Vicerrectoría de Investigaciones UdeM
FUNDAMENTACIÓN TEÓRICA DE LÍNEAS DE INVESTIGACIÓN

PROGRAMA
(de pregrado o posgrado):   Maestría en educación

FACULTAD: Facultado de Ciencias sociales y Humanas

Línea   Didáctica de la lectura y la escritura

Coordinador línea   Juan Hedilberto Rendón A.

ASPECTO	JUSTIFICACIÓN
Objeto *De qué se encarga o qué resuelve la Línea (Quiénes somos?, Dónde estamos y Para dónde vamos?)*	"Experiencias en didáctica de lectura y escritura" tiene tres aspectos: el vínculo entre teoría y práctica, la rigurosidad científica y metodológica y la aplicación multidisciplinar en lenguas y humanidades. Pero hace una inclusión que propone la posibilidad de innovar dentro de lo instituido, al propiciar el aprovechamiento de la inquietud y de la curiosidad necesarias para que se pueda transformar el campo de exploraciones que ya está determinado por las regularidades discursivas heredadas: la inquietud surge de tener un pálpito intuitivo inicial respecto a algo que puede no estar saliendo bien y la curiosidad renueva el interés en las cosas y situaciones que, por costumbre han caído en el lugar común y parecen fuera de duda porque no se las cuestiona. El pensamiento científico pertinente se nutre de ellos. De modo que se atienden las exigencias de los campos disciplinares matrices —pedagógica y didáctica— haciendo énfasis en que la reflexión sobre la educación y el esfuerzo por optimizar los modos de hacer de la educación que se vinculan en la experiencia educativa y, para nuestro caso particular, en la experiencia doble y vinculada de lectura y escritura en lengua y humanidades. Proponemos, por tanto, que la línea incluya la *experiencia* como aspecto determinante de las exploraciones que apunten a convertirse en investigaciones científicamente rigurosas porque se trata de un componente de carácter conceptual que puede servir como instrumento teórico para aprovechar las·dinámicas conflictivas concretas que se presentan en la praxis cotidiana de la enseñanza de las lenguas y las humanidades. Por eso —y para que sea relevante y pertinente como concepto asociado a las dinámicas de la educación y desde una perspectiva pedagógica— podemos definir *experiencia* como el circuito relacional que aprovecha las situaciones conflictivas concretas como manifestaciones o despliegues de modos de ser que requieren de procesos de análisis, reconocimiento, interpretación y comprensión encaminados a transformar esos modos de ser que se orientan a una situación social ampliada en la que la convivencia en ciudadanía posee un carácter teleológico. En otras palabras, *experiencia educativa es la cotidianidad de lo vivido en el proceso educativo devenida tema conceptual.*

ASPECTO	JUSTIFICACIÓN
Estado del arte[1] *Vigilancia tecnológica de la Línea (revisar papers, patentes, desarrollos tecnológicos, entre otros)*	Se cuenta con 16 artículos en español que justifican conceptualmente el planteamiento que explicita la experiencia como categoría relevante para la reflexión sobre lo educativo en sus dos ámbitos: el pensamiento sobre la educación y sus modos de hacer. Además, se cuenta con una base de datos de 188 artículos escritos en inglés durante los últimos diez años a partir de la cual la pertinencia de la línea es plena. *Los filtros empleados fueron los términos "learning", "experience", "reading", "writing". La fuente se restringió a artículos de generación de nuevo conocimiento en revistas de alto impacto. Las áreas se restingieron a "ciencias sociales y humanas" y "artes y humanidades". Se restringió la búsqueda aún más con los conceptos "learning" y "education". El período consultado abarca los años 2008 a 2017.* *La lista está organizada en orden cronológico descendente:* Supalla, S.J., Cripps, J.H., Byrne, A.P.J. (2017). Why American Sign Language gloss must matter. American Annals of the Deaf, 161 (5), pp. 540-551. DOI: 10.1353/aad.2017.0004. Pinto-Llorente, A.M., Sánchez-Gómez, M.C., García-Peñalvo, F.J., Casillas-Martín, S. (2017). Students' perceptions and attitudes towards asynchronous technological tools in blended-learning training to improve grammatical competence in English as a second language. Computers in Human Behavior, 72, pp. 632-643. DOI: 10.1016/j.chb.2016.05.071. Shapiro, H.B., Lee, C.H., Wyman Roth, N.E., Li, K., Çetinkaya-Rundel, M., Canelas, D.A. (2017). Understanding the massive open online course (MOOC) student experience: An examination of attitudes, motivations, and barriers. Computers and Education, 110, pp. 35-50. DOI: 10.1016/j.compedu.2017.03.003. Mertala, P. (2017). Wag the dog – The nature and foundations of preschool educators' positive ICT pedagogical beliefs. Computers in Human Behavior, 69, pp. 197-206. DOI: 10.1016/j.chb.2016.12.037. Dymoke, S. (2017). 'Poetry is not a special club': how has an introduction to the secondary Discourse of Spoken Word made poetry a memorable learning experience for young people?. Oxford Review of Education, 43 (2), pp. 225-241. DOI: 10.1080/03054985.2016.1270200. Garcia-Sanchez, J.C. (2017). Augmenting Reality in Books: A Tool for Enhancing Reading Skills in Mexico. Publishing Research Quarterly, 33 (1), pp. 19-27. DOI: 10.1007/s12109-017-9499-2. Tyndall, D.E., Scott, E.S. (2017). Writing development in associate

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[1] Para este punto, se pueden apoyar en el Centro de la innovación y el desarrollo empresarial

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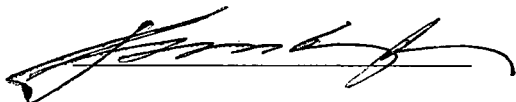| ASPECTO	JUSTIFICACIÓN
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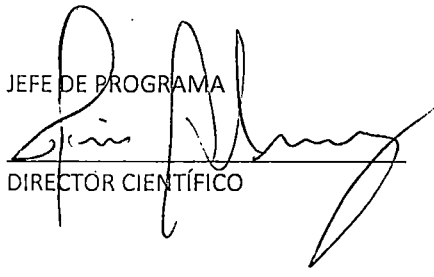Kortz, K.M., Smay, J.J., Murray, D.P. (2008). Increasing learning in |

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Pertinencia *Contribución al desarrollo académico e investigativo del programa: en los procesos de Formación para la investigación, Investigación científica e Innovación y transferencia del conocimiento*	El MEN habla de un banco de experiencias significativas. Es oportuno teorizar la experiencia, hacer que devenga concepto y, por tanto, realizar un análisis que permita comprender por qué es oportuno documentarla. Por eso, dentro del marco otorgado por la historia de la línea —que involucra pedagogía, texto, didáctica, lectura, escritura, lenguas y humanidades — se inscribe la oferta de la experiencia como concepto que replantea las alternativas de exploración de la línea.
Contexto Articulación con planes de desarrollo *Institucionales (PEI y Plan de desarrollo 2015 - 2020). Planes de desarrollo Locales, regionales, nacionales e internacionales (OCDE, Objetivos del milenio, tendencias de desarrollo mundiales)*	Tal como lo declara la fundamentación científica del grupo, la línea hace explícito uno de los componentes de la apuesta fundamental de la Universidad de Medellín: el *desarrollo humano*. Al tratarse e un comomente transversal, se vincula directamente con las ideas de progreso —a la que le dedicaremos una serie de críticas— y de formación cudadana.
Talento humano *PTC que la desarrollan*	La línea está siendo construida por el profesor Juan Edilberto Rendón Ángel, a poyado tanto por la coordinación del grupo como por la asesoría de contenido científico y por el colectivo de docentes que ofrecen sus cátedras en la Maestría en Educación.
Interdisciplinariedad *Relación con otras líneas, grupos de la institución y externos*	La línea establece un diálogo directo con la Maestría en Conflicto y Paz al interesarse por la educación para la paz a través de la pregunta que propicia respecto a las capacidades, problemas y potencialidades del concepto de cudadanía. Además, está abierta a involucrarse con las líneas Subjetividades de la Maestría en educación porque se pregunta por la experiencia subjetiva.

FIRMAS:

JEFE DE PROGRAMA

DIRECTOR CIENTÍFICO

DECANO

Fecha de entrega: