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THE DOUBLE HERMENEUTICS FOR THE DEVELOPMENT OF ANALYSIS AND REFLECTION SKILLS THROUGH EDUCATIONAL RESEARCH: THE CASE OF THE “ESCUELA NORMAL SUPERIOR DE TEHUACÁN”

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Resumen: The ``Escuela Normal Superior de Tehuacán`` (ENST) as an institution that trains teachers in specialties; primary, preschool, telesecundaria, among its academic functions are to teach courses based on curricular meshes, in the preschool educational program there is a training path named professional practice by the General Directorate of Higher Education for Education Professionals (DGESPE). The professional practice courses indicate that future professionals perform at their level, relying on educational research tools, the skills of; analysis, reflection, innovation of teaching practice.

Given which the advisers of the professional practice course choose an ideal epistemological approach to achieve educational research guidelines that allow understanding and achieving improvement in teaching work.

This research work is based on the qualitative approach taking hermeneutics as an epistemological foundation and very especially the double hermeneutics, and the methods; descriptive and participant observation

The results obtained have allowed the educators in training to apply a methodology work based on scientific arguments provided by educational research, where taking the support of the epistemological approach, they have a model to follow to solve problems in the preschool classroom, it has given them. It also allowed the development of analysis, interpretation and reflection skills for the improvement of practice and professional work.

Keywords: Professional practice of preschool education, paradigm, interpretation, participant observation, analysis, educational research.

CONTENT

PROBLEM STATEMENT

What epistemological approach to educational research is the most appropriate for an effective scope in the development of the curricular path called professional practice of the preschool degree at the Escuela Normal Superior de Tehuacán?

GENERAL GOAL

Implement a methodology to develop analysis, interpretation and reflection skills in educators in training, in their professional practice path through educational research methodology.

SPECIFIC GOALS

- Identify the scope of educational research applied in the path of professional practice in the preschool area.
- Design activities based on educational research for the realization of professional practice sessions by educators in training.
- Apply an epistemological approach in the analysis of activities of educational practices of preschool educators in training.

JUSTIFICATION

According to Martínez (2010), the need to investigate in Education and in educational centers and institutions arises from curiosity, from the moment we ask ourselves questions about how things work, about the behavior of people and educational institutions, about the effects produced by our educational practice or how we can innovate and improve the results of our actions.

In the ENST reviewing the curricular mesh of the courses of the educational program of the preschool degree, it is detected that

one of the substantive areas is that of the formative path called professional practice that in the set of courses that comprise it, these pursue objectives that demand that the students go to the institutions to observe, analyze teaching work processes, reflect on them, detect problems, and try to solve them through methodological elements derived from scientific research, allowing them to demonstrate the achievement of competencies of the graduation profile established by the plans and programs.

The incorporation of the students to the schools in similar conditions to the educators that are in service will lay the foundations to consider the practice as an object of permanent improvement, hence the importance of models, approaches to teaching and learning, as well as the theoretical-methodological and technical tools for its investigation.

The content of the Professional Practice course program indicates that:

According to SEP (2012), the improvement of teaching requires a permanent exercise of reflection and analysis of the experience, which is why it is necessary to process different types of information, for example, that which comes from newspapers, records of observation, student notebooks, teaching materials, etc. For this, the perspective of reflective teaching, particularly that which is based on practice research, will be a fundamental tool that will allow feedback on the experiences obtained during professional practice. To achieve such purposes, the ENST, through a strategy of accompaniment of the institutional research team, has undertaken the task of investigating an epistemological approach in ad hoc educational research methodology to respond to the guidelines of the study plans and programs of the courses of the indicated formative path

Arguing Pinto (2010), in the pedagogy of teaching practice, it is essential for future

teachers to understand that educational research is a set of systematic actions with their own objectives, which, supported by a theoretical framework or a reference framework, in an appropriate work scheme and with a definitive horizon, they describe, interpret or act on the educational reality, to organize new knowledge, theories, methods, means, systems, models, patterns of conduct and educational procedures or modifying the existing ones According to Pinto it is necessary that the professional practice course be the space where the students transform, test theories, procedures, educational models, where they understand reality based on the problems that are experienced in different contexts; political, economic, social, cultural, environmental, etc.

THEORETICAL FRAMEWORK

WHAT IS EDUCATIONAL RESEARCH?

According to Albert (2007), educational research is the application of concepts such as scientific knowledge, science, the scientific method and scientific research applied to the field of education. Counting on epistemology, methodology, aims and objectives within the framework of the progressive search for knowledge in the educational field.

WHAT IS THE GOAL OF EDUCATIONAL RESEARCH IN PEDAGOGY?

Responding based on Mendoza (2008), educational research ultimately aims to improve the quality of teaching and learning; second, that the quality of teaching is improved if the results of the research penetrate the classroom; and, thirdly, that research will only be positioned in the classroom if teachers assume themselves to be fundamental protagonists in it, through a

deep understanding of the process. Given the previous definition of educational research, we are presented with an elementary concept of any inquiry process, that of epistemology.

WHAT EPISTEMOLOGY?

Taking Morales (2011), it is a necessary discourse, his work is to give foundation and legitimacy to knowledge, far beyond the methodological. It works demanding certain conjectures and arguments, episteme, from the feminine Greek and its meaning would be grounded knowledge. It could be understood that it is also a model, a paradigm, reviewing this concept, one must;

WHAT IS A PARADIGM?

According to Herrán, (2015) citing Thomas Kuhn, they are the scientific achievements that for a certain time provide problem models and solutions to a scientific community. Interpreting Kuhn a paradigm is a model to follow that helps us to solve problems under scientific process. The paradigm poses a pattern to be met for being science.

WHAT USE IS A PARADIGM IN EDUCATION?

Herrán himself, (2015) citing Ritzer, says that it is a fundamental image of the object of study within a discipline. It serves to define what must be studied, what questions must be asked, how it must be asked, and what rules must be followed when interpreting the answers obtained.

WHAT IS THE CLASSIFICATION OF EPISTEMOLOGIES?

Bunge, (1980) citing Piaget tells us that it is divided into; metascientific, parascientific and scientific epistemologies. In the scientific ones they are among others; positivism, neopositivism, phenomenology, ethnography, hermeneutics, criticism.

For the project carried out by the institutional research team, hermeneutics and ethnography have been chosen.

WHAT IS HERMENEUTICS?

For Mendoza (2008) Hermeneutics seeks to understand/understand the complexity of the educational phenomenon, especially the content-meaning of the interpretive acts of teachers. Research based on this pattern focuses its attention on the process by which teachers create meanings, searching for reasons, justifications, and rationality patterns used in pedagogical practice.

According to López (2013), it aspires to how to interpret situations, what they mean for the subjects, what intentions, beliefs and motivations guide them.

Citing Martínez (2010), he says that this paradigm considers the educational reality as subjective, it pursues the understanding of the actions of the agents of the educational process. Educational practice can be transformed if the way of understanding it is modified. The investigations carried out according to this paradigm focus on the description and understanding of the particular.

According to the referential framework seen, we can understand that hermeneutics allows us to understand the reality of the practice with the potential to transform it because it comes to focus on particular aspects of the educational process.

This way, it also helps us to understand reality, “hermeneutics is considered as an epistemic-methodological position, where its versatility stands out, given the possibility of interpreting and understanding reality in its various manifestations.” (Wheels, 2014).

According to Gadamer (1993) cited by Bolaños (2015), he tells us that the central point is that being and the meaning of existence is experienced where something happens “dynamically” and this is understood

by the interpreter, not where it is built. and is artificially superimposed. Hermeneutic understanding is constant movement, rational and relational dynamism. Therefore, it is the paradigm of hermeneutics that is necessary to use in the research work carried out by educators in training immersed in the classroom and observing in their contexts the realities found to achieve solutions to problems.

Taking the statements of Barrero (2010) to understand the main objective of hermeneutics:

Hermeneutics allows a sociological investigation that is then approached in a holistic way, allowing the understanding and interpretation of the problems that arise in relation to education and the social group, there is a dynamic exchange between theory and practice using instruments such as observation participant and the interview, among others; analyzes the data in several stages: reduction, categorization, representation, validation and interpretation.

What has been presented so far places us at a first level of development of hermeneutics, but currently there is another level of greater scope for interpretation based on science, this is known as “double hermeneutics”.

WHY HERMENEUTICS IN EDUCATION?

Responding with Mendoza (2008), hermeneutics has profound implications in the field of education, not only as a possibility of interpreting the pedagogical phenomenon, but as the very mission of the formation of the human being; so that one could speak of a “pedagogical hermeneutics” as a way of understanding the world thanks to the dialogical interaction between theory and practice, texts and contexts.

WHAT IS THE DOUBLE HERMENEUTIC?

Based on López (2013), it is the property of the double translation or interpretation process involved. Descriptions are interpretive categories that also require a double translation effort to enter and exit the meaning frameworks of sociological theories. According to the above, it is defined that it is a process of intellectual effort to understand meanings.

In this regard, Habermas (1987:157) quoted by Ortiz (1999), affirms: Giddens speaks of a double hermeneutic because in the social sciences the problems of comprehension not only come into play through the dependence on the description of the data with respect to theory and through the dependence of theoretical languages on paradigms; In the social sciences there is a problem of understanding below the threshold of theoretical development, namely: in obtaining and not only in the theoretical description of data. For the daily experience that in the light of theoretical concepts and with the help of measuring instruments can be transformed into scientific data, is already symbolically structured and is not accessible to simple observation. According to the above, it indicates that understanding will only occur when there is descriptive support based on the theory, and it is confirmed with the following:

According to Andrade (2009), quoting Giddens, he says that the double hermeneutic is an approach that is supported on the one hand by the social world provided with meaning by the lay actors in their daily lives and, on the other hand, by the theoretical frameworks of meaning generated by the social scientists for the reinterpretation of the first. Where there is a constant “slip” from one to the other, inherent to the practice of social sciences.

WHAT IS THE GOAL OF THE DOUBLE HERMENEUTICS IN EDUCATION AND IN EDUCATIONAL RESEARCH?

According to Mendoza (2008), research cannot be restricted to descriptions or narratives, which would not lead to theoretical construction.

Reviewing the above, we can define:

WHAT IS PROFESSIONAL PRACTICE?

According to the SEP (2012), it is a path integrated into the curricular mesh of the educational programs of preschool, primary, and primary degrees, and is made up of 8 courses, of which 7 courses articulate theoretical-practical activities, with emphasis on the gradual approach to professional activity in specific contexts and its analysis, which are located from the first to the seventh semester. It is deduced that the professional practice seeks that the educators in training in specific contexts carry out the analysis of theoretical-practical activities, to understand them in the process of development of the profession.

But to analyze classroom activities, a method, or strategy, will be necessary.

WHAT IS PARTICIPANT OBSERVATION?

According to Fuertes (2011), it is a qualitative research strategy that allows obtaining information and conducting research in the natural context. The researcher or the person who observes is involved and "lives" the experiences in the context and in the daily environment of the subjects, so that they collect the data in real time.

HOW MUST IT BE APPLIED?

According to María José Albert Gómez (2007), the observations of the pedagogical activities that are carried out must clearly separate the descriptions of the interpretations and the judgments, gather a variety of information from different perspectives, provide formative feedback as part of the verification process. of field work.

WHAT IS THE DESCRIPTIVE METHOD AND WHY IS IT USED IN TEACHING PRACTICE?

Descriptive research is used in this project taking into account what according to Cazau (2006) defines: Descriptive studies serve to analyze how a phenomenon and its components are and manifests themselves", this approach will allow, together with the double hermeneutics, to get to know in depth the reality lived in the contexts where professional practice is reviewed

According to Miguel Fernández (2009), only after having approached reality as accurately as possible) of the processes involved in the function in question, the educational one in our case, through the corresponding analysis of our school practice, Only later can we talk about the scientific level of our technical-pedagogical intervention.

It has already been reviewed that for the analysis of the practice it is necessary to have a method and some technique that help to obtain information for the process, but the analysis itself must be having a method.

Quoting Albert (2007), data analysis is a set of manipulations, transformations, operations, reflections, verifications that we carry out on the data in order to extract the meaning relevant to a research problem. It is understood that the analysis through a deep review allows us to categorize, order the information to know the reality. Integrating the elements presented, we have that educational research

is the cornerstone that guides the research work in the educational process, its activities are located in the qualitative approach, given this, one of its choices of epistemological guidelines is that of hermeneutics. that its base is to interpret described procedures to achieve a better understanding of the contexts studied. On the other hand, educational research occupies a methodology, ways to understand reality based on science, among the various methods are; the descriptive, the participant observation, the content analysis, which are the ones that this work has implemented as a work project.

INVESTIGATION METHODOLOGY

To achieve the purpose of the project: Implement a methodology to develop the skills of analysis, interpretation and reflection in educators in training, in their professional practice path through educational research methodology

It has been taken in consideration:

Approach: For this project it will be qualitative, since education is framed as a social science and the approach that guides the use of terms and language for the educational research process is the one mentioned.

Research context: The ``Escuela Normal Superior de Tehuacán`` (ENST) is a teacher training institution in the specialties of primary, preschool, tele-secondary, among its academic functions are those of teaching courses called professional practice according to a curriculum established by DGESE. The professional practice course indicates that future professionals carry out, at their level, educational research work where they are able to develop the skills of; analysis, reflection, innovation of practice.

Supposed: The methodological use of the double hermeneutics used by the educators in training for the analysis, interpretation and reflection of the educational practice will give a better understanding of the reality and the way of learning of the students in the preschool area.

Design used: not experimental

Subjects: The educators in training of the professional practice groups, the students of the groups in charge of the educators in training, and the tutor educators of the professional practice groups and the advisers of the professional practice courses of the training path.

Data collection instruments: Field diary used by each educator in training, in this case the digital modality is used.

Sample: The focused observation was carried out with three degree advisors members of the research team, with 18 educators in training in the 2017-2018 cycle, working in 6 preschools and with 450 students. And with 15 educators in training in the 2018-2019 cycle in 8 preschools with 380 students.

Population: For the 2017-2018 school year, the total activities were recorded in 25 kindergartens, in 75 classrooms, and interrelated with 2,474 students, 96 educators in training. For the 2018-2019 school year, the activities were applied in 27 kindergartens, in 79 classrooms, and interrelated with 2,950 students and 102 educators in training.

DATA COLLECTION METHOD. PARTICIPANT OBSERVATION

Instrument. Field diary that the educators in training always keep in each day of professional practice, in this instrument they carry out a process of systematization and data collection applying the observation method, and applying a procedure in the registry taking into account 2 sections, the registration and that of interpretation, it is in this section where the methodology of the double hermeneutics will be applied so that the reality of the participants of the learning process can be understood.

DEVELOPMENT AND DISCUSSION

According to the guidelines of the professional practice course, the coordinator of the specialty carries out the management for the development of the professional practice activities during the current school year of kindergartens. Each educator in training in the third to sixth semesters, is assigned in two days of fifteen days each, a group for observation and teaching practice, where the students applying the participant observation method must record in a field diary. (which is the data collection instrument) the necessary information for research in two processes, the first of the description by means of the descriptive method of the components analyzed in the assigned classroom as suggested by Cazau. And the second is the record of the interpretation of the activities analyzed applying the double hermeneutic method, not giving a point of view without first having theoretical support. Once the field diary work has been carried out, the educators in training must, with the method of data analysis, find a problem that they must analyze, interpret, reflect on in order to try to find a solution to it. (See annex 2) The educators in training of the seventh and eighth

semesters during four intensive days of two months each, are also assigned a preschool group, where they must solve a problem and present it in a degree work, be it thesis or professional practice report. In each of the four days that the educators in training carry out, they must record in a field diary (data collection instrument) applying the method of participant observation according to María José Albert Gómez (2007) the observations of the pedagogical activities that are carried out, and where they must clearly separate the descriptions based on the descriptive method, from the interpretations and judgments made with the execution of the double hermeneutics method, to gather a variety of information from different perspectives, and provide formative feedback as part of the process verification of the field work, taking into account that the feedback must emanate from theoretical sources and leave out the empirical sense. (Look at annex 1.)

RESULTS

Taking into account that the work has already been carried out and tested with a generation (2014-2018) graduated in the 2017-2018 cycle, where 38 educators in training worked applying the double hermeneutics methodology in the training path called Professional Practice in the seventh semesters. and eighth with the Professional Practice course applied in the work of the degree options. For the 2015-2019 generation, work has been done applying the double hermeneutics methodology since the fifth semester with the Teaching Work and Innovation course, in the sixth semester with the Educational Intervention Projects course and the seventh and eighth semesters with the Professional Practice course. applied in the work of the degree options. For the 2016-2020 generation, work has been done applying the double hermeneutics methodology since the

fourth semester with the course Teaching Work Strategies, in the fifth semester with the Teaching Work and Innovation course, and will be carried out in the sixth semester with the course Intervention Projects educational. The results have allowed us to achieve in the educators in training that they apply a work of methodology based on educational research, where they are supported by the work of epistemology, which gives them a model to follow to solve problems in the preschool classroom, has given them It also allowed the development of analysis, interpretation and reflection skills for the improvement of practice, as required by the standards of the Professional Teaching Service. How has their level of achievement been detected? When they argue a process observed in the classroom, when they mention the interactions between students, when they explain the verbal and oral reasoning of the children, each semester they left aside the empirical justifications and the assumptions and they were able to substantiate based on the theorists of the social sciences. In the same developments of their research work for the degree and in the 2014-2018 generation when 20% of the


graduates managed to be in the first places in the Professional Teaching Service exam and 80% of the graduates obtained the ideal level in the same. Seeing the development of skills in reading, writing, decision making, leadership among others.

CONCLUSIONS

The achievement of the general objective of “Implementing a methodology to develop analysis, interpretation and reflection skills in educators in training, in their professional practice path through educational research methodology” and to verify the hypothesis of “The methodological use of the double hermeneutics used by the educators in training for the analysis, interpretation and reflection of the educational practice will give a better understanding of the reality and the way of learning of the students in the preschool area”, have helped to achieve the aims of the course of professional practice and therefore in their professionalization process. The ENST research team recommends applying the double hermeneutics in the other normal schools.


ANNEX 1

Example of a digital field journal applying the double hermeneutics



SECRETARY OF PUBLIC
EDUCATION
GOVERNMENT OF PROGRESS

SECRETARY OF PUBLIC EDUCATION
SECRETARY OF HIGHER EDUCATION
GENERAL DIRECTORATE OF TEACHER TRAINING AND
DEVELOPMENT
DIRECTORATE OF TEACHER TRAINING
SCHOOL SUPERVISION AREA 001
SCHOOL MODALITY
KEY 21ENL0016R



LICENCIATURE IN PRESCHOOL EDUCATION

WORK DIARY

That presents:

IRIS SANTOS SOSA

Educator in training

From the seventh semester group "A"
FIRST PROFESSIONAL INTERNSHIP PERIOD

In the 3rd grade group "A"



CEPI "EARS OF CORN"

KEY: 21DCCoo67L

SCHOOL ZONE: 418

SANTIAGO MIAHUATLAN PUEBLA

DEGREE ADVISOR: MTRO. ROBERTO EFRAÍN SÁNCHEZ NAVARRO

WEDNESDAY, NOVEMBER 22, 2017			
TRAINING FIELD: MATHEMATICAL THINKING		SKILL: Uses numbers in a variety of situations that involve putting counting principles into practice	A.E.: Compare collections, either by correspondence or by counting, and identify where there are "more than", "less than", "the same amount as".
HOUR	INSCRIPTION	INTERPRETATION	ANNEXES
8:30 a.m.	The owner, to Mtra. Lidia was in charge of today's activities, the planning was based on the formative field of Mathematical Thinking, specifically, the creation of collections, recognizing the meaning of the words more, less and equal.	I could see how most children manage to count the numbers up to 30+ by memorization but have no clarity of what they really represent, they memorize and repeat them without any significant meaning, when counting the occupied cereals to group collections by color now become they did it with purpose, they had the purpose of knowing how many cereals of each color there were. According to the authors Gelman and Gallistel, students who manage to count do so with the principle of counting by correspondence one by one, that is, "they understand that, to count the objects of a set, all the elements of the set must be counted", and be counted only once." (Gallistel, 1978) The percentage of children who have this principle well established is very low, most are in the process of doing so, even so, within the	 

Preschool: "Eufrosina Camacho de Ávila"

Date: November 4, 2018

Grade: 2nd

Group: "A"

Observation time: 8:38 am to 1:25 pm



INSCRIPTION	INTERPRETATION
<p>To begin the activities of this school day, the opening was given with the following dynamic, which consisted of placing 6 colored balloons on the blackboard, which within them were 6 texts, 3 of stories and 3 of a news item from a newspaper, for which in a group way, we began to exploit one by one and I was reading the texts to them, the achievement consisted in that through the narration the students had to comment if it was a story or newspaper text, observe that this activity it came out successfully, because the students do know how to differentiate and say so.</p> <p>During this day they carried out the club activity, whereby the students joined one of the three "Clubs" that the school has. It is important to mention that I was in support of my head teacher, showing them a video to observe the understanding of the students. And the oral expression that the infants have, from my perspective, was a good dynamic since the retention of information in the students is observed.</p> <p>During this day they were given an introduction to a new topic, which consists of knowing a new text that is "The letter", for which they were given an example with material from a letter and the parts that make it up, and so on. at the same time after having made this example, we went out to make a letter to apply what. During this day they were given an introduction to a new topic, which consists of knowing a new text that is "The letter", for which they were given an example with material from a letter and the parts that make it up, and so on. at the same time after having made this example, we went out to make a letter to apply what</p>	<p>I can comment on the importance of putting activities that attract the attention of infants, for which I can highlight that the methodology of situated learning works in two aspects 1) Contexts-real and 2) Reflection - in action, since in the activities of the Nowadays, it is a matter of having them carry out an activity themselves, testing whether they understood the subject being worked on. As a teacher, we know the importance, because through the application, we realize</p>

ANNEX 2. ANALYSIS OF EDUCATIONAL PRACTICE IN THE 2018-2019 CYCLE, APPLYING DOUBLE HERMENEUTICS

OBSERVATION DAY: December 4, 2018	Grade: 2nd	Group "A"
<p>INSCRIPCIÓN</p> <p>START:</p> <p>Deep learning Setting objectives and expectations</p> <p>I planted the activities to be carried out during the day and the goal of continuing to learn different ways of painting was sought. Feedback from what was seen the day before, they mentioned that the technique we saw was to paint our Christmas Eve decoration with dots, certainly the name of the flower was only remembered by three children since the rest only said that it was our Christmas flower decoration .</p> <p>Deep learning (Pellegrino) Cognitive and interpersonal competence.</p> <p>Integral language (Kenneth pgggman) Language with a purpose and social utility.</p> <p>We socialized the following through the game giants and dwarfs in which everyone was attentive to the indications. the question was asked</p> <p>What holiday is coming up in the month? The first three who were wrong answered that Christmas</p>	<p>INTERPRETATION</p> <p>Although it was not marked as an objective to be achieved within the beginning of today's planning, I observed how they were managing to express an integral language with their participations since what they mentioned was of interest to them, which gave guidelines to the feedback and served not so that I would remind them, but rather so that they would give the purpose of the activities that we would carry out today and during the week. Their children's language was according to their context, that is, they used their own language and interest in accordance with what defines Kennet Goodman. Just as the game of giants and dwarfs fostered the language development of only fifteen children and I realized that for today's activity it would not be necessary to give my own explanation about Christmas trees because they could explain it with their own language and according to Kennet Goodman, when students arrive at school with an improvement in their own language, the teacher often</p>	

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