

International Journal of Human Sciences Research

ACADEMIC PRODUCTION, TEACHING PROFILES AND THE TRAINING OF ACADEMIC DEPARTMENTS OF NORMAL SCHOOLS

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Abstract: Normal schools are higher education institutions since the Official Decree of the Federation: 03/23/1984, an agreement that establishes that Normal Education at its initial level and in any of its types and specialties will have the Academic Degree of a Bachelor's Degree; Even so, it has had serious difficulties in being recognized with that status, on the one hand, because academic production has been scarce, in some contexts almost non-existent, and, on the other hand, when there are programs of institutional interest, resistance to participating in them arises.; Such is the case of the Program for the Professional Development of Teachers, for the Higher Type (PRODEP), born in 1996, but which includes normal schools in 2009. Although in these schools there are teachers with the necessary training to research, research production It has not had the boom as other Universities that have qualified teachers with the desirable profile and Academic Departments have; From here this analysis is derived to the academic activity of a normal school that seems to maintain its culture, resists changing its culture.

Keywords: PRODEP Profile, Academic Departments, teacher training, higher education, research.

INTRODUCTION

Since 2015, some teachers from *'Benemérita Escuela Normal Urbana'* "Prof. Domingo Carballo Félix", from La Paz, Baja California Sur, we have shown interest in belonging to or forming an Academic Department (AC) and carrying out research and disseminating it in conferences, forums, academic meetings, even in refereed and indexed books and magazines; As is known by tradition, this production has been scarce in the training of teachers, because the activity focuses mainly on the field of teaching and we leave aside research and dissemination, also officially considered

as substantive areas of higher education and in consequence of normal schools; However, this initially led us to document ourselves on the topic of the Program for Teaching Professional Development, for the Higher Type (PRODEP) and analyze what a CA actually is and what functions it has, in addition to trying to understand the registration process before the program.

We continued with a very specific activity: restarting with the teaching community the process of updating the curricula in the capture module on the PRODEP virtual platform, in such a way that all teachers had the possibility of participating; We made an enormous effort that did not advance because it did not have the impact we expected, there was indifference, little interest in updating the data. New directors arrived in 2012 and everything remained calm, everything stopped, until, in May 2014, teachers were urgently called to develop a research project with work teams formed by affinity, to send it to the subdirector. academic that in turn would be sent to Dr. Eduardo Mercado Cruz, with whom a work meeting would be held.

The expectations for those interested were very high, they worked in teams under the advice of Dr. Mercado Cruz, however, there was some disappointment because after having worked with the projects previously prepared and improved in that meeting, Dr. Maintains that it was difficult to We could only form one CA, because no one had the PRODEP profile, an essential requirement for this purpose.

As a result, some of the six teams that we made up quickly gave up, but with the desire to be able to reach the desired goal, some of us teachers did not take our fingers off the line and discussed what would be the best option to achieve that desirable profile so necessary. With the support of academics from the Autonomous University of Baja California Sur (UABCS) we began to participate in

research conferences whose extensive reports had ISSN, then publication in an electronic journal opened the possibility of aspiring to the much desired profile and then yes form a CA and give formality to this beginning of a process that some teachers longed for for the institution, but also as a personal achievement as an academic.

Furthermore, the entry and completion of a diploma program in CA training carried out from March to September 2015 opened another path to re-dimension the idea of what teamwork implies in research processes in the educational field. Therefore, in this writing we highlight some ideas about teaching profiles and CA training in normal schools, a current topic in universities.

STUDY OF LITERATURE

Possibly many teachers from teacher training and updating schools are concerned about the almost sole weight given to teaching, therefore, we consider it necessary to know more in depth what is being done in other universities on research, and once we seemed to have more information about the roles that higher education professors play in programs such as teacher professional development and why they decided to enter this new horizon; but not without first reflecting on the difficulties that trainers have faced in appropriating the official logic of the common academic tasks of the teacher-researchers recognized by the aforementioned program; We find that the CA is a team of full-time teachers who, in addition to attending to educational programs, “share one or several lines of knowledge generation, applied research or technological development and innovation in disciplinary or multidisciplinary topics and a set of academic objectives and goals.” ” DOF, 2023, p.7).

But as we have commented, in normal schools there is little academic production,

the logic of work is based on teaching and we have generated the myth that “everything must be put into practice”; Furthermore, since the beginning of 2000 the directors have been changing the structure of the substantive areas and apparently the institution has not been allowed to grow as a higher education school, in a certain solitude and from specific spaces, we have wanted to resume the areas of: teaching, research and dissemination as an essential part of the work of trainers, who since the implementation of the 1997 teacher training plan were “restructured” in this one as in other normal schools in the country, apparently to be in the logic of the aforementioned reform of that time, however in these times it seems to have been surpassed.

On the other hand, the aspiration of some trainers to generate and make public academic productions is overshadowed by the lack of support from state and federal departments, therefore, belonging to a CA meant, until 2014, having the necessary support from a federal program, to share the lines of study and of course to generate and apply new knowledge, however these supports were eliminated for the teachers who reached the desirable profile in 2015 and of course for the CAs, as happened with two professors from the institution from which this writing arises and with a CA in training that was evidently established without a budget, not even from the Plan to Support the Quality and Transformation of Normal Schools (PACTEN) of 2016, for which we have worked with the resource staff that we are paid as teachers. In normal schools we need participation, the support of the programs that were created for this and to be able to combine teaching and research with dissemination, in such a way that academic commitment stops being part of the traditional role of the trainer and is transform into a critical and investigative role, but we continue to see normal schools

as “higher education” schools in certain parts and moments, for example as institutions that train adults and have bachelor’s degrees, but the treatment by the authorities is similar to the basic education schools and within them we assume a role that does not correspond to higher education academics.

If, as expressed in the speech, teachers in normal schools have to produce, do research and change the idea of how we develop academic activity in normal schools, support for academic production is essential, not in isolation, but in the institutional framework. This is how Schmelkes expresses it when he states that research “is learned by doing it, the need for someone to accompany this research process is absolutely essential. It cannot arise through spontaneous generation, it cannot arise from the Normal School wanting to do research when no one is specialized in doing it, they need someone trained.” (2013, p. 5).

That is the paradox precisely in teacher training institutions, since professional human capital seems to have clear references on the paradigms, approaches, methodology and methods of educational research, in addition there are teachers theoretically trained in this field, however, it is necessary that Let’s put it into practice, that we develop work projects on the theoretical-practical training of more teachers, but it is also important to have the institutional support provided by entities such as PRODEP and apparently limited by the General Directorate of Education for Teachers (DGESUM) itself., with the elimination of resources for PRODEP profiles, even though it is a federal program; There is unequal treatment with respect to the country’s universities and technology over the normal schools.

On the other hand, other types of incentives are needed, as an example we can cite the encouragement of teaching performance, a prerogative little attended to by state

authorities, it has been left adrift, research and its dissemination have not been followed up, remains disinterested due to lack of incentives; It is evident that the current regulations have to be modified because they do not address academic production, only what is done on a daily basis, which is why full-time professors are already paid. Even so, there are voices that continue to affirm how teaching is the way to produce in normal schools, there seems to be no clear idea about it. In this logic, currently research projects have little value in the evaluation of the program, the same happens with publication and attendance at forums, conferences and research colloquiums that do have a lot of weight in achieving recognition of the desirable PRODEP profile, this and the CAs appear with little weight in the inventory of activities of the referred stimulus.

As we know, the recognition of the desirable profile and support proposed by the program is intended to develop several functions:

a) integrate the skills and competencies of a group of academic professionals with thematic and disciplinary interests with minimal methodological and conceptual congruence; b) articulate and enhance through collegiate practice the possibilities of academic professionals for the generation and application of knowledge; c) balance the activities of teaching, research and management-liaison, trying to give Higher Education Institutions a turn in the identity processes and in the formation of the discipline of the academic profession (Magaña, 2000, cited in Ruiz, Campos & Gamboa, 2019, p.

It is important to highlight how the academic recognition of normal school teachers is commonly given to those who have been teaching for longer or perhaps to those who master “a certain field of knowledge,” although in this context of teacher training it is not It is so common to find experts in theory, since the work focuses more on the subjects

and their teaching; It is taken for granted that we trainers are going to exercise a practice characterized by how to teach students to didactically transfer the disciplines to the basic level. It is true that in the 2012 and 2018 plan for the training of basic education teachers there seems to be more academic content. than in the previous plans, but the trainers work based on their references and apparently the theory is limited, cut, even the students demand practical work, the “dynamics” and try to evade the academic content. In this logic, it is important to express:

The gap between Normal Schools and the implementation of public policies aimed at strengthening Universities has a gap of 20 years in relation to the rest of the Organizations that make up the Higher Education Subsystem (SES). This gap is evident in the recent creation of collegiate departments whose objective is to investigate without having the tradition in this task.

For these and other reasons, it is necessary to carry out research that contributes to the development of the AC of the Normal Schools. (Yáñez, Mungarro & Figueroa, 2014, p. 6).

The gap remains perhaps in part because in institutional endogamy any advance that attempts to make normal schools true higher education institutions is seen as sacrilege. The trainers see this as the beginning of their disappearance. There is possibly a reason, but the schools Teacher trainers cannot be left so far behind and continue to graduate students who lose jobs because the basic education labor reform allows professionals from other higher education institutions to participate in the entrance exams for the teaching service; but they do not want to improve with academic production, they continue to think that the State “must” have considerations towards normal schools, although it is seen how these considerations are increasingly scarce and it gives the impression that they actually want to let the officialdom die. in a simulation game.

METHOD

The work of the CA has focused on the culture of normal school training, it has been trying to understand what the symbols emanating from the work processes are like in the practice of teachers, practices commonly found in traditionalism, in the reproduction of the academic content determined in study plans and programs.

Teaching, historically, is the logic with which normal school teachers move. Its defense of teaching has led us to leave aside research and dissemination, two areas little explored because they have been considered typical of other schools. of higher education, therefore, the qualitative research here is based on the educational criticism of Eisner (1998), who expresses:

The task of the critic is to correctly perform a mysterious feat: to transform the qualities of a painting, a play, a novel, a poem, a classroom or a school, or an act of teaching and learning into a public form that illustrates, interprets and value the qualities that have been experienced (p. 106).

Issuing judgments about our actions is a complex task, because we are part of the reality whose hidden meanings we have tried to find in this and other works of the CA, the ultimate goal is not only criticism, but also improvement based on it, the search of opinions of students and teachers through dialogue in interviews and permanent observation within the school culture.

RESULTS AND DISCUSSION

With the implementation of the 2022 study plan and programs, according to the foundations of the New Mexican School (NEM) promoted in this federal government, a new look is given to the work of teacher trainers, more commitment to teaching with participation in institutional co-design, from the school the promotion of the PRODEP

and CA profiles, participation in research conferences and the publication of academic production in magazines and in the book “Theory and practice of BCS teachers”, with four volumes from 2018 to date.

However, few trainers are moved by the idea of formalizing a desirable profile in a program like PRODEP; there are even concepts and spaces that are still not clear in teacher training schools, such as the one regarding tutoring, since it has traditionally been focused on to the support provided by basic education teachers in accompanying seventh and eighth semester students in their teaching practices, that image is still present in some trainers.

Academic management is another concept that apparently has not entered the consciousness of managers and teacher training professors, especially in the context from which this work arises despite the fact that attempts are made to carry out work activities. collegiate, to participate in certain areas of the institutions to try to investigate and publicize the products; but they commonly remain in the privacy of the institution, they are not made public, although:

The incorporation of the Normal Schools (EN) to PROMEP was carried out from the formulation of the Normal School Strengthening Program (PROFEN). The criteria that were established for the creation of CA in the Normal Schools were the following:

- Existence of common goals to generate knowledge in applied educational research and teacher training.
- Solidity and maturity of the Knowledge Generation and Application Lines (LGAC).
- Collegiate work in the design and application of innovative projects that generate knowledge in educational research and teacher training.

- That they be satisfied with a minimum of 3 members. The number of participating teachers was determined from the development of the LGAC (DGESPE, 2009, cited by Yáñez, Mungarro & Figueroa, 2014, p. 4).

From the above it is clear how the issue of CA is not new, but the gap is still very wide and there are normal schools that are even further away than others, López and Montes (2023), refer to SEP data:

Although academic life in ENs has not yet been sufficiently strengthened, recent steps forward have been taken. In 2022, 233 CAs were reported in EN distributed as follows: 63.7% (148 CA) in training, 32.1% (75 CA) in consolidation and 4.2% (10 CA) consolidated (SEP, 2022), which marks a significant difference in relation to the percentages of 2019, when the following data existed for the EN CAs: 83% are in formation, 16% are in consolidation and only 1% (two CAs) are consolidated (SEP, 2019, p. 2).

If we look at it in cold numbers, the number of CAs in normal education institutions is very small; It is important for the union not to discard the academic space of PRODEP and to rethink the institutional culture in teacher training;

Furthermore, the DGESUM is the one who must seriously resume the program even with the financial cuts that exist in educational matters, it has to take responsibility and be consistent between reality and the discourse it manages; If they are clear about how scarce academic production is in normal schools, programs must be promoted so that teachers assume a culture different from the traditional role they play and change the idea about academic production. Díaz-Barriga (2021) maintains that:

Gradually the idea of promoting the creation of postgraduate programs, conducting research and even publishing some publications appeared. The notion of academic departments and the proposal to create academic networks are deforming the institutional organization, the teachers of the normal schools place on their horizons working, developing research and publications like those done in universities, studying topics similar to those faculties, to the detriment of work related to teaching basic education (p. 548).

In this logic, it is possible to argue how the lack of research tradition within teacher educators does not allow us to see the important heuristic niche that exists in teacher training and basic education, a place where normal school students carry out their internships and when they graduate they go to carry out their work as teachers. In this vision, Chacón Ángel (2004) reflects that:

In our country, the teaching career is pragmatic in nature, for this reason, knowledge is integrated in such a way that the teacher is trained for efficient professional performance in the application and transmission of knowledge produced by other subjects and not to generate knowledge.” (2004, p. 52).

This as a consequence of the act of legitimate imposition historically exercised by the Secretariat of Public Education (SEP) on the normal schools where today it is possible to train CA, even with the demotivation due to the little support received from the educational authorities; The new educational proposal may bring with it academic support for teacher trainers, not only resizing their roles with the opening to curricular flexibility with the so-called co-design of the 2022 curriculum, but the operating rules seem to only maintain a own program of the Universities, with “adequate” standards for the normal ones, but without support like the other Universities have.

Certainly, the lack of academic production is included in a kind of cultic arbitrariness that teachers reproduce in training, through texts that have effectively emanated from contexts perhaps different from those experienced in normal schools, the low generation of knowledge of level researchers is practically not taken into account for the students’ own training; However, with one of the three main characteristics of the 2012 Curriculum, of 2018 and that takes more weight with the 2022 plan, such as curricular flexibility, it is possible to incorporate articles for analysis as has been carried out by some school teachers. normal referred to here. However, Covarrubias and Brito (2009) maintain:

The teaching staff of teacher training institutions is mainly made up of graduates from normal schools. These teachers reproduce the practices with which they were trained and which are the same ones that are developed in their work as basic education teachers. They don’t know others. They have never been to a university or higher education institution. They do not know what the exercise of academic criticism, freedom of research or the production of knowledge is. (p. 101).

It can be stated that teacher trainers are subjects who are not very inclined to promote criticism in normal school students, but it is a fallacy to think that the mere fact of not being a university student means not being a critic or researcher, much less a producer of knowledge, there is teachers of normalist origin who have the capacity to investigate and do it well. Surely with the formalization of Academic Departments, spaces are opened for academic discussion and thus seek to carry out frontier research or even start from teaching practice and then move on to more sustained and publishable productions. Fullan and Hargreaves (2002) consider that:

On the one hand, we need teachers to question their own practices and remain open to new ideas and potentially better ways of doing things. On the other hand, we need to respect the knowledge and ideas that teachers already have, and rely on that knowledge and ideas, or we risk overlooking existing valuable practices, thereby alienating teachers. (p. 45).

In this regard, it is necessary to begin by making a self-criticism of what happens in the normal school; There are few teachers who actually give recognition to the other trainer, to the colleague from the institution itself, rather we discredit the work and what can be considered as production; We commonly value more what others produce from the outside even when those academic or research elaborations are not necessarily better. It is time to accept that, to investigate, to produce knowledge, we have to do “something more” than just teach classes and have a position as a research professor.

CONCLUSION

Even with the efforts to train teachers with certain academic characteristics different from the role of the common teacher, in normal schools there has been no progress towards a type of teacher who not only masters techniques to carry out practices, but also has knowledge of various disciplines, for example. what not, that even a theoretical consciousness is formed, although it is not enough for an epistemic consciousness. In this perspective, Chacón Ángel (2004) says that “[...] in teacher training, research as a didactic professional training strategy is absent and this translates into one of the greatest challenges faced by the trainer being that of converting researcher to a professor.” (p. 6).

But, in a higher education institution where there are people who have been theoretically trained in research and can produce their knowledge, the important part

that is needed is to combine it with practice and this is done only by researching, which costs an intellectual effort. to which we are not accustomed, research does not occur just because we have been trained in that field, analysis, criticism, academic debate and of course research production is another link in the trainer’s praxis.

Covarrubias and Brito (2009) affirm that the “[...] teacher must be trained in an environment of academic discipline, strong criticism, and deep analysis of scientific, social and philosophical problems.” (p. 118). Certainly, what the trainer produces cannot remain private, it is important to make it public; Academic communities undoubtedly favor debate, a school with academic work groups is stronger than one balkanized by political power groups or a certain ideology.

Furthermore, federal programs such as PRODEP deserve better recognition and treatment by departments such as the DGESUM. Instead of burying the programs and managing a demagogic discourse, it has the obligation to support the teachers of the normal schools so that they expand the horizon of academic work and that the normal schools become true schools of higher education.

FUTURE SCOPE

This is part of the ongoing research work of the Academic Department “Theory and Practice in Teacher Training”, which is why deepening the academic culture in teacher training is a topic on which we have focused for eight years and we have published some articles derived from the investigative process; Therefore, delving into the work of normal school teachers is finding references for the discussion not only of the trainers, but also with the students to be teachers, especially today that we are experiencing a 2022 reform very close to the reform of the New Mexican School.

The results of the process may at some point be published, either in a book or in different articles, the important thing is to publicize the meetings of an institution whose school culture refuses to change and of course

with works like this we have been generating in some other teachers have the pleasure of investigating and making the productions known.

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