Revista Innova Educación

ORIGINAL ARTICLE

Planning for the development of critical thinking in higher education. Analysis of strategies developed in the classroom.

Planificar para el desarrollo del pensamiento crítico en la educación superior. Análisis de las estrategias desarrolladas en el aula.

Planejamento para o desenvolvimento do pensamento crítico no ensino superior. Análise das estratégias desenvolvidas em sala de aula.

Aladro Almendra[1]
University of Mar del Plata, Mar del Plata - Buenos Aires, Argentina
https://orcid.org/0000-0003-2658-6794
almendraaladro@gmail.com (correspondence)

Pucheta Celeste
University of Mar del Plata, Mar del Plata - Buenos Aires, Argentina
https://orcid.org/0000-0002-7286-5658
mp.celeste@gmail.com

ABSTRACT. Identifying the factors that influence the planning and subsequent development of a class at the university level is necessary for the development of critical thinking in higher education students. The objective of this article was to present the results of the interweaving of teaching experiences in the framework of a class in which the same pedagogical tools were used. The methodology used was a qualitative and ethnographic two-level strategy to identify the factors that influence the expected result at the time of planning a class. As a result, cohesion and satisfaction were, in general terms, achieved by both teachers, but not personalization, due to the structured style of one and the functional style of the other. It was concluded that the effectiveness of planning for meaningful learning and the development of critical thinking must consider, among other circumstances, the university classroom climate and the teaching style.

RESUMEN. Identificar los factores que influyen en la planificación y posterior desarrollo de una clase en el ámbito universitario se impone como necesario para el desarrollo de habilidades de pensamiento crítico en estudiantes del nivel superior. El objetivo del presente artículo fue dar a conocer los resultados del entrecruzamiento de experiencias docentes en el marco de una clase en las que se utilizaron las mismas herramientas pedagógicas. La metodología empleada fue de estrategia cualitativa y etnográfica de dos niveles para identificar los factores que influyen en el resultado esperado al momento de planificar una clase. Como resultado se obtuvo que la cohesión y la satisfacción fueron, en términos generales, alcanzadas por ambas docentes no así la personalización, debido al estilo estructurado de una y funcional de la otra. Concluyendo que la

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[1] Assistant professor Universidad Nacional de Mar del Plata:
Mar del Plata, Provincia de Buenos Aires. Argentina.

eficacia de la planificación con miras a un aprendizaje significativo y al desarrollo del pensamiento crítico debe considerar, entre otras circunstancias, el clima del aula universitaria y el estilo de enseñanza.

RESUMO. A identificação dos fatores que influenciam o planejamento e posterior desenvolvimento de uma classe em nível universitário é necessária para o desenvolvimento de habilidades de pensamento crítico em estudantes de ensino superior. O objetivo deste artigo era apresentar os resultados do entrelaçamento das experiências de ensino no âmbito de uma aula na qual as mesmas ferramentas pedagógicas foram utilizadas. A metodologia utilizada foi uma estratégia qualitativa e etnográfica em dois níveis para identificar os fatores que influenciam os resultados esperados ao planejar uma classe. Como resultado, verificou-se que a coesão e a satisfação foram, em termos gerais, alcançadas por ambos os professores, mas não a personalização, devido ao estilo estruturado de um e ao estilo funcional do outro. Em conclusão, a eficácia do planejamento para um aprendizado significativo e o desenvolvimento do pensamento crítico devem levar em conta, entre outras circunstâncias, o clima e o estilo de ensino da sala de aula universitária.

1. INTRODUCTION

It is clear that planning for the development of critical thinking in higher education students requires constant training and reformulation of teaching practices and a prior and continuous analysis of the teaching strategies to be deployed in the classroom.

This continuous analysis must be preceded by the setting of objectives regarding the skills that the teacher seeks to achieve in the students enrolled in the course, many of which are imposed by the curriculum of the course in question. Once the general objectives have been established in the course planning, the specific objectives follow, which, together with the first ones, define the profile that the student will have at the end of each course or seminar. In order to achieve these particular objectives, we understand that in the planning of pedagogical activities, the general profile sought and the that the teacher intends to develop in the students in each course must be considered.

According to Zabalza (2006), are the "set of knowledge and that individuals need to develop some type of activity" (p.70, authors translation). In order to perform the teaching role, the required are varied and, although it is true that there is no single teaching model and that teaching in each discipline has its particularities, this does not mean that those who perform this activity do not need specific training, which we believe should be continuous and the result of a permanent analysis of their practices.

One of the is the planning of the teaching-learning process and, within this framework, in pursuit of the main objective of this work, the practices to be carried out should focus on achieving students with a critical vision of social reality.

The correct development of this aptitude, at the end of the course or seminar, will allow the students to situate the concrete case in the prevailing reality with critical and constructive thinking and finally to appropriate the knowledge built with the new knowledge incorporated.

1.2 Teaching law to non-law students: a description of a double crisis

Broadly speaking, it can be stated that in Latin American countries the prevalence of the master class continues to be observed as a recurrent didactic practice, which places the focus on teaching rather than on learning (Pérez

et al, 2017). This is the consequence of the transfer of the prevailing formalism in the delimitation of the legal object to the teaching of law, where the dogmatic, normative and theoretical conceptualization of law is privileged, with its consequent mirage of abstraction and logical coherence, and a preaching of social, economic and political neutrality (Ramallo, 2020).

The mapping of the literature on legal teaching allowed Carrasco et al (2021) to differentiate between endogenous teaching - aimed at students from legal disciplines - and exogenous teaching - aimed at students from other fields -. In the same article, the authors note how marginal the publications on endogenous teaching are, focusing mainly on curriculum, ethics and teaching methodology. Unfortunately, our own bibliographic review allows us to affirm that, at least, legal teaching in the field of social work has even less research and academic interest in general.

Reflections on the cross-cutting teaching of legal contents in social work are mainly linked to the mainstreaming of a human rights perspective in professional work and in the understanding of the social question. Alfredo Carballeda, for example, has reflected at length on the integrative potential of human rights with a view to overcoming the look towards the subjects of social intervention as mere "beneficiaries" of social policies (Carballeda, 2016). Raya et al (2018) have concluded that from a human rights perspective "the intervention developed by Social Work is aimed at reducing situations of injustice, poverty and inequality and, in short, at improving the living conditions of people in situations of social difficulty" (p.58, authors translation). Locally, Martínez (2020) has affirmed that the passage of time has incorporated the defense and vindication of human rights as a professional and deontological mandate of social work.

In turn, Hermida has inquired from a decolonial perspective into the presence of some legal elements - more precisely political law - in undergraduate social work training, and has also noted the deficit of academic production in relation to social work teaching in general (Hermida, 2021). Ferreira et al (2016) have vehemently argued the need to train in human rights those who practice in the field of social work because, to what has been said, also "we must add the fact that most social workers are employees who fight to see the rights of others realized"(p.299, authors translation).

The teaching of law in the social work career confronts us, then, with a double crisis. On the one hand, hegemonic formalist didactics that contradicts the professional and deontological purposes of social work because it sustains and naturalizes the social relations of capitalist production, by definition unequal and unjust. On the other hand, to the scarcity of reflection on the teaching of general social work, we must add the little or no academic production on exogenous teaching of law. The latter is seriously exacerbated by the contradiction that daily life has been intentionally abandoned by law (Braverman, 2020). As long as it becomes a privileged sphere of alienation and reification of social relations, it will be a challenging and strategic space for critical social intervention (Gianna, 2011).

What we call here "double crisis" challenges us as teachers and requires us to practice teaching creativity both to overcome epistemological obstacles and to rebalance the attention in the teaching-learning process (Vásquez, 2022).

1.3 Law as a toolbox for social intervention and skills-based education

One of the fundamental ideas of the previous section is that law seeks to homogenize the heterogeneity of everyday life and that it is there where social intervention plays a fundamental role in narrowing that distance. The proposal presented here is based on the consideration of law as a textual mediation toolbox for social intervention (Aladro & Pucheta, 2021). This notion, which reverses the tradition of law teaching in non-legal university careers, takes up the centrality of everyday life in its extensive superficiality, heterogeneity and immediacy (Gianna, 2011).

The daily life on which social intervention is thought and concretized is the basis of social reproduction - understood as the reproduction of the labor force (Bhattacharya & Arruzza, 2020) - and transcends households. Services (and rights) such as health, education, leisure, food, take place, in addition to the family, in public institutions and, occasionally, in socio-community-generated places. In these institutions - hospitals, schools, libraries, public squares, canteens - where social workers work or where they must resort in their professional practice, both the access and enjoyment of rights and the target of neoliberal adjustment policies coexist (Bhattacharya & Arruzza, 2020), and are fundamentally textually mediated (Smith, 1978; 2005).

The previously mentioned textual mediation refers to how legal norms and other texts such as forms, memoranda, etc. are mediations imposed by the institutional order as described by Smith (1987; 2005). This implies that not only do texts contextualize social intervention, but their place in it is much deeper, as they can signify epistemological obstacles in the understanding of the functioning of institutions in democracy (Morey, 2014).

It is therefore proposed that, due to the place that law occupies in the undergraduate training of the social work career in which we work as teachers and the way in which we understand that it is used in the professional practice, the most efficient teaching strategy is the training by specific legal competences and conditioned to the work of social work. Skills-based training is an approach to education specifically focused on teaching and evaluation that is linked to the contemporary situation of Latin American universities and articulates knowledge for performance in a global world (Aedo et al, 2014). It is a way to break with the tradition of transmitting content without context and in an exegetical manner that characterizes the predominant didactics of law (Gómez et al, 2019). Although there is no agreement on a univocal definition of skills, there is a consensus in recognizing that skills-based training implies "training for being, knowing and doing, as required today by the social, disciplinary and economic needs of a globalized world, as well as by national and institutional regulations (Goyes et al, 2013:p.10, authors translation).

1.4 Legal education for de-hierarchization: feminist epistemologies applied to the teaching of law

The title of this section plays with the title of Kennedy's (2004) article, in which the author argues that hegemonic legal education aims to install "that it is natural, efficient and fair that law firms, the legal profession in general, and the society to which lawyers provide their services are organized according to current patterns of hierarchy and dominance" (p.117, authors translation). The concept of law adopted by the teacher and the method of its interpretation condition the legal teaching method and configure a prevalent didactic strategy (Cardineaux, 2015). We argue here that law is a polysemic term that refers both to the legal order at the service of the interests of capital and to the conquests incorporated into everyday logics at a given and situated historical moment

(Lefebvre, 1961; 2017 [1968]). In this order of ideas, we seek a materialist reconstruction of law and, specifically, didactics of law that contemplates both the legal norm and the social relations that underlie it (Cerroni, 1971) and to highlight the contradictory character that soaks law as an object.

In turn, the study of law and the didactics of law is susceptible, like the social sciences in general, to feminist critiques of the production of scientific knowledge. Feminist epistemology, in fact, broke with the Cartesian subject and achieved a true scientific revolution in the face of the neutrality, universality, rationality and objectivity touted by traditional science and thus impacted both the situation of women and that of other subaltern groups historically excluded from the process of knowledge production (Alcoff et al, 1993; Campagnoli, 2018; Blazquez et al, 2017).

The feminist epistemological approach pursued is not limited to explaining legal discriminations from mere formalism, but contributes to: (a) unravel the set of legal practices that legitimize gender oppression (Cervantes Holguín, 2019); (b) dismantle the discourse of rights as a reproducer of hierarchies (Kennedy, 2001); (c) unveil the disputes over the curriculum (Cardinaux et al,2003; Pezzetta, 2017); and, fundamentally, (d) recover the everyday experience of women (MacKinnon, 2005).

The feminist proposal to retrace the legal tradition allows us to recover the experience, the body and the everyday over the theorized, the rational and the abstract. In this way, we begin to recompose the relationship between law and social work from a creative and specific perspective. In the latter, we also have the advantage of working in the first of three legal subjects of the career, which takes place in the first year of it. From this proposal, we adhere to the idea that this temporary moment in the academic formation is key to introduce students to critical ways of understanding law and to generate spaces of belonging in this sense for the future professional (Kennedy, 1978).

2. METHOD AND MATERIALS

Considering the objectives described above, we propose to carry out an exchange of teaching experiences achieved in the development of the same class and agenda, in the context of the teaching of the subject called "Law I", for the academic year 2022, which is in the first year of the 2019 curriculum of the Bachelor's Degree in Social Work dictated by the Faculty of Health Sciences and Social Work of the University of Mar del Plata.

Taking into account the objectives described above, an ethnographic strategy was deployed for the investigation of the educational process according to the postulates proposed by Elsie Rockwell (1985) in two stages. It was proposed to carry out an exchange of teaching experiences achieved in the development of the same class and agenda, in the context of the teaching of the subject called "Law I", for the academic year 2022, which is in the first year of the 2019 curriculum of the Bachelor's Degree in Social Work taught by the Faculty of Health Sciences and Social Work of the University of Mar del Plata. The tools chosen for this exchange were the previous elaboration of the conjectural script or roadmap of the class to be taught, the self-recording of each experience (Sarasa, 2021), the subsequent in-depth interview (Hernández et al, 2006) and consequent analysis (Guber, 2001).

The legal expected from graduates of the Social Work degree program at the University of Mar del Plata are stipulated in its Study Plan and operationalized by the legitimate curriculum delimited by the Teaching Work

Plan (hereinafter TWP) of the corresponding subjects. Usually, these operations may inadequately determine the, either by excess or excessive generosity (Pérez et al, 2014).

Once the TWP of the subject has been delimited, whose content responds to the guidelines outlined by the aforementioned curriculum, the teaching team proposes to outline the lesson plan. This plan contemplates the elaboration of the schedule and the consequent delimitation of topics and teaching strategies that will be deployed in each meeting for the achievement of the particular objectives of the topics contemplated in each unit.

The aforementioned schedule foresees the development of the inaugural class, which includes the agenda of unit 1.1 (according to TWP, 2022), in two time slots, each of them in charge of a different teacher. Taking into account this duplication, an informal exchange took place between the teachers and the structure of the class was conjectured, in which the main objective was identified as the elaboration of a definition of "law" from the experiences of everyday life, in contrast to the abstraction of legal theory. The aim was to encourage critical thinking and student participation.

The conjectural script or roadmap was prepared based on the schedule detailed in Annex I of the Teaching Work Plan, where the first theory class was scheduled for the dates in question, where the topics of Unit 1.1 were to be worked on, namely: "...Law as an object of study. Law and everyday life. Controversy: when did law become separated from everyday life? Natural law and positive law. Current conceptions. Legal norm and legal system. Law and social reality. Law and morality. Philosophical theories. Law and Justice" (TWP, 2022: p.6, authors translation).

As a correlate of this dynamic, after both classes had been developed, each teacher was ready to narrate his or her practice experience, through the elaboration of the self-recording and exchange of results as part of the continuous evaluation. From this dialogue arose the methodological need to inquire at a second ethnographic level in order to gather the students' experience of the pedagogical interventions. Thus, each teacher, taking into consideration the topic to be addressed, drafted a document with the objectives he/she sought in his/her class, with his/her personal expectations, contents and activities. At the end of each meeting, the aforementioned self-recording was elaborated by means of a first-person narration that, written as a reflection, aimed at identifying whether the conjectures narrated in advance had been fulfilled. To reach a final conclusion, a student who participated as a listener in both classes was identified and interviewed in depth about her student experience. All this was done with a view to improving performance in the transmission of knowledge, taking into account the assimilation capacities of the students and the training of those of us who participated in this experience, thus taking up the principles developed by Bourdieu and Gros (1989) with respect to teaching content.

The interviewee was selected using the technique of sample of highly important cases for the problem analyzed (Hernández Sampieri et al, 2006). This means that the sample is composed only of those environmental cases that are considered important for the purposes of the research, which, in this case, was the case of a person who already knew the subject and who attended both classes from beginning to end. The interviewee's data have been modified in order to comply with her request to remain anonymous.

3. RESULTS

3.1 Summary of Tuesday's class

The class was developed by the assistant professor in charge of the subject, who had already presented the subject in a previous meeting, where the modality of the course, evaluations, practical activities, promotion and approval of the course were discussed. This circumstance made it possible to face the inaugural class with all the time foreseen for each meeting. The stipulated duration of the class was 3 clock hours with a 10-minute break at one and a half hours.

An exploratory reading of the WTP prepared for the teaching of the subject in the 2022 academic year was proposed. Brief mention was made of the changes introduced with respect to previous cycles, in relation to the training of students with a gender and human rights perspective and the importance of the development of critical thinking for the achievement of this perspective.
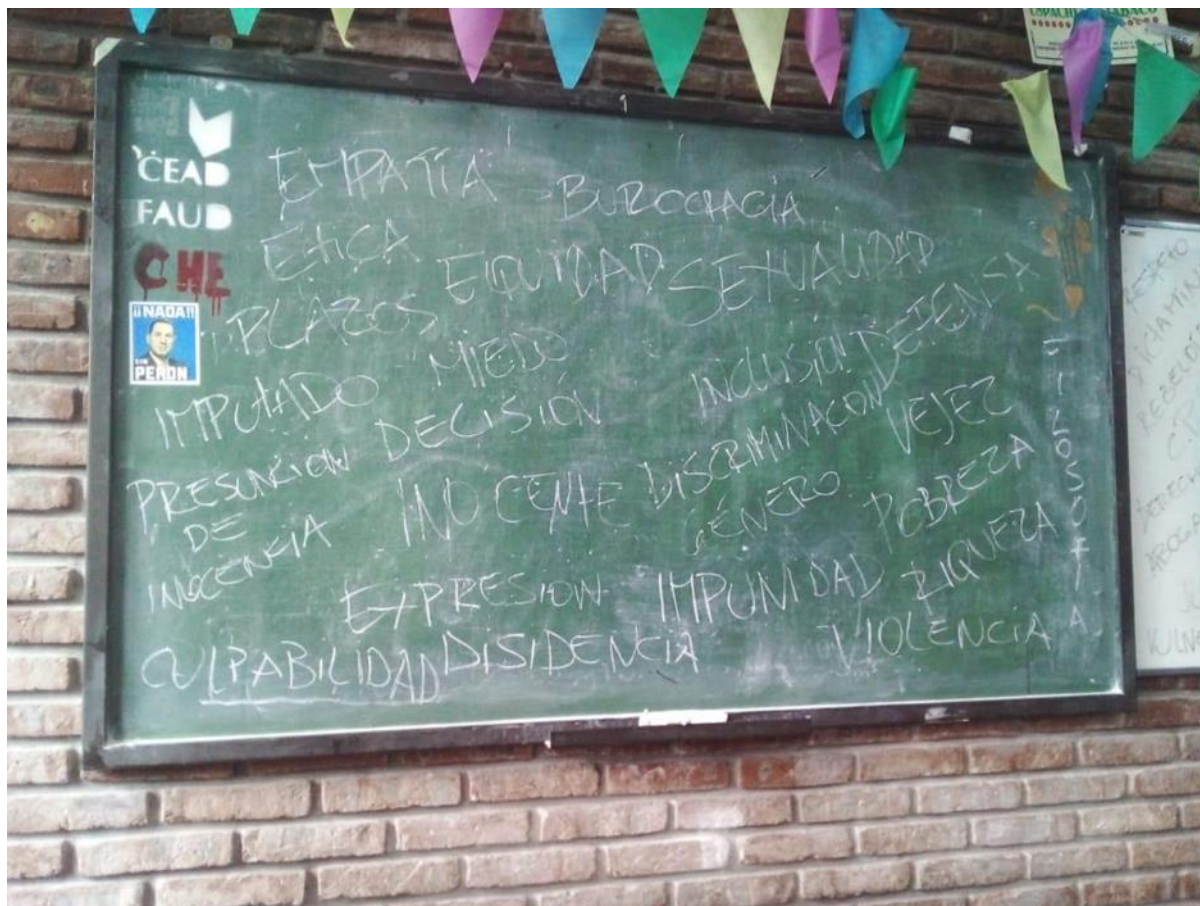
Taking into account the trigger that was raised in the class presentation "What is law?", an exchange of opinions and brainstorming was proposed. Considering the slogan, there was little participation from the students. The definitions elaborated sought to use academic-legal language and the interest of the group to give technical answers is perceived in function of the role played by the teacher in the structure of the teaching team. The results were written down on the blackboard as a general conclusion to guide them towards the criticism made by the doctrine regarding the impossibility of defining it as a polysemic term. A brief theoretical exposition is thus organized, taking up the texts proposed as compulsory bibliography, until the question that introduces the teaching work plan in the unit under study on law and daily life is posed.

In a second instance of participation, the students were asked to think of 5 situations of daily life in which they consider the right appears. At this point, student participation improved and there was a more fluent exchange of ideas and situations of daily life such as access to public transportation, the right to health and informed consent, access to housing with the signing of a rental contract and public education, which is the reason why they were in the classroom space of the faculty at that time.

After the trigger, the theoretical exposition on the ways of access to knowledge from science and philosophy continued. A great participation was observed in the raising of doubts. After the 10-minute break, a brief development of the controversy between law and morality was made, in the elaboration of a concept of law and the philosophical currents that sought to respond to it were analyzed. It was proposed the reading of the teaching material and the resolution of the questions posed in that document, after the exploratory reading of the compulsory bibliography. The theoretical exposition was interrupted on several occasions with practical questions, identifying a common factor in them: the difficulty that the study of philosophical theoretical foundations generates to the new students, without practical application or scarce visualization of them in reality.

Finally, questions were asked about the theoretical exposition, without satisfactory results. Possibly due to the length of the meeting and the large number of concepts. The topics to be dealt with by the teacher in charge of the next class were discussed.

3.2 Summary of Saturday's class

This class was conducted by the teaching assistant who, in addition to introducing the students to the pre-established theoretical contents, had to present the subject in the same way that those who chose to take the course on Tuesdays were able to access during the previous meeting. This introduction took approximately 30 minutes.

The theoretical block of the class began with a trigger question, "What do you think of when you hear the word 'right'?" After encouraging the participation of those present, who were initially a bit shy, the two available blackboards were filled in with the contributions collected.

Figure 1. Results of the first trigger on the right-hand board

Note: The photograph shows the students' interventions before the first trigger (Authors elaboration, 2022).

Figure 2. Results of the first trigger on the left board

Note: The photograph shows the students' interventions before the first trigger (Authors elaboration, 2022).
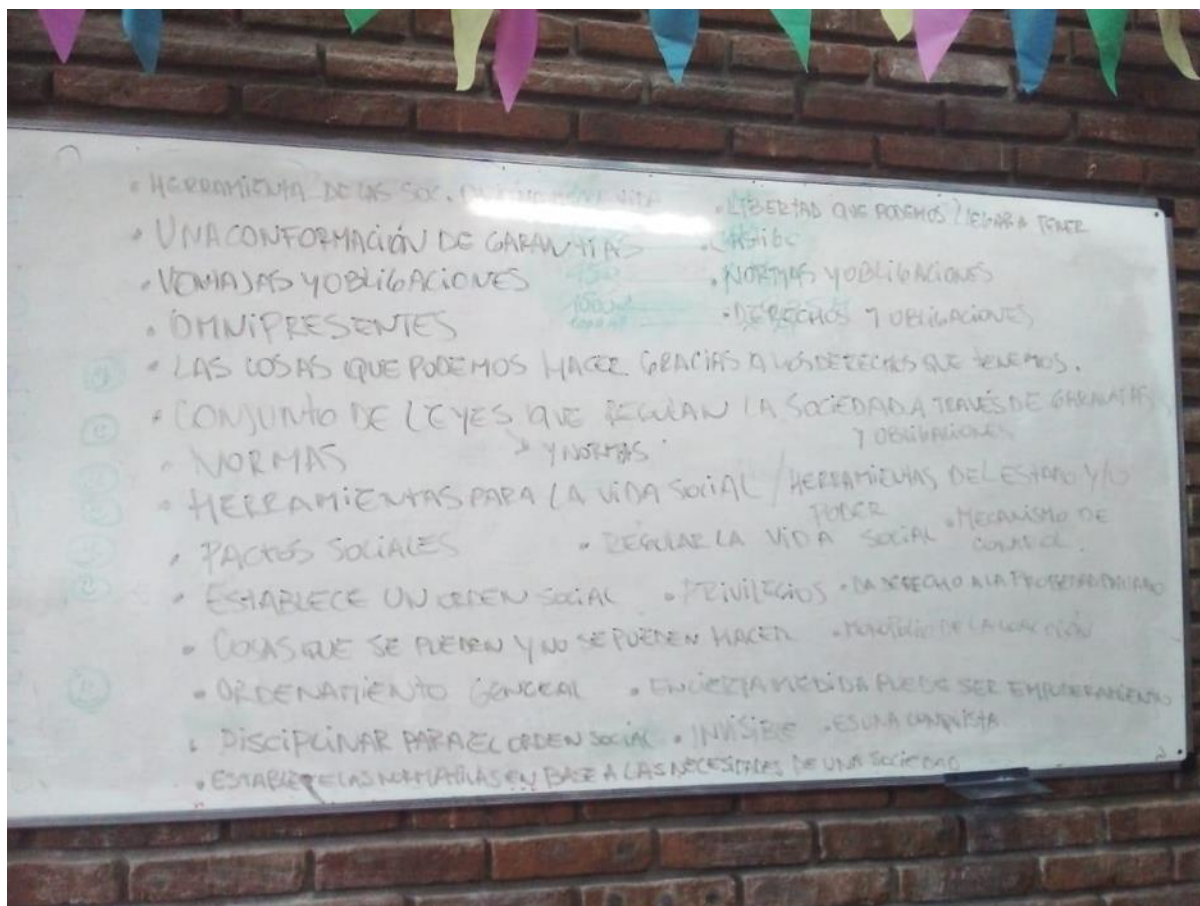
The first relevant observation is the proliferation of terms with strong emotive content, such as "empathy", "violence", "discrimination", "prejudice", "discipline", "injustice", "vulnerability", among others. This significantly facilitated the introduction to the polysemy of the term "law" and the advance towards the problem of the delimitation of the object of legal science and the criteria that formed it, excluding everyday life as a legally relevant phenomenon in itself.

A second trigger question was then posed: "What legal situations did you experience today from the time you woke up until you arrived at school?" As the first answer was "We took the bondi 2", the teacher chose that legal situation and invited the students to identify which facts and legal acts made it possible for those who took public transportation to reach their destination. With some small guides, they managed, roughly speaking, to identify those elements and thus observe and understand the legal complexity that underlies such common moments of daily life as boarding the bus.

The last reflection was followed by a 10-minute break. Upon returning, a third and final question was posed: "What definition of law, reflecting on this, can you give me ON everyday life?" Here the participation was much more reflective and dynamic, even generating complementary contributions to previous participations of other colleagues, instead of individual answers.

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2 "*Bondi*" is Argentinian slang for "bus".

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Figure 3. Results of the second trigger on the right-hand board
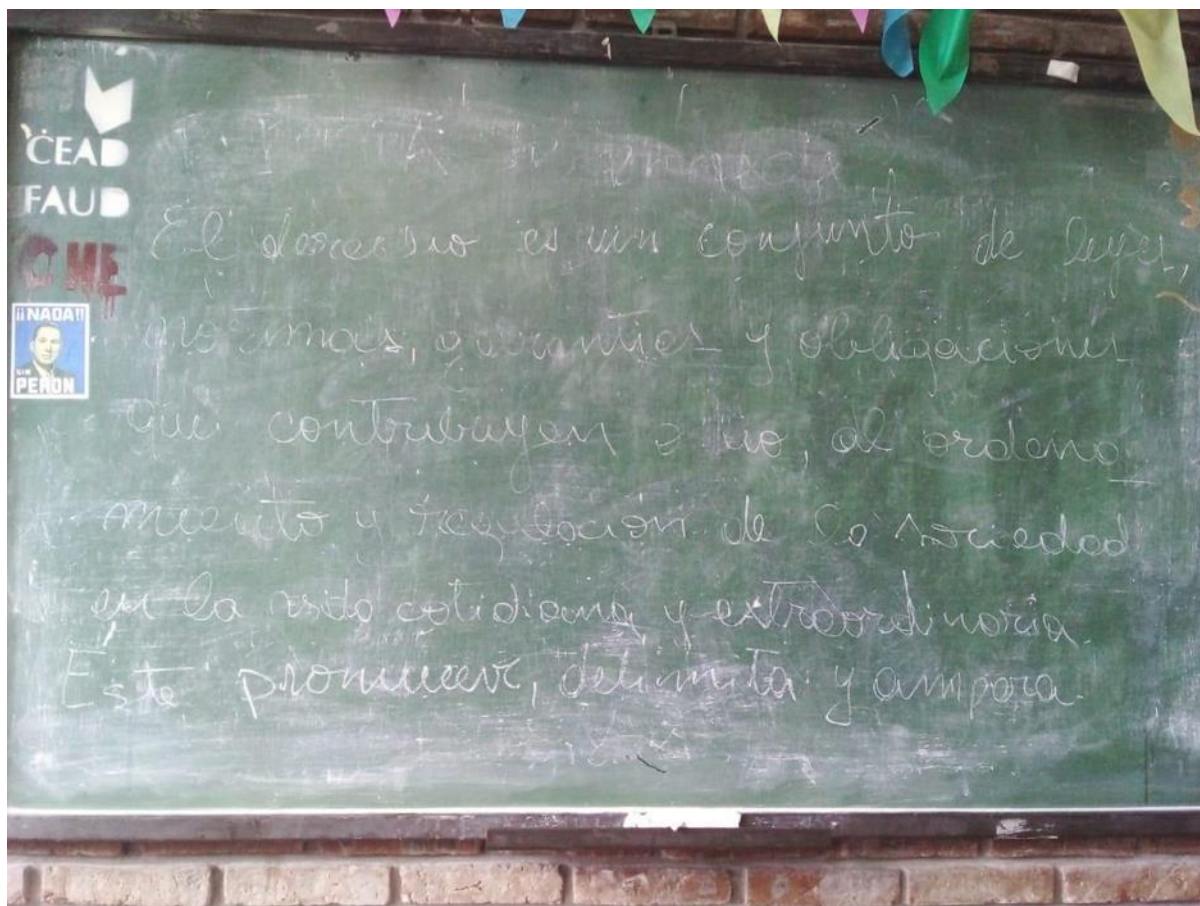

Note: The photograph shows the students' interventions before the second trigger (Authors elaboration, 2022).

At a certain point in the participation, a student raises her hand and states that she has composed a definition of her own, based on what has been discussed and the theory previously explained. When she begins to read it, given the length and clarity of her production, the teacher asks her to go to the left blackboard and write it down. After overcoming her surprise and shyness, the student takes the chalk and writes: "Law is a set of laws, rules, guarantees and obligations that contribute or not to the ordering of ordinary and extraordinary life. It promotes, delimits and protects" (authors translation).

The class continued with the fundamental philosophical currents that seek to delimit the content of the legal phenomenon. Here participation was strongly marked by doubts in relation to theory. At this point of progress, it was very clear that they were tired, so the students were invited to start with the reading guide prepared by the assistant professor in charge and the basic texts in order to strengthen those contents and formulate clearer doubts in the following class.

Figure 4. Results of the second trigger on the left board

Note: The photograph shows the students' interventions before the second trigger (Authors elaboration, 2022).

In addition to the significant change in the dynamics of participation, where they began to interact with each other to answer the question posed, it is essential to highlight that, unlike the result of the first trigger, in this one most of the emotionally charged words were eliminated and terms with greater clarity and disciplinary relevance were preferred. A separate comment deserves the definition written on the left blackboard, which condensed not only the theory taught so far, but also the highest expectation of the teacher in charge in relation to the proposed exercise.

3.3 Expectations and experience from a student's point of view

Fiorella is a 30-year-old working student who is currently taking the course. In addition to experiencing the "practical twist" of our subject 3, she chooses to study both Tuesdays and Saturdays in order to overcome some personal difficulties in understanding the contents. Therefore, Fiorella has taken subjects from different years of the career, although she has been "stuck" with the legal axis of the same for not having taken our subject. These

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3 Since 2020, the management and teaching staff of the subject was modified, and this opportunity was used to rethink the formalisms regarding the teaching strategies used so far in order to adapt them to the new teaching approach cultures. Since then, the proposal is of a theoretical-practical type, focused on the development of critical thinking and abilities with a gender perspective, responding to the requirements of the curriculum of the Bachelor's Degree in Social Work with respect to the graduate profile and in accordance with the training approach of the members of the teaching team. This not only had an impact on the planning and use of pedagogical tools in the teaching-learning process, but also on considering evaluation as part of it.

particularities make both her expectations and her experience in both classes particularly relevant, since they not only allow us to verify the changes effectively processed within the course, but also to ethnographically record the student experience as a complex phenomenon.

The interviewee expressed both surprise and joy at the way both classes were carried out. She highlighted on more than one occasion the new place we gave the students to carry out the theoretical content. In relation to previous years, she emphasized that "*the participation was very noticeable, as were the teachers when it came to giving the content, which was more of a construction and that allowed the children themselves to give their opinion, to find ways to relate it to everyday things*" (Fiorella, April 13, 2022, authors translation). Her experience was far from the expectation with which she arrived at the meetings, as she thought that "*the participation was very noticeable, as were the teachers when it came to giving the content, which was more of a construction and that allowed the children themselves to give their opinion, to find ways to relate it to everyday things*" (Fiorella, April 13, 2022, authors translation).

In addition, part of her change of perspective was the fact that other colleagues commented that the way the subject was taught had changed substantially. In this regard, she also highlights the change of perspective operated in the subject, since they do not study law, but social work, so the contents are taught with a different approach.

From there, we sought to begin to investigate the way in which both classes took place, to find out if there were significant differences in relation to the script or if there were other circumstances that generated different experiences. As a general description, the student stated that participation, fluency and deepening of the contents were, in general terms, common elements in both meetings, as well as the place occupied by the students and the fact that none of the concepts explained were taken for granted, but rather a progressive expository order was established.

Among the differences he was able to identify, the first he mentioned was the difference in participation on Tuesday compared to Saturday. On this point, she pointed out that on Saturday "*the examples people gave were much more varied than what happened on Tuesday* (...)" (Fiorella, April 13, 2022, authors translation). In this sense, she believes that the type of examples used by the teacher on Saturday were more specific, "*they opened up a different landscape to be able to talk*" (Fiorella, April 13, 2022, authors translation).

Another element he pointed out was the influence of the type of classroom in which each class was held. While on Tuesday the meeting was held in the main classroom - arranged as an amphitheater -, on Saturday it took place in a traditional classroom. In this sense, he stated that "*The auditorium always gives you a sense of seriousness, of... well, we are like in the cinema, you have to behave in a certain way, which in the classroom you don't (...), the classroom gives you a little more freedom (...), it takes away that structure*" (Fiorella, April 13, 2022, authors translation). He also noted that there are many more people attending on Tuesdays and that this group, in addition, is composed of younger students than those who attend on Saturdays.

She also emphasized the difference in styles among the teachers. While the teaching assistant is perceived as a less structured person, the assistant professor transmits greater seriousness or rigidity. Regarding this difference, she emphasized that she observed a greater clarity in sustaining the central paradigm in the relationship between daily life and law in the assistant professor than in the associate professor, although she clarified several times that the associate professor was in charge of transmitting the same thing.

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4. DISCUSSION

The two-level ethnographic reconstruction we conducted allowed us to identify two new elements to incorporate into planning in order to increase its effectiveness: the university classroom climate and the teaching style.

The university classroom climate is much more than the appreciation of the infrastructure as an educational support, but is a complex and multidimensional expression where both material and immaterial elements converge (Castro et al, 2019). The quantitative research conducted by Castro et al (2019) accounts for three dimensions of classroom climate in the university. Cohesion refers to the degree of trust among students. Satisfaction is the "feeling of well-being or pleasure that one experiences when a desire is fulfilled or a need is fulfilled" (p.93, authors translation). Finally, personalization is linked to the interaction between teachers and students.

Satisfaction seems to be a dimension achieved to the same degree between Tuesday and Saturday - and higher in relation to experiences prior to the "practical turn" of the subject. In this sense, Bossolasco et al. (2020) defined in their descriptive study that from the students' perspective, a good teacher "explains the topics of his subject in a way that his students understand, using different strategies and designing his classes in a format that allows him to achieve this objective" (p.1280, authors translation). In addition, the method of teaching legal contents of the two teachers, according to the self-records and the interview, shows an improvement in relation to the previous style, which dragged the traditional vices of law teaching predominant in purely legal careers to a degree such as social work. In particular, the search for student participation in the construction of knowledge stands out (Cabrera et al, 2020).

In Tuesday's class, cohesion was more diffuse than on Saturday, both because of the material characteristics of the classroom and the composition of the students. A clear example of this is the collaborative and collective participation achieved in the third trigger on Saturday, where students explicitly took comments from other classmates to elaborate their own contribution.

Notwithstanding the above, personalization, represented above all in interventions that were not explicitly planned but which were specific to each teacher, is a dimension that was expressed to different degrees. Although both teachers achieved the minimum objectives set and their degree of involvement was deep (Daura, 2013), the style of each one influenced the climate and the general transmission of the subject approach.

Teaching style is composed of the preferences and behaviors of the teacher, and it has been shown that the higher the level of applicability of teaching styles, the higher and better the level of academic achievement of students (Yana et al, 2021). In this case, the predominantly structured style of the assistant professor and the mostly functional style of the teaching assistant were noticeable and achieved somewhat different results. While the theoretical contents imparted were better apprehended by the students during the Tuesday class, the comprehension activities generated in relation to the paradigm from which the subject is positioned were incorporated in a plainer way in the Saturday meeting. The results obtained are similar to those reported by Raynaudo et al (2018) on particularities in paradigmatic cases of teachers with styles that promote student participation. In their article it is exposed how it was proved for the case studied that the imprint with more attachment to the conjectural script in the expository-dialogical class leads to interventions by the students much more adjusted to that planning. This leads us to think that a combination of both profiles can result in instances

of significant learning, i.e., in "a process through which new knowledge, or new information, is related through interaction with the cognitive structure of the learner" (Arriassecq et al, 2017, p.4, authors translation).

5. CONCLUSIONS

Once the experience of self-recording and interviewing is over, reflection and exchange among the teachers is necessary, where the differences between what was planned and what was actually done and happened are analyzed. From this dialogued reflection, possible reasons for what happened necessarily emerge, establishing relationships with previous knowledge, using different bibliographic sources or confirming those already proposed, modifying the dynamics developed in the meetings, among others. A means to channel this type of reflection could be the teacher's diary, where the salient aspects of the classes are expressed, the virtues found, the inconveniences that have arisen, the practices that have given good results or those that should be discarded. Hypotheses and questions can also be raised. Eventually, a critical reflection could be included in this diary, where the historical, social and political context where the classes took place is considered and decisions about future actions are made.

It is concluded that the planning initially proposed yielded positive results but that its efficiency can be improved by giving more specific weight to the classroom climate and teaching style. In this sense, the institutional negotiation of a classroom where students are not predisposed to passive listening - or "let's see what happens" - can, in principle, improve participation and generate more collaborative and collective moments.

In turn, the combination of teaching styles can be achieved with the concurrence of two teachers with complementary styles at the meetings, thus giving rise to meaningful learning instances that prioritize the development of critical thinking. In this order of ideas, the idea that a "good class" includes adequate planning, correct interaction between teachers and students, widespread participation of the latter, the use of varied didactic resources such as the use of triggers, debate and the consequent open and receptive attitude towards the opinions of those attending the course, the use of diverse sources of information, good monitoring - which imposes the subsequent exchange of teaching experiences - a climate that is thought-provoking and motivating, among other issues.

Based on the results obtained and their discussion, it is suggested that additional research should be carried out in order to deepen the objectives set out. One of the most significant deficiencies of previous research at the time of this contribution, in addition to the aforementioned shortcoming regarding didactics and pedagogy of law in non-legal careers, is linked to the way in which the physical characteristics of university classrooms influence what happens inside them. The interviewee was clear in narrating her experience in two physically different classrooms and how these differences predisposed her in dissimilar ways to have an active participation at the time of the class. The development of studies that monitor the learning styles displayed by students according to the different classroom layouts could contribute to this field.

It is also considered necessary to expand research on the notion of "good teacher" according to the disciplinary and temporal location of the subjects in the curricula. Thus, it could be identified whether students' expectations of teachers vary, for example, at times of greater or lesser progress in the academic trajectory or in relation to the disciplinary proximity between the subject and the career in question.

Thus, it is proposed to further investigate the results of a new expository class in relation to the classroom climate described above and its influence on participation. It would be convenient that it is developed jointly by the lecturers in a classroom set up as a "workshop" and the students' learning processes are monitored in that space with the articulation of the tools used in this research, of conjectural script and self-recording, with the evaluation considered as a constant process that allows us to confirm or reform the pedagogical strategies originally proposed.

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