

APEC-TSUKUBA International Conference XVI

Online Workshops for Lesson Study 2.0: Artificial Intelligence (AI)
and Data Science for Education in APEC Economies

Facing the challenges to the new Mexican curricular reform

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México as a diverse territory

+ INALI. (2008). *Catálogo de las Lenguas Indígenas Nacionales: Variantes Lingüísticas de México con sus autodenominaciones y referencias geoestadísticas* (1a ed.). Instituto Nacional de Lenguas Indígenas.

- In the cultural richness of Mexico there are 11 linguistic families and 68 different linguistic and cultural groups+.
- They have their own number systems (in a base other than 10), units of measurement and geometric ideas.



Where we are?

- In the last two years, México has been preparing *a major* curricular reform.
- There is a *National Curricular Framework and Synthetic programs*.

Where we intend to go?

- To advance in the construction of a dialogue of knowledge through the recognition of other logics of knowledge construction.
- To accompany the communities, by an active processes, where students become not only territorially but also ethically and politically literate.
- To make explicit the knowledge and values of the different communities and articulate it with school knowledge.

How are we going to do it?

How are we going to make explicit, the *concepts, knowledge* and their *own values* implicit in the activities of the community?

They really know their territory

Instead of external collaborators preparing a questionnaire of predefined questions and indicators.

Community members themselves
In the company of girls and boys

In inter-learning

Will *document* their own realities and prepare the diagnosis that articulate:

- The concerns
- Knowledge
- Values and
- Resources of each community

It is proposed to "fix" both the processes and the learning obtained in the activities through a methodology known as *photo-voice*.

In this technique, the new Information and Communication Technologies (ICTs) are used to generate new knowledge that respects the reality of the community.

The photographs must be taken in the activities selected by the community in such a way that, while some of the participants are carrying out the activity, others are registering for the photo-voice.

To encourage the participation of community members in the processes

A critical dialogue will be generated between two visions of society and life in the territory:

Vision 1: From the figures of the counts and censuses of the National Institute of Statistics and Geography (INEGI). This is information related to indicators such as education, housing, health and nutrition.

Vision 2: The one that the community carries with itself, that is, its ideal of life.

Complementary materials: "maps" that we will use to refer to the territorial situation.

It will require to resort to Geographic Information Systems (GIS), elaborated in a participatory way, to investigate the territory and provoke a greater reflection on the matter.

Referencias

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Thank you!

¡Muchas gracias!