

Keywords: Research training, pedagogical research, virtual mediations, curricular update, child pedagogy.
1 INTRODUCTION

The paper characterizes some experiences of research training in child pedagogy. These experiences, thanks to their constitutive aspects and to the development achieved by the students of the course "Option of degree" in the academic periods 2018-1 (26 students), 2018-2 (25 students) and 2018-3 (26 students), are appropriated as research trends for curricular development, at the research level, of the Bachelor's Degree in Child Pedagogy (distance modality) of the Minuto de Dios University Corporation - UNIMINUTO (Colombia) in its Regional Vice-Rectory Bogotá Sur (VRBS by its initials in Spanish).

This communication is part of the set of results of the research project called "Characterization of the research trends of the programs with qualified registration of Bachelor’s Degree in Child Pedagogy in the city of Bogotá between 2012 and 2017". The development of this research was made effective in the Operation Center (CO by its initials in Spanish) "Ciudad Bolívar" of the VRBS. In this regard, it is important to mention that this CO hosts the largest number of students of this career compared to the CO "Bosa", "Kennedy" and "Rafael Uribe", CO also attached to the VRBS. This aspect was decisive to identify the different research trends in the students of the career, and with it, to project new lines of work on them for their personal-professional development and of the Bachelor’s Degree in Child Pedagogy (distance modality). Finally, it should be noted that this project was endorsed, executed and completed academically and administratively in the Minuto de Dios University Corporation - UNIMINUTO (Colombia).

2 METHODOLOGY

The methodology defined for the development of research has its epistemological horizon in the qualitative approach. In agreement with Denzin and Lincoln, this research assumes this approach since it implies a process "(...) interpretive and naturalistic of the world, which means that qualitative researchers study things in their natural settings, trying to understand or interpret phenomena according to the meanings that people give them" [3, p.49]. In a particular way, this "interpretive and naturalistic" process emerges from the process of research training of the students along the Bachelor's Degree in Child Pedagogy (distance modality) and the characterization of these training experiences as research trends.

Due to its qualitative nature, this research assumed an interpretative identity "from which the research process is thought and operated" [7, p.27]. Finally, it assumes as a method the educative ethnography, with which, it investigates the characteristics of the formative practice at the research level in the Bachelor's Degree in Child Pedagogy (distance modality) [4, p.41]. To this end, the research developed the following research techniques: 1) participant observation and the opportunity it offers to understand the totality of the social sphere that manifests itself in the indicated reality [5, p.24]; 2) virtual interview and its possibility to investigate and understand the investigative findings of the students of the “Option of degree” course [6, p.109]; and 3) documentary analysis as mediation to characterize in a theoretical and practical way the development of this training practice and its relevance for the students of the "Degree Option" course [7, p.135].

3 RESULTS

The results of the research are contemplated from three perspectives, all of them linked to its methodological development. In this way, these results are presented below with their interpretation.

3.1 Observation: Appreciation of research training experiences

According to the document "Agreement No. 04 of September 9, 2014. By which the GUIDELINES FOR UNDERGRADUATE OPTIONS of the University Corporation Minuto de Dios – UNIMINUTO are approved and promulgated" [1, art.1, n°4], the students of the course "Option of degree" in the academic periods 2018-1, 2018-2 and 2018-3 (77 students = 100%) had the possibility of opting for one of the options of degree that the Institution proposes. In this case, the selected degree options were: 1) Research practice (51 students = 66.23%), 2) Diploma (21 students = 27.27%), 3) Degree work (4 students = 5.19 %) and 4) International mobility (1 student = 1, 29%). The options "Postgraduate course" and "Certifications", in accordance with the information collected, were not developed by any student of the course "Option of degree" in these academic periods.
Figure 1. Percentages. Options of degree. Bachelor's Degree in Child Pedagogy

By way of explanation, it is necessary to point out that the "Research practice" option concentrates the participation of the students in the research seedbed that the Bachelor's Degree in Child Pedagogy has created in the CO "Ciudad Bolívar". These research seedbeds are: 1) Trends in research in children's pedagogy (TENDIPI by its initials in Spanish), 2) Techno-education in children's pedagogy (TECNOPI by its initials in Spanish), 3) Didactic strategies to encourage and develop creativity in early childhood (CREAPI by its initials in Spanish) and 4) Ethical-political training from complex thinking in child pedagogy (FEPCOPI by its initials in Spanish).

In the same sense, it is pertinent to expose the characteristics of the degree option "Diploma". This is defined by the offer of extension courses (continuing education) by the Institution, whose purpose is to generate processes of analysis and research on issues associated with early childhood education and its theoretical-practical components. On the other hand, the option "Degree work" generates research processes in a specific subject at a theoretical and/or practical level related to the formation of students in initial education. Finally, the option "International Mobility" allows the participating students to insert pedagogical and investigative in contexts of the same nature different from their origin. All this, with the interest of promoting significant experiences for your personal and professional development.

The observations allow to identify, during the development of these degree options, that the students generated different research products. For example, in the option "Research practice" the students elaborated scientific communications (papers) related to the object of study of each research seedbed. At the level of the diploma, the students designed intervention projects in correspondence to their place of work and to the object of study of each diploma. In the framework of the degree works, the students develop research processes at the psycholinguistic, didactic and professional health levels of initial education teachers. Finally, in the case of the option "international mobility", the student proposed a strategy for the management and leadership of early education institutions taking into consideration the systematization of their mobility experience at the "Andrés Bello" University (Chile) during October 2018.

3.2 Virtual questionnaire: student's opinions of research training

The virtual questionnaire proposed eight questions to the students of the "Option of degree" course (2018-1, 2018-2 and 2018-3). That was organized into two groups of questions. The first of them consulted aspects associated with: 1) the most significant research experience; 2) the development of investigative capacities in the Bachelor's Degree in Child Pedagogy; 3) the meaning of the concept "research training"; and 4) the possibilities to transform and/or improve pedagogical practice thanks to the research training process. The second group of questions was interested in: 5) pointing out the selected degree option; 6) quantitatively assess the process of training in research in the Bachelor's Degree in Child Pedagogy; 7) qualitatively assess the process of research training in the Bachelor's Degree in Child Pedagogy and 8) identify new topics and/or activities to be developed in the "Degree Option" course of the Bachelor's Degree in Child Pedagogy. Next, the questionnaire with some answers from the students related to the research training experiences in the Bachelor's Degree in Child Pedagogy (Table 1), the percentage values associated with the research training process (Figure 2) and the future topics to be developed (Figure 3) in the "Degree Option" course are presented:
### Table 1. Virtual questionnaire

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<th>Question</th>
<th>Question text</th>
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| Question n° 1 | In response to the research training proposal of the Bachelor’s Degree in Child Pedagogy: What is the most significant research course or experience you have had? why? | Student n° 3 (2018-1): “The course “research foundations”. The teacher, through a matrix, made known the steps for the scheme of the realization of a preliminary project. It was very useful in other courses”. Student n° 10 (2018-2): “The research experience is the seedbed. Since 3rd semester I obtained greats knowledges. For example: how to begin a research and how to obtain different results”. Student n° 15 (2018-3): “The research seedbed, because it helped me to strengthen knowledge related to the execution of a research project: learn to raise research problems, formulate hypotheses, collect and synthesize information, observe, investigate, conduct interviews and surveys, consult databases and present research products. Without a doubt, these competences will help me to be a better professional and to deploy investigative capacities that are strengthened by the research itself. For its part, the teacher through interaction helped to potentiate his research skills and different pedagogical strategies”.

| Question n° 2 | Can you identify research capabilities that you have developed thanks to your research training process in the Bachelor’s Degree in Child Pedagogy? Which? | Student n° 1 (2018-1): “1) Search responses to different problems through the research. 2) Understand the different research methodologies. 3) The investigation is orderly and thorough” Student n° 16 (2018-2): “I think that one of the capabilities that I developed is observation. I learned to characterize the needs that exist in a context, and from there begin to investigate and look for information for its solution. I remember that we made a preliminary research project. This helped me because I had the advice of the professor, and with that, I could investigate something that I liked, instead of doing it in something imposed. This made the activity more enjoyable”. Student n° 26 (2018-3): “I have become a bit more critical of my pedagogical work, allowing me to look for new ways to carry out the students' learning. I have acquired tools that have helped me in my practical life to solve problems in a more effective and concrete way, allowing to identify the causes of the problems, and with that, to be able to work in the source that originates them”.

| Question n° 3 | According to your professional training process in the Bachelor’s Degree in Child Pedagogy: How do you define the expression “research training”? | Student n° 2 (2018-1): “From the beginning in the research seedbed, I could study the subjects from another concept. In general, with this, I could all the subjects from a research perspective”. Student n° 5 (2018-2): “For me, the research training processes are fundamental elements of education. The attitude toward this type of training is an indicator of the quality of its processes and the possibilities it offers to constantly develop it. In short, I think it is an aspect that improves the ability to analyze and interpret problematic circumstances that may arise in the student or professional field”. Student n° 6 (2018-3): “Research training is a process in which through tutorials, processes of experimentation, analysis and exploration we learn to investigate not only by "obligation" but by our own initiative. This leads us to the possibility of investigating in any context, be it professional or daily”.

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| Question n° 4 | Taking into account the questions n° 1, n° 2 and n° 3: the process of research training in the Bachelor's Degree in Child Pedagogy has provided tools to develop, improve and/or transform their pedagogical practice? If not? Which? | Student n° 4 (2018-1): “Yes, but only in this course (Option of degree). It gave him the opportunity to examine a paper already presented and submit it to changes”.  
Student n° 13 (2018-2): “Of course. The tools that the research seedbed has given me, on a personal level to transform my pedagogical practice, have been important. This is my option of degree, where the two years of experience that I have had, has allowed me to illustrate in a different way my vision towards research. With it, I can investigate, refute and clarify any questions that may arise about the subject”.  
Student n° 19 (2018-3): “The process of training in research during the Bachelor's Degree in Child Pedagogy has given me tools to improve my teaching practice, especially since in the classroom daily experiences are new, which is necessary to resume, analyze, reflect and of course, search always the timeliest solution way. All these aspects are possible thanks to everything seen and worked during the research training processes”. |
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<td>Question n° 5</td>
<td>What is the option of degree that you have chosen in the Bachelor's Degree in Child Pedagogy, in accordance with Agreement No. 04 of 2014?</td>
<td>Review: Figure 1: Percentages. Options of degree. Bachelor’s Degree in Child Pedagogy.</td>
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<td>Question n° 6</td>
<td>How do you rate the research training process proposed in the Bachelor’s Degree in Child Pedagogy?</td>
<td>Review: Figure 2: Percentage. Process of training in research. Bachelor’s Degree in Child Pedagogy</td>
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| Question n° 7 | Argue the answer given in the previous question | Student n° 1 (2018-1): "I consider it excellent, especially because of the way I have grown professionally. As for the research, I can show its results in the work done and the debates that are sometimes generated with other people".  
Student n° 17 (2018-2): "I consider it good, because it has teachers who know a lot about research. Perhaps the time in many occasions does not allow to go further, but I think that motivation is important from the teaching side to the students and involve them to avoid falling into boredom and monotony, factors that lead to disinterest".  
Student n° (2018-3): "During the time I was preparing a paper in the research seedbed, I developed an autonomous and collective learning that allowed me to learn that research is necessary in all areas of our profession. You cannot be a teacher without knowing how to investigate". |
| Question n° 8 | What are the topics and/or activities in which you must deepen the course “Option of degree” beyond the “microcurriculum” and the "didactic guide" that sustains them? | Review: Figure 3: Percentage. Themes and/or activities. Course "Option of degree". |
3.3 Documentary analysis: Theoretical-practical component for research training

The documentary analysis assumed an inductive character. The categories of analysis established (research training, pedagogical research and virtual mediations) derived from the analysis and systematization of the information collected during the development of the observation and the realization of the virtual questionnaire, as well as, the "distance" modality with support in virtual mediations (Moodle Platform) on which the processes of pedagogical training (pedagogy, didactics, curriculum, evaluation, research) and research of the Bachelor's Degree in Child Pedagogy are developed. Below are the arguments made about this analysis:

3.3.1 Research training

The processes of research training must generate a dialectical stance towards the semi-formative tendencies (halbbildung) that permeate the current academic horizon [8, p.245]. In this sense, it must seek an articulation between the contextual and theoretical aspects whose purpose is the development of a critical investigative exercise and with an explicit transformative intention.

In relation to the above, it is necessary to question the role of the teacher. Due to the nature of these training spaces, the teacher has a determining responsibility, whose starting point is his research experience and his ability to systematize, appropriate and transform it as a mediation for his professional development and for the formative accompaniment of the students in the field of research. This aspect is consistent with the arguments proposed by Sánchez, who points out: "good tutors are active researchers at the same time, who reflect on their own practice of scientific production and know how to teach research" [9, p.41].

The research training process, according to the exposed, must be constantly updated thanks to the relevance of the investigative experiences of teachers, and with it, the possibilities that it offers to the students to develop research processes from their pedagogical contexts and/or professionals.
3.3.2 Pedagogical research

At a pedagogical and educational level, a determining element is the generation of research processes associated with the pedagogical practice of teachers, either professionally or in training. This aspect is fundamental, at least for two factors: 1) the possibility to investigate around the pedagogical practice of teachers from their pedagogical context; and 2) the empowerment that supposes for the teachers in order to generate constant transformations in the development of their practice and the impact that it generates towards their students and/or formal, informal and non-formal learning communities.

These factors contribute substantially to the construction of pedagogical knowledge, a constitutive element of pedagogical research, especially as regards its epistemological status of a critical and transforming type. So things, what is intended with this type of research is to articulate "theory and practice, not as two distant fields between which bridges are built, but as two constitutive aspects of the same reality" [10, p.61].

3.3.3 Virtual mediations

The pedagogical and investigative training processes implemented in the Bachelor's Degree in Child Pedagogy (distance modality) are supported in the use of virtual mediations. This aspect is relevant not only because of the "distance" modality in which it is developed, but also because of the social impacts it generates, that is, it reaches out to communities with scarce economic resources and/or distant to urban centers with wide academic offerings in Colombia. Thus, this aspect assumes a democratic identity whose purpose is to facilitate access to quality information and knowledge whose purpose is the development, promotion and citizen education of the communities [11].

The implementation of virtual mediations, in this contextual and social horizon (VRBS, CO "Ciudad Bolívar"), requires the design of collaborative and ubiquitous teaching and learning processes [12, p. 92-94]. This aspect ensures the generation of learning networks from different geographical scenarios, which contribute particular elements of each context as mediation for the design and development of research proposals with a significantly impact.

Now, being a factor of great relevance, the implementation of virtual mediations in the processes of research training in the Bachelor's Degree in Child Pedagogy requires the constant transformation of the pedagogical practice of research teachers. Without this, not only will be repeated mechanical training practices, but also, they will prevent "the construction of a social subject with the necessary knowledge and in accordance with current educational, social and cultural demands" [13, p.82].

4 CONCLUSIONS

The experiences of research training of the students of the "Option of degree" course (2018-1, 2018-2 and 2018-3) of the Bachelor's Degree in Child Pedagogy, in the Regional Vice-Rectory Bogota South of the Minuto de Dios Corporation University - UNIMINUTO allowed to infer their research trends at a methodological and epistemological level. In the methodological field, these trends are associated with the entailment of the students to the degree options offered by the institution [1, art.1, n°4] where the most relevant option is "Research practice: Research seedbed". With regard to the epistemological issue, these research trends point to the design of educative proposals in research training, in pedagogical research and in the use of virtual mediations for learning and development of the professional practice of teachers in training.

These aspects will acquire relevance insofar as they are incorporated into the curricular development of the Bachelor’s Degree in Child Pedagogy and, likewise, at the moment in which they are constituted as a practical and theoretical proposal that contributes significant elements for the formation of the students of the career to academic, professional and investigative level. However, for this purpose, it will be necessary to bear in mind: 1) the vital and professional meaning of the pedagogical experiences of the agents participating in the training process (teachers and students); 2) the appropriation and systematization of the research practice of teachers as an experiential resource for the training process; and 3) generate reflective skills in students as a mechanism to overcome procedural and instrumental aspects of their pedagogical practice, which hide the construction of pedagogical knowledge with its pedagogical, social and political implications.
REFERENCES


