

Perceptions of University Academics about the School Curriculum for Undergraduate Application, Chile

Carlos Roberto Arriagada Hernández^{1*}, Daniel Duclos-Bastías², Pablo del Val Martín³, Gerardo Fuentes Vilugrón⁴

¹*Universidad Autónoma de Chile, Chile.*

Email: carlosarriagadah@gmail.com.

²*School of Physical Education Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile.*

²*Department of Physical Activity and Sports Sciences, University of Castilla-La Mancha, Toledo, Spain.*

³*Universidad Andres Bello, Chile.*

⁴*Universidad Católica de Temuco, Chile.*

Abstracts: The interest arises due to the fact that educational policies and regulations such as the Framework for Good Teaching, undergraduate pedagogical standards and curricular updating, have triggered new scenarios of teaching performance, so it is important to contribute with an updated basis of this type of knowledge to contribute to the development of undergraduate education and its future teaching development in the school system. The methodology to be used considering the nature of the study is the comprehensive-interpretative paradigm, qualitative approach, the type of study was through a case study, with the use of data collection techniques of semi-structured open interviews. For the analysis of the data, the software Atlas. Results and discussion of this research are the positive valuation of the school curriculum and the integral development of knowledge, skills and attitudes, but they are not consistent at the moment of transferring to the student how to develop them in a theoretical-practical way, which makes glimpse complex scenarios that raise the reflection towards the complexity of integral learning, and how the undergraduate student, future teacher can develop his teaching actions placing himself from this type of learning in the school.

Keywords: Curriculum development, Teacher education, Theory of education, Teacher training.

1. INTRODUCTION

The national curriculum has undergone changes that have been produced by the transformation of the regulations that sustain the Chilean educational system as a result of the changes and social demands (penguin revolution of 2006) [8], this was the transition from the Constitutional Organic Law of Education to the current General Law of Education, a transition that generated a curricular transformation from a curriculum based on annual objectives and contents with didactic proposals, and pedagogical orientations to work on expected learning with a subsequent evaluation [19] to one based on competencies as a result of a readjustment of the fundamental definitions of the curriculum at the national level, leading to a design established by curricular bases (hereinafter, BBCC), with new elements such as curricular progression and integral learning. This new curriculum is not indifferent to criticism for its positivist rationalism, interpreting the BC as a technocratic model for its implementation and its excessive standardization that favors unequal competition among students, teachers and educational centers, criticism that evidences the scarce curricular coherence declared by the Ministry of Education (hereinafter, MINEDUC in relation to the teaching performance that expects the development of a constructivist and sociocultural perspective through its guiding policies such as the current Framework for Good Teaching.

On the other hand, in relation to the current BBCC, teachers express a positive assessment of this update, but they show that problems arise in how to implement them for the development of comprehensive learning (knowledge, skills and attitudes) proposed by the LGE and the current BC [1]. This finding constitutes a constant challenge in the development of teaching. Therefore, the entities that train education professionals must be constantly updated so that future teachers can adequately implement the national curriculum. In this sense, according to the Indicative Performance Standards for educational establishments and supporters (hereinafter, IPS), there is evidence of an update in a standard that is directly related to the curriculum and the comprehensive development of students. In relation to the Pedagogical Management Dimension in the Teaching and Learning in the Classroom Subdimension, the MINEDUC IPS state the following: Standard 5.1 Teachers focus their classes on the Learning Objectives stipulated in the Curricular Bases, with a rigorous management of the skills, contents and

attitudes to be developed. This standard in relation to the 2014 IPS, only stated the development of Learning Objectives without including these three types of knowledge. Which indicates the importance given to the fact that learning must have an integral component (knowledge, skills and attitudes). This can only happen if the teacher identifies and dominates from his/her discipline the design and pedagogical work incorporating this triad for the development of student learning.

In relation to the improvement in teacher training for the generation of a greater development of the educational system, this training is currently linked between the University and Law No. 20,903 on Professional Teacher Development, a law that delegates to accredited universities the training of teachers through pedagogical careers that have accreditation in accordance with the law. This regulation has generated a new teacher training scenario, with modifications to the entrance that currently requires a university selection test score of 500 points or being in the top 30% of the ranking of grades, which has caused a decrease in enrollment and lower entry of students to this type of careers evidenced between 2017-2021 with the fall of 40% of new entries, data from acción educar, 2021. Teachers once graduated are inserted in a professional career in private subsidized, municipal, local education services and delegated administration establishments with tranches that depending on their performance in specific and pedagogical knowledge tests, practical demonstrations through the teaching portfolio and work experience (bienniums) are categorized in the following tranches: initial, early, advanced, expert I and II, this accompanied by economic recognition and professional promotion. In relation to this current evaluation system, the national results since 2016 have not evolved, in the municipal sector only 0.7% are pigeonholed in expert II and in the private subsidized sector 0.13%, while the majority in the private subsidized and municipal sector remain in an early and advanced bracket with 14.67% and 37.15% respectively.

On the other hand, the academy in teacher training in Chile has been conditioned by the teacher development law of 2016, which establishes pedagogical standards and an exit pedagogical and disciplinary evaluation that has probably caused a reductionism in what are the contents and competencies to be developed in the future teachers, and there may be a technical rationalism in the training processes. On the other hand, there is the problem that university teachers must teach from the current curricular bases and generate a coherence with the pedagogical and disciplinary subjects, evidencing a complex problem which is that this generation of university teachers was formed with the curricular framework of the old Constitutional Organic Law of Education. This has generated a change in the conception of the curriculum, not only in terms of nomenclature but also in relation to the integral formation of the student (skills, knowledge and attitudes). It is possible to affirm the dominance of the content and the discipline, at the same time it is possible to question the level of knowledge of the current Curricular Bases in a technical and deep way, depending on the discipline from which it is taught, it will always depend on the pedagogical components for its application. In relation to the background and problems previously stated, the following research question arises:

What is the knowledge that the faculty of the Faculty of Education has about the national curriculum and its relation to initial teacher education (ITE)?

2. METHODOLOGY

Considering the theoretical background and the research problem posed and its nature, which will guide the research to investigate and establish a line of research from a phenomenological perspective, this aims at understanding a little studied phenomenon, we will rely on the qualitative approach, with a Hermeneutic paradigm, which is understood as the art of deciphering the meaning of the actions of human beings. Proposing an understanding of the meanings given by teachers to the school curriculum, appealing to the inquiry of the phenomena from their own perspectives. Given that this is an emerging topic within the professional development of teachers, the depth of the case will be privileged over its coverage. Qualitative research does not seek to generalize or statistical representativeness, but postulates representing from a cognitive relationship and depth, accessing the system of representations and meanings of a subject, being, ultimately, the greater the proximity to the subjective world, the greater the validity of knowledge [7].

2.1. Type of Study

In relation to the elements and conditions surrounding the faculty, the appropriate type of study for this research is a case study. Its unique character stands out for being the school curriculum, a necessary subject of study for undergraduate students, and that the teaching professional uses throughout his working life, so its knowledge and use must be constantly updated, of how the curriculum is changing in its nomenclature and structure with the passing of the years. In this sense, it is a complex case to study, but the construction of teachers' meanings around this topic can produce relevant contributions for teacher training. A case study is important and is composed to illustrate the need to detail and describe in order to understand a specific topic, problem or concern [9].

With the case study, it is intended to establish an approach to the study phenomenon, without producing an intrusion, but aiming at a deep understanding of the phenomenon, both what characterizes it and how it positions it at a professional and social level. In this sense, the inquiry will be produced in how they construct the meanings they give to the school curriculum, how they characterize it, what difficulties they visualize and what are the attributes they recognize, such as its relevance, usefulness and criticisms that may arise around it, being of relevant importance for initial teacher training.

2.2. Selection of Participants

The participants correspond to Academic-Teachers belonging to the Faculty of Education, who may participate on a voluntary basis. All pedagogical careers will be considered, considering that the curriculum is a subject that is taught in all the curricula of the pedagogical careers, and teachers must apply the curriculum in the different subjects of a pedagogical or disciplinary nature. For this purpose, the following criteria will be considered:

- Academics-Teachers
- Male and female academics
- Academics who preferably work in basic, professional and disciplinary subjects.
- Academicians with at least three years of service.

2.3. Data Collection

For data collection, three research techniques will be used, which will allow us to deepen in the construction of meanings that participants give to the research phenomenon, for this purpose the focus group will be used, a technique that excels in the task of providing ideas about the phenomenon to be investigated, which will incorporate a focus group per site (Temuco, Talca and Santiago). The second technique to be applied is the open in-depth interview, which is the appropriate technique for the research objectives and/or object of study, due to the fact that the interview has an importance of paying attention to the role of the social practice it signifies, including the awareness of the positions of the interviewer and interviewee. This technique will be applied as a purposive sample to 24 participants from 8 careers and its selection depends on the ability to offer learning opportunities and an analytical generalization of the results that allow identifying the causes or general conditions that allow explaining or predicting a phenomenon [11].

In summary, first the focus group will be applied to identify the discourses of the participants and the interpersonal relationships they build around the school curriculum. A guideline will be drawn up with previous categories related to the research objective: To establish what knowledge the teaching staff of the Faculty of Education Temuco has about the national curriculum and its application in initial teacher training.

Once the ideas have been identified, the initial tree of categories will be modified by one that adds and projects all the emerging categories or codes. Subsequently, a documentary analysis of the curricula of the different careers

and their relationship with the meanings of the school curriculum that emerged from the focus groups and interviews will be developed. The documentary analysis will be carried out by applying the methodology of conceptual mapping, which allows to generate a study of the different concepts, generating a systematization and facilitation of concepts that can be analyzed, compared and to know their origin from the existing information (curricular grids) [5].

2.4. Data Analysis

The information collected will be transcribed and prepared in primary documents for a subsequent qualitative analysis with the application of Grounded Theory with the use of Atlas.ti software version 23, with the purpose of discovering concepts and relationships in the data and then organizing them in a theoretical explanatory scheme. This analysis includes open coding to build categories and subcategories, which conceptualize the meanings attributed to school curriculum and its use in the different subjects of the curricula of the Faculty of Education. Then, an axial coding will be done to relate the categories according to their properties and identify relationships that allow elaborating criteria and meanings of the pedagogical practices of initial training related to the school curriculum as a basis and the transformation of the educational processes that occur in initial teacher training. The above gives way to selective coding that integrates categories and subcategories in a central category, and forms a larger theoretical scheme that results in a theory, in this case discovering the relationship that occurs between the curricular elements and the linkage with the subjects of the curricula of the pedagogical careers of the Faculty of Education as a result of the previous documentary analysis. The Atlas-ti 8 software will be used, since it allows tracing conceptual networks for the elaboration of theoretical models, thus improving the quality of educational research [20] Consequently, the following will be coded: interviews, focus groups and institutional documents.

Table 1. Emerging Categories.

Categories	Main codes
Academic meanings of the educational curriculum	Curriculum Knowledge-based curriculum Traditional curriculum Academic preparation curriculum
Application of the curriculum in education	Professional training Internships Educational diversity and inclusion: education in diversity Pedagogical reflection Reflexión pedagógica
Types of knowledge in university education	Learning Competences Knowledge, skills and attitudes

Source: Own Elaboration.

Table 2. Importance Attributed: Professional Practices.

Code	Descriptor
Professional internships	"Well, as teachers in training are also constantly visiting schools, I feel that it is a very good instance for them to have these links with educational establishments because this is where they are going to develop their work, once they finish their teaching, what I should emphasize is that they should know different contexts, that they do not always go to the same establishment, so that real learning is achieved and I believe that as this link exists all the years of training if they are well prepared curricularly to be able to implement strategies and in the end to be a contribution when they get to do their professional practices. " (Doc. 4:14) "I think they come out well prepared because the line of practice begins at least from the intermediate practice then the student begins to familiarize himself with the curriculum, we are talking that already from the sixth semester or even from the fifth semester, the student already begins to browse the curriculum, begins to understand it little by little either from theory or practice" ... (Doc. 3:9).

Source: Own Elaboration.

3. RESULTS

The importance of curriculum training is highlighted in order to perform a successful professional practice, emphasizing the experience of different educational contexts, to better adapt their strategies and curriculum

planning. Also, the intermediate practice line highlights the development of the curriculum in which they study, theorize, reflect and implement it through their own pedagogical proposals.

Table 3. Importance Attributed: Pedagogical Reflection.

Code	Descriptor
Pedagogical reflection	"From a reflective point of view in one of the subjects that is of practice, where we have to make the analysis and there we also make a critique of the current reality of what might be missing and what is basically present and how this is also extrapolated, and of course from the hardest part which is disciplinary, which we review and work directly with activities as such". (Doc. 9:4) "I believe that if one analyzes how the classes are carried out and how these pedagogical procedures are established, I believe that we comply, now, was it conscious? We do it because we have an experience, a trajectory doing it, in some way we have been in courses and we are modifying behaviors and we are improving, but if you ask me within the syllabus that I have, I do not think that I do it from such a simple point of view, aware that I did it in a way that I wanted to say that I intended this crossing of knowledge, we simply take the program, we launch it and then we fix it along the way." (Doc. 9:15)

Source: Own Elaboration.

Table 4. Teaching Knowledge: Learning and Competencias.

Codes	Descriptor
Learning	"It depends on the subject, if they are practical subjects, the priority is to know how to do, if they are mixed subjects, there we are with knowing how to be and knowing how to do, but I think that is a mixture, now if you ask me if I intend it that way, I do not intend it because when one speaks of generating an awareness that this is the challenge we have, it also starts with us." (9:13) "The teacher is rather a mediator who has to generate a reflection on the knowledge that the student has accessed and that knowledge is useless if it is not accompanied by certain attitudes and skills... therefore these attitudes are fundamental and should go along with the knowledge, so it is a whole, the three are worked, at least I work on the three: knowledge, skills and attitude, especially the way of teaching" (3:7).
Competencies	" I believe that in terms of the curriculum, if one looks back at the current bases, I believe that there has been a very important advance, we know that putting together the curriculum is not easy, however, I believe that in relation to the comprehensive approach, there are gaps in how to develop these more comprehensive competencies in the classroom with their students. there are gaps in how to develop these more comprehensive competencies in the classroom with their students, one asks them or we review the design instruments such as planning, for example, and one asks them how are you grounding the development of skills, attitudes and all that we should work with the triad of skills, knowledge and attitudes, I think it is very difficult for them to go deeper and ground and design activities that are relevant to those purposes"... (Doc. 6:2)

Source: Own Elaboration.

The learning code situates learning, from knowing how to be and knowing how to do, in a combined way, but this knowledge on the part of the teacher does not intend it in the academic training. On the other hand, the teacher is understood as a mediator, the one who generates reflection in the students through skills and attitudes, in this sense the types of knowledge are not being used for their projection as teachers in training, but they are used as a tool for the learning of the own university student of pedagogy. From another point of view, the development of competencies is visualized from an integral way, the complexity is in how to develop them so that their students learn and can replicate through micro curricular designs having to work knowledge, skills and attitudes.

Table 5. Teaching Knowledge: Knowledge, Skills and Attitudes.

Codes	Descriptor
Knowledge, skills and attitudes	"As a good professional, you must have knowledge to make decisions and act based on that, so there is a balance between knowledge, procedural and attitudinal" (Doc. 1:15). "Above all, attitudes because we work in the practices on doing, so in the doing, what is the subject of the practice, how I did the class, that is the theme, so obviously everything converges there, but I put a lot of emphasis on attitudes" (Doc. 2:15).

Source: Own elaboration.

This code in its rooted quotations states that in order for students to learn what the integrated curriculum is, the teacher must first have knowledge. On the other hand, the utilization is in some cases preferably for the development of attitudes in university student teachers. In relation to the above, the emphasis should be on the three types of knowledge equally, explicit, understandable at a theoretical-practical level so that the student teacher

can tune in to the integral development and carry it efficiently in the classroom, through their interventions throughout the undergraduate training process.

4. DISCUSSION

The scientific discussion that emerges from the results of the study is presented below, analyzing section by section the current literature with comparable objectives. In the first place, traditional curricular knowledge, centered on knowledge, is related to academic and professional preparation, centered mainly on knowledge or discipline (Figure 1). The above allows mentioning that the formative processes transcend the traditional because they aim at a transformation of the subject with educational invention, creativity and development of potentialities [15]. On the other hand, some teachers value the school curriculum positively, since it is updated for a more globalized world, and there is also a lack of contextualization due to the pandemic scenario that made them question what they were doing and therefore the curricular bases (Table 2). In a study conducted during COVID-19, the educational action of teachers, parents and directors in relation to learning and the role of emotions during the pandemic, elements that transcend the curriculum, which is only a means [3].

Regarding the meanings attributed to the curriculum by teachers, these are developed under a traditional conception of it, but with emphasis on the integral development of learning, with a focus on knowledge or the development of a specific skill (Table 3). According to [2], teachers have a positive assessment of the school curriculum but do not clearly identify which are the curricular updates and what type of knowledge they contain. On the other hand, [17] conclude that there are factors that go beyond knowledge of the curriculum and the teacher's discipline in terms of approaching the curriculum; these factors are related to didactics and methodology, which denotes a lack of basic knowledge of the curriculum, which leads to focusing only on one type of knowledge. When we speak of curriculum knowledge, we refer to knowing how to be, knowing how to do and knowing [16]. These types of knowledge extrapolated to the curricular bases are skills, knowledge and attitudes, central elements of the curriculum for its teaching and integral development.

Secondly, in relation to the application of the curriculum in academic training. This highlights the importance of the curriculum, and from academic training it is related to preparing teaching, preparing for different educational contexts and attention to diversity, being this a complex current scenario that group and personal reflection are collaborators for a better application of the curriculum in their practice centers (table 2). In this sense, the curriculum is necessary to analyze in content and its interaction that occurs in the teaching-learning process, linking with the academic towards the social, cultural, environmental and economic associated with student development [4]. From a socio-formative approach, it is mentioned that it is necessary to change educational practices so that they lead to the integral development of students [13]. It is important to implement new formative models in university education, in congruence with the development of knowledge and skills necessary to function in society [12].

In relation to curricular application in academic training, professional practices are important for curricular training, from the theoretical-practical point of view, to experiment in different educational contexts and thus better adapt their strategies and curricular planning (Table 5). The above is related to the generation of a greater link with the educational reality, at the moment of carrying out pedagogical practices in the different educational levels in the undergraduate, advancing towards an integral formation between the disciplinary and pedagogical, as well as with the soft competences that will allow them to develop successfully in the near future at a professional and labor level. Under this aspect, it is necessary to develop early and progressive practices that offer teachers in training the necessary time and different contexts to develop their experiences, allowing their identification with the profession [22]. Another significant finding is the development of diversity and inclusion, important to develop at the formative level, being a necessary topic to be addressed from the discipline and pedagogy (Table 6). The training of teachers is a challenge for higher education, giving a new meaning to inclusion and valuing diversity, contexts in which they participate and as education professionals, their teaching performance will take place in an inclusive and diverse environment [10]. In order for this teaching development to take place at the university. Higher education institutions that train professionals must allocate resources and manage a new training curriculum that incorporates skills and attitudes for the development of inclusion and attention to diversity [6].

Otro elemento que subyace como una acción importante dentro de la formación académica es la reflexión pedagógica, en la cual la práctica es vista como una asignatura reflexiva, desde el análisis y críticas de cómo es el quehacer en el aula, dando preparación al estudiante desde la teoría, generando combinación para el desarrollo de sus clases como tal (tabla 8). En este sentido, Vanegas y Fuentealba (2021) señalan algunos elementos importantes a destacar en la formación docente, dentro de ellos se caracteriza la reflexión docente para la construcción y creación de una identidad profesional.

Thirdly, in relation to the types of knowledge in university education, teachers report the use of knowledge (skills, knowledge and attitudes) with emphasis on knowledge and tension with the lack of knowledge of integral development [18]. In relation to this area, it is noted that there is an academic-rationalist approach in training and curricular activities, which strains teacher training [23]. On the other hand, attitudes are part of the teaching task to strengthen students from the emotional aspect at a theoretical-practical level, in relation to the emotional aspect, there is a lack of formative tools in emotional intelligence, for the integral development of students [14], so at the level of teacher training the faculty has a formative development at the emotional level, however, there is a lack of greater tools in this area. Regarding learning and competencies (Table 9), learning is combined from knowing how to be and knowing how to do, but they are not intentional in the training being used as tools for learning [21]. The use of the types of knowledge by teachers is subordinated as part of the teaching exercise, establishing these elements during the preparation of teaching and the development of the class, but without a conscious and objective application [2].

5. CONCLUSIONS

It is concluded that there is a dissociation discourse from the different analyses related to the knowledge and application of the school curriculum in pedagogy students, on the one hand, the positive attribution to the three types of knowledge of the curricular bases, and on the other hand, how is the use of these in the training of undergraduate students, since teachers predominantly use some of this knowledge but are not consistent at the moment of transferring how the student should develop them in a theoretical-practical way, which makes us glimpse complex scenarios that raise the reflection towards the complexity of integral learning, and how the undergraduate student, future teacher, can develop his teaching actions placing himself from this type of learning in the school.

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