

Alternation Training Strategies Implementation Project in Professional Technical Secondary Education

José Manuel Salum Tomé
Catholic University of Temuco, Temuco, Chile

Vocational technical education is one of the fundamental pillars that governs the educational system, its strengthening is a task assumed by the Ministry of Education through the implementation of the National Vocational Technical Training Policy carried out by practice through the National Strategy for Vocational Technical Training. There are multiple challenges involved in carrying out actions to promote and generate instances of participation and decision-making that enable the involvement of all actors. To articulate the educational system and economic development in this sense, professional technical high schools with a specialty in early childhood care assume a strategic and preponderant role in the educational sector, since the young people who study the specialty put into practice what they have learned in classrooms and workshops, allowing them to effectively enter the world of work, access their professional practice, and enter higher education, and, in most cases, be an agent of change at the family level to socioeconomically improve the reality of their homes. For this reason, Chile needs to have mid-level nursery care technicians who will allow it to address the challenges of its own development and its growing participation in the preschool care system, with demands of greater added value, dynamic and challenging. In this scenario, alternation training will not only strengthen the specific technical skills of the specialty, but also the capacity for innovation, entrepreneurship, teamwork, and a set of transversal skills that will prepare students to perform in multiple areas of education.

Keywords: technical education, alternation, business, university

Introduction

Vocational technical education is one of the fundamental pillars that governs the educational system, its strengthening is a task assumed by the Ministry of Education through the implementation of the National Vocational Technical Training Policy put into practice through the National Training Strategy Professional Technician. There are multiple challenges involved in carrying out actions to promote and generate instances of participation and decision-making that enable the involvement of all actors to articulate the educational system and economic development.

In this sense, professional technical high schools with a specialty in early childhood care assume a strategic and predominant role in the educational sector, since the young people who study the specialty put into practice what they have learned in classrooms and workshops, allowing them to be effectively inserted in the world of work, access their professional practice, and enter higher education, and, in most cases, be an agent of change at

the family level to socioeconomically improve the reality of their homes. For this reason, Chile needs to have mid-level nursery care technicians who will allow it to address the challenges of its own development and its growing participation in the preschool care system, with demands of greater added value, dynamic and challenging. In this scenario, alternation training will not only strengthen the specific technical skills of the specialty, but also the capacity for innovation, entrepreneurship, teamwork, and a set of transversal skills that will prepare students to perform in multiple areas of education.

Thus, this training by alternation type internships in IES, as a learning modality, brings students early to the labor field in activities with boys and girls under six years of age (pre-school stage in its three levels of attention), allowing to put into practice the knowledge, skills, abilities, and aptitudes that are being acquired both in technical training and in the general plan and that, given the pandemic and distance education, have been strongly affected. (1) National Vocational Technical Training Strategy, 2020. (2) REX 1080/2020: Alternation Training Strategy.

The advantage of internship training allows students to learn, interact, and develop in a higher-level educational context with professors and student mentors of higher-level technicians, acquiring skills for their professional training and for the transition to higher education and laboral future.

In this way, we present an alternation plan, aimed at 4th grade students, first semester, focusing on module seven of the preschool care specialty “Literary and Theatrical Expression with Toddlers”, with its respective learning objective: LO 1

Carry out and evaluate educational activities with preschoolers of different levels, creating pedagogical environments appropriate to their needs and their cognitive, emotional, social and psychomotor development, in accordance with the Curriculum Bases of Early Childhood Education and the guidelines and instruments received from the educators.

expected learning and evaluation criteria linked to the experiences that the students will experience. These curricular components will be addressed in a total of 16 pedagogical hours distributed over four face-to-face days at the Pontificia Universidad Católica, Villarrica headquarters. The name of the alternation experience designed by the PUC is “Explore, experiment and create, strengthening tools of artistic expression for early childhood.”

Participating directly and in person in the activities at the higher education institution will allow the students, together with the tutor teacher, to take ownership of the contents and see their comprehensive training complemented. On the other hand, this strategy allows them to apply the techniques and skills proposed by the specialty program to comply with the graduation profile; In addition, to establish an early relationship with higher education, with the purpose of strengthening knowledge and technical skills by generating learning experiences that favor the development of language, creativity, emotional bonding through the expression of emotions and feelings of the students, boys and girls in their different stages of development.

To this end, the proposed program encourages students to delve into two expected learnings corresponding to LO 1, plus all the collateral benefits (Hidden Curriculum) of being present and interacting with the higher education institution. Thus, you will be able to:

- Offer comprehensive pedagogical opportunities to promote literature with relevant resources for boys and girls under six years of age, applying methodology according to the characteristics of the children, toddlers, according to criteria agreed with the educator or the educator and pedagogical principles.

- Offer pedagogical experiences that favor the expression of creative children, applying theatrical techniques according to the interests and artistic possibilities of boys and girls under six years of age and implementing the pedagogical principles in an environment that protects hygiene and security.

The above is essential for the professional training of students in the theatrical and literary area, creating simple dramatizations and learning to use different resources to represent artistic expressions, in order to offer pedagogical environments that favor the comprehensive development of preschoolers in the field of literature and theatrical expression.

The Monseñor Guillermo Hartl Educational Complex has as institutional seals:

- *Educational training based on Christian-Catholic values*, open and dialogue that recognizes diversity, in harmony with the family and the community.
- *Comprehensive and inclusive education*, in which various educational practices are promoted for the development of students, ensuring contextualized, meaningful learning experiences that favor integration, access, permanence, and participation.
- *Active and innovative training*, through the implementation of methodological strategies that favor the educational trajectory, based on innovation and contextualized curricular management.
- With values such as respect, solidarity, and autonomy.

From the above and in accordance with the educational policy, the establishment puts its work and resources in pursuit of effective, innovative learning that achieves significance for the life projects of the students.

Finally, this teaching strategy provides opportunities for the student to develop and perfect their knowledge and technical skills, in such a way that it will allow them to be better prepared, since they will have more experience and more elements for making vocational decisions about their career employment and/or to continue studies in higher education.

Finally, this internship at IES has a workshop-type methodology, where the students are the protagonists, based on different learning methods, such as:

- The contents will be taught in this context, among the activities to be carried out, the following:
- Interactive presentations by the teacher (spaces for comments, questions, and answers).
- Theoretical-practical classes with the support of audiovisual resources.
- Demonstrations and role plays.
- Workshops for the development of body expression.
- Representation and simulation exercises.
- Workshops for making theatrical resources: scripts, sets, makeup, costumes.

Methodology

The curricular analysis of the Modules of the Specialty has to enable the selection of learning objectives, both generic and specialty, which will be addressed *in the Lyceum and in the alternation institution*, considering the number of hours corresponding to the Module.

Repeat the following table according to the number of modules Specialty defined for alternation strategy (a table must be prepared for each Module ordered by course).

Table 1

The Curricular Analysis of the Modules Including Learning Objectives, Both Generic and Specialty, and the Number of Hours

Course	Fourth year		228 hours		
Module name	Literal and theatrical expression with toddlers	Number of hours	228 hours		
Learning objective (extracted of the study program)	Expected learning (extracted of the study program). Note: You can trigger new evaluation criteria.	Evaluation criteria (extracted of the study program) Note: You can trigger new evaluation criteria.	Generic objective (extracted of the study program; point out only the letter)	Annual hours	
				Institution	Lyceum
Perform and evaluate educational activities with preschoolers of different levels, creating pedagogical environments appropriate to their needs and their cognitive, emotional, social, and psychomotor development, according to the Curricular Bases of the Education Kindergarten already at guidance and instruments received from educators.	(1) Offers comprehensive pedagogical instances to promote literature with relevant resources for boys and girls under six years of age, applying methodology according to the characteristics of the children, toddlers, according to criteria agreed with the educator or the educator and pedagogical principles. (2) AE2 Offers pedagogical experiences that favor the expression of creative children, applying theatrical techniques according to the interests and artistic possibilities of boys and girls under six years of age and implementing the pedagogical principles in an environment that protects hygiene and security.	(1.1) Contribute to the design, development, and evaluation of learning experiences comprehensive that includes the promotion of literature in the children, boys and girls under six years old.	C.J.		
		(1.2) Select and use a variety of literary texts in learning experiences with the children and girls, according to their stage of development and agreements made explicit in the planning, mediating its use according to the pedagogical principles .	B.C.		
		(1.3) Prepare the physical space and learning resources of educational experiences that include the use of various literary texts in printed or digital format.	h		
		(2.1) Apply the pedagogical principles contributing to the design, implementation, and evaluation of experiences comprehensive pedagogies that enhance the theatrical expression from the various artistic languages in boys and girls.	C.J.	6 hours	68 hours
		(2.2) Half the stake of the girls and the children are active in various dramatic expressions (plays, puppets, musicals), facilitating this instance through the oral or body language.	A.C.	6 hours	74 hours
		(2.3) Prepare and organize the physical space by collaborating in the organization of the scenography, use, or design of the costume and makeup, according to the requirements of the pedagogical experience, considering the pedagogical principles and safeguarding the rules of hygiene, safety, and risk prevention.	BCK		
Total, annual hours		228 hours		16 hours	212 hours

Analysis of Results or Development—Body of Text

The following is the relationship of the activities with the learning defined in the graduate profile.

Table 2

Educational Activities With Preschoolers of Different Levels According to the Curricular Bases of the Education Kindergarten

Learning objective (LO)	Taxable activity
LO 1: Perform and evaluate educational activities with preschoolers of different levels, creating pedagogical environments appropriate to their needs and their cognitive, emotional, social, and psychomotor development, according to the Curricular Bases of the Education Kindergarten already at guidance and instruments received from educators.	<p>Learn to tell stories, legends, fables to the boys and girls.</p> <p>Learn to stage a play.</p> <p>Make puppets and other support resources to tell stories.</p> <p>Learn it organization of the set design, costumes, and makeup.</p> <p>Collaborate in safeguarding hygiene, safety, and risk prevention standards in the different pedagogical instances.</p> <p>Evaluate literary and theatrical educational experiences.</p> <p>Learn to select and use a variety of literary texts in the different learning experiences with the children.</p> <p>Carry out activities: telling stories, legends, fables to the children.</p> <p>Prepare the physical space and learning resources, both printed and digital.</p> <p>Learn activities that encourage literature in children under six years old.</p> <p>Communicate orally with clarity.</p> <p>Carry out activity in a manner neat, fulfilling deadlines established.</p>

Discussion of Results

The objective of the alternation training strategy is to achieve the learning, developing work, and employability skills, alternating the teaching in the educational establishment with others at different spaces, so that students improve their skills and competencies for working life and/or continuity of studies. Therefore, we seek to expand the possible spaces for development of the differentiated professional technical training in Middle education. For this purpose, the Ministry of Education elaborated this regulation that regulates the implementation of the alternation training, which is understood as carried out in spaces other than the defined educational establishment. The aforementioned regulations mainly regulate the approval of projects of this teaching strategy.

(1) The learning agreement must indicate the general information of the place where the alternation learning will take place (also called alternation center), as well as the learning training plan.

(a) Name of the company, higher education institute, State administration body, public service, or company that offers the learning places. (b) RUT of the alternation center. (c) Description of the business line. (d) Telephone and email address of the alternation center and the legal representative. (e) Sections related to the specialty that will be subject to alternation. (f) Number of workers (only for companies, State administration bodies, public services, or companies). (g) Identification and qualification of the people who will participate in the activities by the alternation center. (h) Years of accreditation of the alternation center (only in the case of Higher Education Institutions. (i) Training commitment letter to the person in charge of instruction in appropriate cases.

(2) The descriptive information of the learning training plan: (a) Place and date of the learning agreement. (b) Place where the learning activities will take place. (c) Duration of the agreement (the minimum is one year). (d) Duration and distribution of the day(s) of activities. (e) Indication of mobilization benefits, and snack. (f) Indication of who will deliver the required tools and work clothes. (g) Record the obligations of the alternation center and the educational establishment. (h) The alternation quotas committed by the alternation center.

So, comply with the approved pedagogical proposal; deliver annual management report in January of each year. Article 18, Exempt Resolution No. 1,080 of 2020 of the Mineduc; ensure the functioning of the Alternation Training Commission, at least once a month.

References

- Area, M., & Adell, J. (2009). E-learning: Teaching and learning in virtual spaces. In J. de Pablos (Coord.), *Educational technology. Teacher training in the Internet area*. Madrid: Aljibe Publishing House.
- Guzmán, S. A. (2019). Implementation of flexible learning environments with ICT for capacity development: A mobile learning experience with secondary school students. In *Proceedings of the XIV Congreso Nacional de Tecnología en Educación y Educación en Tecnología (TE&ET 2019)* (pp. 143-153). Retrieved from <http://sedici.unlp.edu.ar/handle/10915/90739>
- Mariño, S. I. (2018). Information and communication technologies (ICT) to support knowledge management processes in virtual classrooms. *Engineering Education Magazine*, 13(26), 77-81.
- Merodio, J. (2018). Content marketing: How to define your strategy for 2018. *Entrepreneurs*.
- Ministry of Education MINEDUC. (2017). Guidelines for virtual education in higher education. Retrieved from https://aprende.colombiaaprende.edu.co/ckfinder/userfiles/files/Lineamientos_para_la_educacion_Virtual_dic_29.pdf
- Morado, M. F. (2017). Technopedagogical support as an alternative for the appropriation of technology in university teachers. *Research News in Education*, 17(3), 190-214.
- Perdomo, Y., & Perdomo, G. (2012). Elements involved in online teaching and learning. *Opening*, 4(1), 66-75.
- Romero, S. (2018). Flexible environments for learning: B-learning. *Techno Review, International Technology, Science and Society Review*, 7(1), 9-15. Retrieved from <https://doi.org/10.37467/gka-revtechno.v7.317>
- Wasdahl, A. (2020). Synchronous learning vs. Asynchronous: What's the difference. Retrieved from [Easy-lms.com/en/knowledge-center/lms-knowledge-center/synchronous-vs-asynchronous-learning/item10387](https://www.easy-lms.com/en/knowledge-center/lms-knowledge-center/synchronous-vs-asynchronous-learning/item10387)