Curricula: culture and public educational policies

SÁNCHEZ-RIVERA, Lilia*†, ESPERICUETA-MEDINA, Marta Nieves, YÁÑEZ-FLORES, Sara Margarita and MARTÍNEZ-PÉREZ, Pablo Felipe

Universidad Autónoma de Coahuila C.P. 25280 Saltillo Coahuila

Abstract

This research is oriented toward the relationship between Culture and Public Educational Politics with curricula of the Mexican educational system applied in people between 15 and 30 years old from Saltillo Coahuila, It is a quantitive research in which an exprofeso instrument is applied, it's based on three axis; Culture, Public Educational Politics and curricula, they are measured with a decimal escale of reason, the statistic levels used are frequencies and percentages and factorial analysis. With a total of 94 subjects interviewed with an online platform; GoogleForm. Contributing to the information and communication technology tools incorporation use as part of the process of educational innovation in research procedures. One of the main conclusions from this research is that it's necessary prioritize from the curricula's reform to develop youth integrally, not just to search a significant content restructure for students , which implies their concerns to be involved and be satisfied when resolved their necessities but It must be focused on a humanistic philosophic model that forms society proactive subjects being participative agents of change.

Culture, Public Educational Politics, Curriculum

Citation: SÁNCHEZ-RIVERA, Lilia, ESPERICUETA-MEDINA, Marta Nieves, YÁÑEZ-FLORES, Sara Margarita and MARTÍNEZ-PÉREZ, Pablo Felipe. Curricula: culture and public educational policies. ECORFAN Journal-Republic of Colombia 2017, 3-4: 23-28

---

* Correspondence to Author (email: lsr14712@uadec.edu.mx)
† Researcher contributing first author.

Introduction

When talking about culture and paraphrasing Kroeber: they are the physical reactions of habits, techniques, ideas and values that are learned and transmitted, triggering a behavior, this being a unique product of man and this distinguishes it in the universe.

Culture is: "everything that includes all manifestations of the social habits of a community, the reactions of the individual to the extent that they are affected by the customs of the group in which they live, and the products of human activities in the as they are determined by those customs "(Boas, 1938)

However, for Brum public policy is a specific social, administrative and political phenomenon, the result of a process of successive takings according to some measures, which are specified in a set of decisions, actions or omissions, assumed primarily by governments, they translate, in a specific place and period, the answer predominantly of the same in front of the public problems experienced by civil society. (The evaluation of public policies and programs The case of social development programs in Mexico, Mexico, M. A. Porrúa, 2006)

Ralph Tyler (1949) tells us: "The Curriculum is all the learning experiences planned and directed by the school to achieve its educational goals." Identify the tasks of the curriculum such as: 1) The selection of content and its organization. 2) Sequence with psychological principles. 3) Determination and Evaluation of suitable methods.

The present investigation has the objective to know the relation that exists between the Culture, the Educational Public Policies and the Curriculum in the young coahuilenses between the 15 and 25 years of age.

Justification

This research is important because culture establishes the patterns and forms of behavior and expression of individuals, which are essential elements that must be taken into account in public educational policies must adapt these precepts and anchor them. to the curricula in Mexico. In addition, the results of this work can be used to find new strategies that allow the organization of education in an effective way that impacts on their quality and in the development of programs and workshops that favor their system. The methodological value lies in the design and application of the instrument in line with the GoogleForm platform, contributing to the incorporation of the use of information and communication technology tools as part of the process of educational innovation in research procedures.

Problem

The problem lies in knowing how the Culture, the Public Educational Policies and the Curricula are related to young Coahuilans between 15 and 25 years of age.

Hypotesis

Culture is an important factor in the implementation of Public Education Policies that impact the Curriculum.

Objectives

General Objective

The objective is to know the relationship that exists between the Culture, the Public Educational Policies and the Curricula in the young coahuilenses between the 15 and 25 years of age.

Specific objectives

- Identify the important elements that should be considered in the Curriculum for the improvement of human relations.

– Show the needs to be taken into account in the elaboration of Educational Public Policies.

Theoretical framework

Culture is "that complex whole that includes knowledge, beliefs, art, morals, law, customs and any other habits and abilities acquired by man as a member of society." (Tylor, 1881 p46).

To paraphrase Kroeber culture are the physical reactions of habits, techniques, ideas and values that are learned and transmitted triggering a behavior, this being a unique product of man and this distinguishes it in the universe.

Culture is: "... everything that includes all manifestations of the social habits of a community, the reactions of the individual to the extent that they are affected by the customs of the group in which they live, and the products of human activities it is the extent to which they are determined by those customs "(Boas, 1938)

The reforms of the educational policies implemented in basic education in Latin America (LA) and in the world continue to be the object of study and reflection based on its multiple results, among which two stand out: low quality and the persistence of inequality (Gajardo, 1999, Levin, 2010).

International experiences and educational policy studies show that the results of reforms tend to be marginal and incremental because of the complexity inherent in education systems (Hannaway, 2009). This situation is associated with the institutional configuration of the educational systems and the features of the implementation processes in each country. In this sense, knowing unique experiences offers evidence for implementation, in a learning dynamic that involves research, decision makers and actors involved in a process that goes from the definition of public policy problems to its implementation and evaluation.

Currently, and as Betanzos (2014) mentions in his article, universities have focused more on meeting the needs that have marked the process of globalization and the new information society, that is, the development of internationalization plans and strategies they are in function of the demands of globalization from the demands and economic needs to the formation of new human capital, capable of developing in the world.

Within the Curricula it is important to consider what the American Council of Education (ACE) calls Global Learning, which is the knowledge, skills and attitudes acquired by the student through a variety of experiences based on internationalization. It is important that within the internationalization process there should be a high degree of culture about the importance of evaluating in each institution, as well as the commitment of each one to carry out this task, since it is not possible to achieve a good development in the plans of studies or improvement of them if not taken seriously and consider the observations and results that can be obtained from an evaluation.

According to the report to UNESCO of the International Commission on Education for the 21st century, preceded by Jacques Delors, where he proposes "Carrying out a study and reflection on the challenges that education will have to face in the years to come and present suggestions and recommendations in a report that can serve as a renewal and action program for decision-makers and officials at the highest level "(page 301)

Research Methodology

The variables for this research work are based on the bibliographic references investigated, these variables are selected to solve and know directly the research phenomenon looking for a relationship between them.

The first variables used are to know the general data of the population are in function to identify them and locate the level of participation by gender, the age expressed in years until the day they answered the instrument to select the sample of the population that is between the range of the subjects of study, their marital status and religion, considering these two as elements to draw a previous panorama on the cultural elements, likewise the educational level to which they belong to establish a degree of preparation of the participants, the school in the that they study to know in which sector of the educational system they are immersed and the career in the university students to locate the work area in which the youth of Coahuila is currently forming.

The axes for this research are located in three which are: Culture, Public Education Policies and Curriculum. Measured on a decimal scale of ratio.

The population surveyed is the student youth of the City of Saltillo, who are between 15 and 25 years of age, with a total sample of 94 young people selected at random, they were put in line with the GoogleForms platform, then started with the observation of the database that contained the information gathered in the instruments, then the necessary statistical processes were carried out to explain and respond to the objectives and question the study phenomenon.

Type of Research

By the proposal of the objective, this research is of innovation, because it involves a change and transformation or association based on inputs that provide novelty in elements, forms, relationships or structures.

For the operational orientation, this research is inductive, for the coherent and integrating articulation of the parts in a whole, constructing and synthesizing.

By the way of execution, this research is evolutionary, because it articulates the stages of a process.

By expository derivation, this research is descriptive, because it removes the hidden to the researched, whether attributes, relationships and structures.

Results

It is carried out for the descriptive analysis: frequencies and percentages and for the factorial integration analysis.

Frequencies and percentages

Out of a total of 94 subjects, the ages of the selected sample, report ages ranging between 15 and 25 years, of which the majority are women. Regarding their marital status, the highest proportion are 96.80% single, over the religion professed 69.13% is Catholic, according to their educational level 57.44% is upper middle and 42.55, where 47.85% represent students of the Autonomous University of Coahuila, 36.17% of the Vizcaya de las Américas school, 10.63% of the Piedras Negras Don Bosco Institute, 9.57% of the Ignacio Zaragoza School and UANE, of the Autonomous University of Nuevo León, 4.25% and with the same percentage students of some CBTis, 3.19% of the Technological Institute of Saltillo, 2.12% of the Universidad Autónoma Agropecuaria Antonio Narro

Factorial analysis

The factorial analysis is carried out with the method of multiple communalities R2 due to the composition of the factors and the percentage of significant explanation for the research work; with normalized varimax factor rotation and an error level p≤0.01.

Factor 1, called Culture and Curricula, describes that the elements that must be considered in the structuring of a Curriculum are all inherent to the student, such as his family, his traditions, his language and forms of expression appropriate to his context, with the purpose of improving human relations.

The factor 2, called Elements for the curricular structure, it is observed that the intellectual needs and concerns of the students must be known, to be taken into consideration what allows to create a cultural identity and belonging in the institutions. It is also important to incorporate extracurricular activities for social integration with the community to strengthen ties and communication among its members that promotes freedom, the inclusion of the family and respect for human rights, which conforms to a new axiological structure.

In factor 3, Decision making, describes the needs that should be taken into account when developing public policies in the field of education, the participation of the family and actions that entail strengthening the cultural identity within a family are considered first order. new restructuring of the curriculum, The main social groups after the family are friendships and religion which generates in them individual and collective commitments in favor of the students, for this reason it is important to rescue the elements that contribute most to the generation of consciousness and commitment to a new Curricula.

Conclusions

Following the objective initially stated to know the relationship that exists between the Culture, the Public Educational Policies and the Curriculum; and according to the factorial analysis, it is concluded that the curriculum should develop integrally to young people, with a holistic vision, that is, not only to seek a restructuring of meaningful contents for the students where their concerns are involved and their needs are resolved. focus on a humanistic philosophical model that forms proactive individuals in society being agents of participatory change and involve the family within this curriculum proposal, because the subjects consider it as the main element of the culture that favors their educational process, Likewise; For them, the main social groups after the family that impact on this process are friendships and religion, which generates in them individual and collective commitments. This is why it is important to rescue the elements that contribute most to the generation of awareness and commitment for a new Curricula.

References

Acha, J. (1994). *Expresion y apreciacion artistica.* Trillas.

Alvarez Chuart, J. (2011). Primera Infancia: Un concepto de Modernidad. *El Observador*, 62-75.

Alvear Acevedo, C. (2005). *Introduccion a la historia del arte.* Mexico: Limusa.

Anonimo. (n.d.). *CatalisWiki*. Retrieved Marzo 18, 2012, from CatalisWiki: http://catalis.uns.edu.ar/doku/doku.php/isbd

Aradra, R. (n.d.). *Gobierno de Espana, Ministerio de Educacion.* Retrieved from Gobierno de Espana, Ministerio de Educacion: www.leer.es

Arias Pabon, C. H. (2000). Educacion Superior y Medio Ambiente. *Nómadas (Col)*, 231-236.

Barrio Maestre, J. M. (2007). Dimensiones del Crecimiento humano. *Educacion y Educadores*, 117-134.

Boas F (1938). *Antropología General*

Brovelli , M. (2001). Evaluación curricular. *Fundamentos en Humanidades*, 103.

Chacon Arteaga, N. (2000). *Humanismo y valores en la formacion de profesionales en la educacion*. Ciencia y Sociedad, 490-533.

Dewey, J. (1897). *mi credo pedagogico.*

Durkheim, E. (1975). *Educacion y sociologia.* Barcelona: Peninsula.

García Fabela, J. L. (n.d.). *¿Qué es el paradigma humanista en la educación?*

Hernandez Ulloa, A. R. (1999). *La noción de equilibración en Piaget. Investigación sobre los procesos de transformación del conocimiento.* Cd. de Mexico: UNAM.

Kroeber, A. (1923). *Anthropology* .

Ralph Tyler (1949). *Principios básicos de a curricula, Buenos Aires, Editorial Troquel.*

Tylor, E. B. (1881). *Antropologia.* Londres.

Vygotsky, L. (1980). *Mind in society: The development of higher psychological processes.* Harvard University Press.