



Transforming Education Together: Appropriation Of Socioemotional Knowledge In The Context Of A Pandemic

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Abstract

The learning of human beings about the world and life, occurs from the processes of interaction and appropriation of the tools provided by their cognitive environment, this appropriation of knowledge and construction of life is regulated by the relationship between the self, the self and the other, in the various processes of socialization and in the processes of negotiation and cognitive mediation between subjects.

These basic socioemotional elements to build knowledge have been highly affected in the context of pandemic due to the social distancing to which we are subjected and the closure of educational institutions, in the current context the social fabric built cooperatively as a social brain has been seriously affected.

The position of this paper is precisely about pedagogical strategies in the context of pandemic that value and rescue a socioemotional education. This research exercise was carried out from the development of the module of Cognition and multimedia thinking process from the specialization in human development with emphasis on affective processes and creativity, curricular project of the Faculty of Science and Education of the Universidad Distrital Francisco José de Caldas of Bogotá, Colombia.

The research is of a qualitative nature, assumed as interdisciplinary social research, the population is constituted by a group of 8 students of the specialization in human development, their families and students of early childhood, elementary and middle school.

It consists of four phases 1. Intervention and analysis of texts with the students of the postgraduate program in human development in the classrooms. 2. Application of workshops that contribute to the socio-emotional and systemic development of our

students. 3, application of these workshops to early childhood, elementary and middle school students. 4. Life histories of the families of the graduate students who attended the classes, life histories of the teachers and the children.

The triangulation of the results shows the importance of understanding the perspective of current education under other paradigms that take into account the emotional subject from their empathic relationships.

Keywords: Social-emotional education, deconstruction, empathy, thought processes

1. INTRODUCTION

Education is a process of human transformation that only occurs in the coexistence and cooperation of the actors of the educational process: family, school, directors, teachers, community, neighborhood; in this way, education defines itself as a process of deconstruction and constructions of possible worlds which must be inhabited by and for human beings, in a universe of knowledge in which students, teachers and intuitions change together in a congruent way. This means that education has to do with the human transformation of the soul, the mind, the spirit, the body and the socio-cultural context.

The academic, pedagogical and research proposals that I am going to present, arise precisely from the dynamics and academic exercise from the current scenario of pandemic covid 19, where certainly the transverse axis that enables an education for life and today's society are in conflict with traditional education, hence the importance of an education that ensures a new learning environment, socioemotional learning.

Socioemotional empowerment

Emotions not only establish a satisfactory relationship with life, but are the secret that explains how we act and make decisions, these are empathic relationships that empower or impoverish our being, our self, our spirit.

It is a priority for teachers to understand what empathy is, from neuroscientific premises, and to review how to generate and build these relationships with our children, young people and adults. Empathic processes, according to Goleman [1] are constituted as the social root of human relationships and characterizes them in fundamental axes, which are part of the integral formation of human beings, he speaks of a cognitive empathy, considered as the process to understand diverse perspectives and mental modes with the purpose of understanding the self, the world and the other, this configuration leads to the following characterization, called emotional empathy, whose precept is the social brain, i.e. the relationship of brain to brain, world to world, which provides an internal and instantaneous sensation, about what the other feels, it

is a process of understanding otherness, which in turn is manifested in the effect of parental behavior, this is the so-called empathic concern.

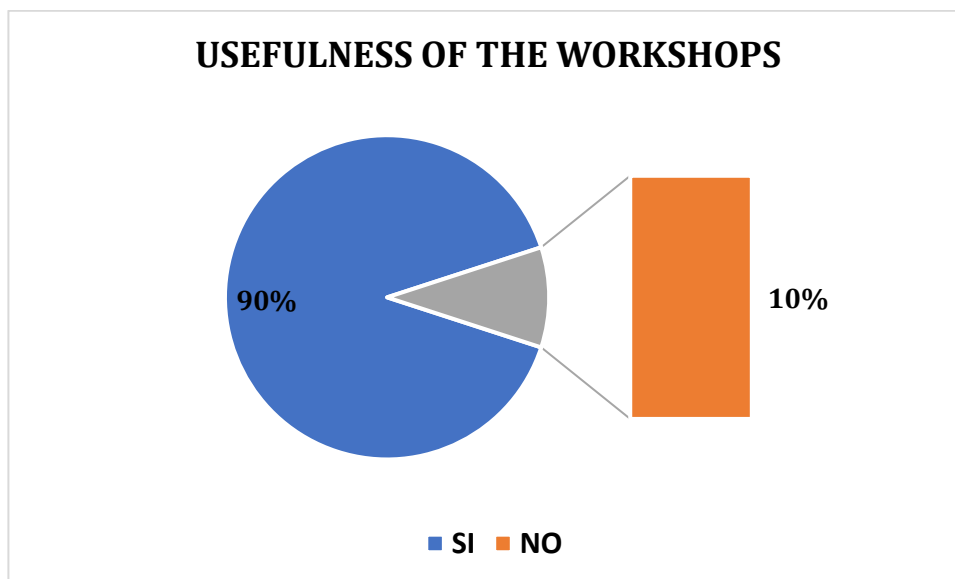
From the strategies of socioemotional regulation developed in pandemic from the chair of cognition and multimodal thought processes we have achieved, from this tripartite relationship : context-school-family, to establish cooperation processes with the mentioned nuclei, inviting their families to participate in the workshops where, precisely, the socioemotional approach, whose interest is to develop self-awareness, self-management, empathy, social skills and good decision making was configured as part of the collaborative research project in the field of pedagogical scenarios generated in pandemic.

Self-awareness, self-management and cognitive control.

The workshops proposed for this achievement are exercises where the topic to be developed is recreated from previous readings and the cooperative participation of the actors of the educational process, these workshops are subsequently applied by our students in the school contexts of basic, high school and university and the results obtained in these virtual processes have been highly effective.

2. METHODOLOGY

The following semi-structured questionnaire gives an account of some of the processes developed by our students whose acceptance variable is 90% of the total number of respondents, as shown in graph 1.



Graph 1. Utility of the workshops. Own elaboration

Subsequently, the life histories of the students from the moment the pandemic began were taken as a basis for systematizing the experience; this result was divided into before and after the emotional awareness workshops.

In this process, families, teachers and children and adolescents participated, this perspective of analysis led us to confirm the appreciations of Serres [2]

"This decisive change in education - a change that is gradually affecting the entire area of world society and all of its obsolete institutions - a change that not only affects, and by far, education alone, but also the whole of the world's society, and the whole of its obsolete institutions. institutions, a change that not only touches, and by far, education alone, but undoubtedly also work, enterprises, health but also undoubtedly to work, business, health, law, politics and, in short, the whole of our institutions - we feel that we have an urgent need to do so, but we are still far from it". (p. 11)

In general, the multiple socioemotional variables that affect school activity in the current times of the pandemic are recognized, which have troubled the development of the present proposal.

In this social research, the emphasis given to life stories represents a change of perception from the researcher himself since the relationship of the variables is being built based on personal and social experiences, without denying the context of the real educational practice, these new readings and ways of reading the educational needs constitute a paradigm shift from the traditional educational premises where the teacher manages the knowledge.

These current elements constitute an obligatory way of reading the world of school and life under another lens, involving society in the educational process.

It is also important for the family and students to know what the teacher thinks and how he/she configures the world in the current context of pandemic with respect to educational processes.

This tripartite relationship: family-school-teacher, in the context of pandemic allows the reading of these variables from a dynamic of constructivism and otherness.

These social research processes allow us to place the forms and strategies of knowledge in the real current contexts in the face of the social and cultural reality of the country or region. As Woods [3] states "a life history is a personal document that provides a complete vision of the historical, cultural, social and political context", this vision allows from sensitive documents to understand the structures and cognitive patterns of knowledge construction and how the neural networks are configured from the frontal lobe, where the cognitive balance is configured, leading to the development of cognitive skills such as; flexible attention, working memory, inhibitory control.

Such interpretation of experiences reflects a high level of understanding of each and every one of the significant events and psychic traces that somehow modifies the cognitive structure in these events.

To approach such a fundamental fact as education, it is a priority to know, dialogue and co-create with the other, so that the curriculum is assumed from other dimensions of knowledge, where the social construction of the authors represents a contribution and a great change in the educational paradigm (Ortiz). [4]

This research methodology links teaching practice, curriculum, family and school from questions such as who we are, what we feel, how we are, what is happening nowadays; this means a path towards a binding and modern education whose collaborative approach, favors the study of the impact of life in the context of pandemic and makes us proactive people, with reflective and critical analysis capacity.

As mentioned above, it is important to start from the current real physical and social contexts in order to abstract, build and deconstruct valuable life experiences that favor educational realities based on the valuable experiences of the active actors of the educational process. Freire already stated that the most effective way to relate to the world around us is through the solution of problems "knowledge emerges through invention and re-invention, through the restless, impatient, continuous and hopeful inquiry that human beings seek in the world, with the world and with each other" (Freire, p.53). [5]

The school cannot continue denying emotionality, discovering and transforming, creating, recreating, deconstructing, interpreting, specifying, arguing, valuing, are thought processes that strategically managed become the daily transformation of our thinking, our way of seeing and understanding the world and as a way of changing the states of mental inertia, that is, the cognitive biases that we have been forming as part of our experience, knowledge and beliefs of life. As stated by... Llinás [6] emotions represent the motor platform that drives or stops most of our actions, in such a way that our system of beliefs and values can be altered, if the process is regulated by the hypothalamus that orients the emotional aspect, i.e. that connects the physiological link between the emotional state and the motor state. This aspect can be evidenced in the analysis of results, let's see:

3. ANALYSIS OF RESULTS.

Comparatively, a cause-effect relationship is established due to the pandemic context, since the applied surveys show how young people, feeling their educational and socialization processes interrupted, were highly affected in their emotional processes.

The absence of their loved ones and loneliness put on the table the links that humans have between mental health-social interrelationship and education, the deterioration of mental health is evident in the ranges and categories presented in the life histories.

EMOTIONAL CONSEQUENCES OF THE PANDEMIC

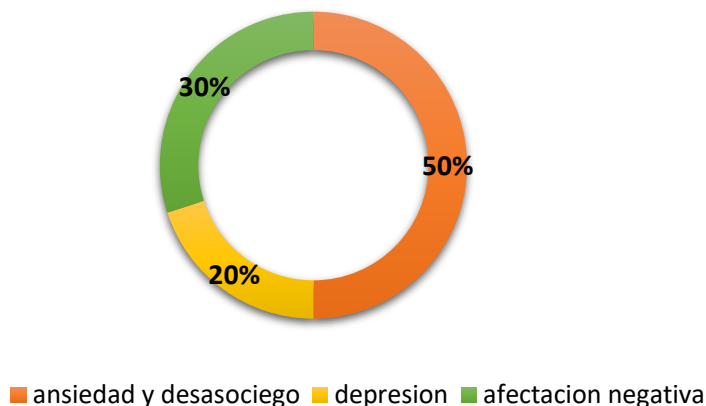


Figure 2. Emotional Consequences of the Pandemic. Own elaboration

20% of the surveyed population manifested depression, this is an understandable reaction to the confinement provoked by the pandemic conditions that forced isolation, and obligatory for all inhabitants.

The forced inclusion into virtuality produced anxiety and uneasiness in 50% of those surveyed, the non-attendance at school and usual social activities was a trigger for the affectation of human mental health, largely due to fear and uncertainty, as can be read in the results whose percentage 30%;

All this seems to indicate that this new condition forces us to think about the different reactions suffered by the habitants of the planet, who were not prepared neither psychologically, nor mentally, nor psychologically to be subjected to a forced burial, producing panic attacks, anxiety, and many other reactions, that so far are unknown, since there has not really been an emotional study of the replies and future consequences of those who had to be locked up for so long, to protect us from the pandemic.

On the other hand, according to the Ministry of Health [7], both physical and psychological impacts in the context of a pandemic generate effects that impact mental health, such as high levels of stress, uncertainty and anger, which contribute to an

increase in intrafamily violence and to channeling factors of depression and disenchantment with life.

All this reaction suggests the existence of a mental problem, due to the multiple situations that people have had to suffer when forced to be locked up during the pandemic, who in addition to being subjected to isolation, have had to suffer the conditions of the death of their relatives, loved ones, neighbors, friends and acquaintances, not yet knowing the effects that may have left all these situations never imagined and assumed by some of us.

In this sense, it seems convenient to provide psychological support to those people who are going through an emotional crisis, in such a way that interactive communication is propitiated for good mental health and an excellent emotional state, especially during the moments of difficulty through which the population in general is going through.

4. CONCLUSIONS

It is fundamental to determine how education nowadays demands new dynamics and approach to reality because, as it was determined in this research, the global situation of pandemic affects the metacognitive functions of the subjects in the case of being able to project goals, establish plans to fulfill them, organize the means to carry out the plans, control and judge in order to make decisions; This higher order finalistic behavior is highly important because it is what prevents or hinders important aspects such as attention, since being connected to the world in front of a screen affects attentional processes, motivation and assertive communication, as well as social skills are lost because the real-reality is disfigured in the world of virtuality and social isolation.

These so-called executive functions that allow the development of cognitive skills such as: flexible attention, working memory, inhibitory control, define us as social beings, as integral subjects and active members of a society, but when this free will of decision making is restricted in the subjects, the learning processes and cognitive routines are altered; hence, intrafamily and social violence are on the rise.

In this order of ideas, the vision of the actors immersed in the educational process must be mediated facing the current reality - pandemic context - from polyphonic discursive practices, where the discussions allow selecting, introducing, maintaining, questioning and reflecting on different disciplinary and curricular topics. Cognitive strengthening of students' actions towards a reflective process reconfigures and projects in him a subject of 'action, passion and desire', who allows himself to question, relate, extrapolate, investigate, repair, say or contradict and stimulate divergent thinking and different points and meta-points of view (Ortiz, 2021). [4]

It is crucial to rethink the curriculum from the perspective of public policies since, as this study confirms, children, adolescents, young people, teachers and families find new dynamics and realities in isolation under different circumstances, which highlights family relationships with education and life itself and put adults (parents-teachers) in an indispensable role to achieve emotional, cognitive empathy and empathic concern, Goleman [1], and Goldberg, E. [8] a situation that strategically and pedagogically managed favors the recognition of the other in front of the others, as a fundamental role for the achievement of cognitive control and the achievement of cognitive balance.

From the proposed tripartite scenario: relationship between the self, the other and the world, to validate and configure these relationships it is fundamental to exemplify with one's own actions reflecting that link between the self, the other and the outside in a current social-real context.

In the workshops conducted (first phase of exploration) to the population involved in the process, it was found as a strength that enabling play spaces, either virtually or in person, that allow the actor of the educational process - whether adult or minor - to express their feelings or the situations they live in the context of pandemic helps to balance mental health and enables the management of emotions.

Creating an appropriate space for the students of this course made it possible to recognize their feelings in their work from the context of virtual education and opened the doors to work actively with the community involved, which allowed them to enter their homes through virtuality and establish socioemotional and academic links with families, society and education.

The recognition of self through the workshops, involves the family context; allowing interaction on equal terms favors and activates neuronal flexibility, the development of these socioemotional cognitive processes constitute a framework and a cognitive network from which the social brain is activated.

Understanding educational and socioemotional processes, activating neural networks, developing flexibility and innovation are key elements in the relationship with memory and motor activation, this relationship activates the senses and, therefore, improves cognitive processes. This experience reflected during the pandemic made possible a range of possibilities to work in cooperation and not lose skills, habits and cognitive development.

Thus, the appropriation of socioemotional knowledge in the context of the pandemic shows that the relationship with the experience lived during this period of time significantly affected the relationships with oneself and with one's environment from the emotional and affective point of view, which is projected in the relationship with the immediate context, see graph 2, whether family, school or society.

The emotional, economic and socio-affective effects produced a change in the way we look at ourselves, relate and build knowledge. Hence, it is imperative to strengthen family-school-community and knowledge relationships in the current immediate context.

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