

DIDACTIC SEQUENCES IN THE FRAMEWORK OF THE DEVELOPMENT OF MEDIATED STRATEGIES FOR LEARNING: A LOOK FROM THE COMMUNICATION AND POLITICAL MARKETING SUBJECT

Manuel Horacio Valdiviezo Cacay

Universidad Técnica de Machala (UTMACH)

Machala – Ecuador

<https://orcid.org/0000-0001-7082-2921>

Francisco Samuel Sánchez Flores

Universidad Técnica de Machala (UTMACH)

Machala – Ecuador

<https://orcid.org/0000-0001-9343-602X>

Ingrid Mishelle Córdova Rosario

Universidad Técnica de Machala (UTMACH)

Machala – Ecuador

<https://orcid.org/0000-0001-7844-5171>

Alba Violeta Granda Granda

Universidad Técnica de Machala (UTMACH)

Machala – Ecuador

<https://orcid.org/0000-0002-0021-5023>

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Abstract: This document describes the didactic sequences developed within the framework of the Communication and Political Marketing subject. The objective is to provide tools that favor the teaching-learning process based on the recovery of prior knowledge regarding theoretical and procedural content, where the didactic sequences generate contextualized learning, focusing on the strengthening of cognitive skills with a focus on performance competencies that contribute to solving everyday problems; considering that all learning action must be based on the planning and incorporation of methodologies and strategies, which, maintaining a sequential order, establish a relationship between: content and reality; contents – knowledge and experiences of the students, contents and didactic resources, understanding the pertinence of these relationships with the levels of curricular specification. It starts from the question “what is the relationship between the theoretical content, the strategies, the problem situations and the knowledge needs of the students”. The methodology assumes characteristics of a basic, non-experimental, descriptive-explanatory research, in such a way that the systematization is referred to the learning experiences developed in classroom scenarios with 88 students of the eighth level of the sociology career, during four academic periods, where The class plan has been taken as a basis, sequentially integrated by four components: experience (familiarization), reflection (reproduction), conceptualization (production) and application (create), where activities such as reflective dialogue, formative research, idea generation (brainstorming, logical relationships); organization, hierarchy, elaboration of schemes and evaluation that make possible the achievement of the competences reached in each academic day. The results show that the applied strategies have contributed significantly to improve the

ways of learning students.

Keywords: Didactic sequences, learning, planning, strategies.

INTRODUCTION

This article deals with the didactic sequences within the framework of the activities that the teacher plans following a logical order based on the interweaving: context - problem - theory - knowledge, whose purpose is to get students to develop and reinforce their skills, attending to the principle of creation and innovation of didactic-pedagogical practices, concomitant with the knowledge society responsible for profound and accelerated changes that call into question the traditional tasks assigned to education, the school, the teacher and the student (PRELAC, 2005).

Martí et al, (2018) consider that education is a social phenomenon capable of causing cultural transformations; however, social complexities erode learning and teaching styles, calling into question the role of the current educational system, questioning its formative relevance of subjects capable of solving problems.

History as a teacher of education has always granted an inclusive role that enhances essential skills to act efficiently (Castellanos & Zayas, 2019). It means, then, rethinking education from its episteme based on two premises: how is knowledge being built? And what strategies are used to demonstrate the effectiveness of this learned knowledge?

In the demystification of these questions, it transcends the articulation of educational practice with the development of theoretical cognitive, procedural and attitudinal skills, in this regard Valenzuela et al, (2019) conclude that the importance of basing teaching on pedagogical didactic theory favors assimilation stages, encouraging creativity in generalization, independence, deployment of content and procedures. In the idea of

Villalobos et al, (2016), it is a way to enable students to produce scientific news. It is here where the didactic sequences fulfill formative functions that teach to process, recover and value the practices themselves and to autonomously and innovatively build new knowledge to transform them (Mogollón, 2016).

From this logic fields of action appear that require teaching creativity: planning and organization; curriculum and competencies. The issue, says Pimienta (2011) "Teaching, research and dissemination as essential activities of Higher Education institutions have been permeated by the competency-based education approach" (p. 78). Therefore, Tovar & Cárdenas (2012) reaffirm, society needs professionals with organizational, planning, preventive and executing capacity. Achieving it requires that the teacher possess skills to contextualize meaningful learning applicable in everyday life.

This requires overcoming technocratic processes of education, the right thing is to enter the logic of thematic content and teaching media (Bravo, 1998). From the perspective of Rodríguez (2014), it is urgent to overcome traditional practices of "I teach and you memorize" "I speak and you listen". It must be understood that today's society demands renewed paradigms where the student works based on referential frameworks linked to new data, historical facts with future prospects.

It is therefore essential that educational systems recognize the importance of interactive, dynamic, historical and dialectical elements (Garita, 2001). In the case of the communication and political marketing subject, learning by doing is applied, based on the triad: prior knowledge, equal new knowledge, superior knowledge; situation that requires mastering methodological processes in electoral market studies and campaign plans. The premise is that the teacher must

know to teach (Ortiz, 2018).

The logic of learning by doing "represents an opportunity to progressively and reflexively exercise intra- or extra-classroom pedagogical didactics, which is the scenario for applying prior knowledge, consolidating and integrating teaching skills and committing to the profession" (Canquiz & Maldonado, 2016, page 39).

METHODOLOGY

The analysis of the didactic sequences arises from the mixed approach, descriptive, explanatory. Observational, non-experimental design. Being the result of the classroom work with 88 students of the eighth level of the sociology career. The sequences derived from four moments are described: experience (familiarization), Reflection (reproduction), conceptualization (production) and application (create). Applied strategies: debate/discussion group, the seminar, intra- and extra-class practices, case studies, presentations, comprehensive exam, article/essay, reflective dialogue, choice of topic, research project, generation of ideas, brainstorming, logical relations (organization, hierarchy and elaboration of schemes), the star, organization of ideas in a preliminary index, cooperative learning, portfolio. A learning achievement assessment instrument was applied based on a scale: 1 terrible, 2 bad, 3 regular, 4 good, 5 excellent.

RESULTS

Evaluated strategies: the strategy of the debate/discussion group, the totality of students value with 5 points. They consider that it is an excellent technique, it facilitates the "understanding of concepts of the discipline".

87% value the seminar out of 5 points. They maintain that it is an excellent technique, strengthening skills in the elaboration of conclusions on resolutions and cases raised.

The case study receives evaluation of 100% of students. They argue that it is an excellent technique to enhance demonstrable capabilities in practice.

The exhibitions have a valuation of 5 points for 91%. They are convinced that they are excellent techniques for improving abstraction skills derived from the contents of the subject.

On the other hand, the article/essay obtains the highest grade on the scale. 100% consider that it is excellent, they facilitate the creative and agile use of concepts and theories.

The reflective dialogue is evaluated as excellent by all the informants. It is effective in addressing current issues, readings, etc.

The choice of the participatory theme motivates students to learn, which is why 100% value it as excellent.

The subject research project, as a strategy, is rated as excellent by 100%.

The generation of ideas, qualified as excellent by all the students.

Brainstorming, the total of the interviewees consider it excellent. Logical relations, 90% consider it as good. While the graphic organizer called "the star" receives a 100% good rating.

The organization of ideas in a preliminary index is considered a good process by 80% and 20% say it is excellent.

Cooperative learning is good for 90%, while for 10% it is excellent.

The portfolio, evidence recording instrument, is qualified as good by 100%.

Evaluation device, 100% assign it the highest score on the scale, they maintain that it is an excellent process as it improves their knowledge and mastery of the subject's own content, significantly expanding its basic glossary.

DISCUSSION

The strategies that are assertive are connected to the comprehensive management

of the lesson plan. These are didactic sequences converted into guides for the demystification of information and production of knowledge, favoring the articulation between content and methodological processes that promote the development and strengthening of performance competencies.

The didactic sequences are defined as the forms of organization of intra and extra class activities, linking minimum content with student expectations, linking in turn with the needs of the real context where professional training is specified. For Díaz (2013), learning sequences build articulating principles of knowledge and experiences from various educational disciplines. They are learning strategies where each action has a meaning that goes beyond the imaginary to be installed in the field of effective application. Páez (2006) assures that strategies executed in an orderly manner are essential to solve problems, be creative and develop potential in relation to the applied area, activating the process of learning to learn. What it means says Valdiviezo et al, (2022), a paradigmatic transformation that goes beyond teaching-learning, to make learning-teaching possible.

Debate/ focus group: In the subject of communication and political marketing. "It constitutes a very useful teaching innovation technique, since through it both the development of competence and the acquisition of certain contents of a given subject are worked on" (Esteban & Ortega, 2017, p. 55).

The seminar: Following Piña et al, (2012) it is an effective teaching activity, as long as its structure is known, the methodology is handled and the objectives are well defined, knowing its methodological structure, its different typologies, functions and advantages

Study of cases: Located on specific problems, ideal for strengthening investigative skills; autonomous work is privileged, the

teacher is a tutor, a guide. For Gonzales (2015) it is a didactic strategy approached from the constructivist perspective that must consider the student as a central aspect and not the teacher, assigning sufficient spaces for discussion and construction of knowledge.

Exhibitions: Technique that receives the highest rating given that it allows demonstrating skills developed based on information management. "It is intended to ensure that university education is truly comprehensive and personalized and not as a simple transmission of knowledge" (Gutiérrez G. V., 2019, p. 170)

Article/ essay: The student demonstrates their creative abilities related to the segregation of literature, demonstrating the ability to go from simple reproduction to the production of information. They strengthen the ability to make decisions, promote autonomous work, together with application and experimentation practices.

Reflective dialogue: Valid in the treatment of minimal content, book sections, essays or scientific articles. According to Díaz & Nuñez, (2013) tools, values, skills, attitudes and aptitudes necessary for the development of reflective practices are integrated into the pedagogical practice. In the learning experiences they appear as supports provided through autonomous work and bibliographic review.

Sociologically, reflective dialogue also falls within the context of conjunctural problems: economic, productive, political, social and/or cultural. In these cases, the cognitive skills for analysis, evaluation, and synthesis will be seriously favored by nuanced with strategies, methods, and techniques previously provided by the teacher and the attitudes to learn and learn, and whose result is that others learn what is taught (Gutierrez Y., 2020).

The choice of theme: The participatory planning of the theme allows the student to

generate and organize their ideas. Once this phase is completed, the products resulting from the in-depth analysis of the state of the art are written and reviewed, based on the content of scientific articles from indexed journals and books by recognized authors. Since, in the conclusions of Carriazo et al, (2020), current trends in educational systems pursue autonomous and decentralized environments, forcing teachers and managers to assume new roles, so that they demonstrate that they are prepared to make decisions in situations where academic pressure is a conditioning factor.

Although the themes are pre-designed in the meso and micro-curricular planning, it is one of the highly significant decisions. Key points when selecting a topic: motivation, since the student needs to be interested in the topic to carry out a good investigation; know rules and expectations that affect the subject; mastery of the research methods to be used; empirical knowledge; previous investigations; the breadth of the topic; the time and resources at your disposal.

The research project: It can be generative or formative; The first in broad or external contexts. The second in the development of subjects; sequences: reading, questions, summaries, organizing, writing and reflecting on the chosen topic. The field journal is recommended to record ideas and relationships. In terms of Luna et al, (2022) it is considered a tool for training and comprehensive development that articulates educational experiences. Consequently, the writing of a field diary contributes to the recording of notes that will serve to write the final text.

Idea generation: C It consists of accumulating the necessary information on a subject. For Fernández & Balonas (2021), ideas allow establishing, differentiating and providing basic tools on the object. Process

referred to the content of the text and ideas that favor writing, for example, thinking about the structure of the text, be it a report or an essay. Classroom strategies for generating ideas:

Brainstorming: make a list with all the ideas, no matter how absurd they may seem, about the subject and in a limited time.

Logic relations: coherent associations between two or more ideas. It allows to expand the speech and make it more complex. The ideas, instead of appearing disconnected as in the previous method, are associated with each other. These logical associations can be given by analogy, contrast, cause, consequence, succession, exemplification, contextualization, generalization, classification, personal or collective experiences.

The star: useful for developing concepts through questions: what, who, when, how, where, with what, why and what for. Method that helps to establish essential points of the topic (the star will be drawn on the blackboard).

Organization of ideas in a preliminary index: once the ideas have been generated, it is necessary to organize them to constitute a discourse. Ideas are gathered and divided into groups that will form part of the text, understanding that the purpose is to produce novelties. It promotes the passage from simple reproduction to production; Didactically it can be done by:

Hierarchy: order the ideas according to their importance, using connectors such as: first, the most important, finally, among others.

Scheme: the ideas are arranged hierarchically in a vertical line. Each idea constitutes a topic or subtopic as an index. According to the theme, it is ordered up and down, in a sequence that denotes supra-ordered and infra-ordered contents, respectively.

Cooperative learning: integrates students

in classroom settings to develop learning experiences. Strategy with a multi-causal vision of problems and classroom culture, considering that the school reflects the social situation. To achieve good relationships between equals in multicultural and multiethnic classrooms, cooperative learning is relevant as a methodological technique” (Pliego, 2011). In terms of Gonzales & García (2017), cooperative learning overcomes the gaps caused by the application of traditional techniques based on group work, which beyond focusing on performance and group responsibilities, favor individual action.

The portfolio: evidences the knowledge apprehended in the process of academic training at the level and subject.

Didactic materials: they support the development of performance competencies as needed. It is suggested to use books, scientific articles, maps, sheets, photos, videos, posters, according to the themes associated with micro-curricular planning. They are tools or strategies that reinforce teaching performance during the learning-teaching process (Vargas, 2017).

Evaluation device: executed from: co-evaluation and hetero-evaluation. Formative and/or summative, in any of the types. In the subject of political communication and marketing the following is evaluated:

- Ability to explain the procedures applied by communication and political marketing to the study of the electoral market, the quality of management and the preference of the media.
- Capacity for collaborative work.
- Ability to apply methodologies, design empirical data collection instruments, systematize and interpret information.
- Reporting, associated with the criteria of semantics and stylistics.

CONCLUSIONS

The students have strengthened their cognitive skills in response to the demands of their training action and the needs of the context, being able to:

- a). Formulate and execute electoral market study projects for certain political actors participating in electoral events.
- b). Develop processes for the collection, systematization and analysis of empirical data to explain and interpret electoral behavior and trends.
- c). Design campaign plans based on inputs generated by the study of the electoral market.

Academic activities respond to rigorous planning processes, activating theoretical, procedural and attitudinal elements, maintaining order and relationship of themes,

contexts and meanings of actions developed between students, between students - teacher, apprehending knowledge and producing scientific novelties, in a dynamic that involves the teacher with institutional significance.

Teaching is the most significant social and academic fact that deserves respect and recognition from the State and society, which must pay to guarantee innovation articulated with the ability to plan, restructure, evaluate and transform empirical practice and information received to give rise to different productions.

The teacher must be able to maintain a sequential order that allows establishing a relationship between: content and reality, content - knowledge and experiences of students, content and teaching resources, understanding the relevance to the lines of action of the meso and micro curriculum.

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