



Animación a la lectura y escritura en la Escuela Finca Guararí: Una experiencia lúdico-creativa desde el proyecto "Construyendo una propuesta de implementación" del Programa Maestros Comunitarios [

2019

text (article)

Analítica

The main objective of this article is to present a pedagogical experience of encouragement to reading and writing, conducted by a group of university students enrolled in the Pedagogy program with emphasis on 1st and 2nd cycles, as part of the project Construyendo una propuesta de implementación del Programa Maestros Comunitarios of the División de Educación Básica (DEB) at the National University of Costa Rica (UNA). Even though this article is derived from an integrated project (Teaching-University Extension), the activities described point out qualitative teaching experiences both for the students at DEB-CIDE-UNA and for children at Finca Guararí School. The article includes a brief description of the Maestros Comunitarios Program developed both in Uruguay and the Costa Rican context of Guararí, Heredia (where the experience was developed). It also addresses some theoretical background related to the importance of reading and writing for the learning process, as well as the encouragement to reading and writing. Following an action-research methodological route, the experience was developed through activities and play strategies using puppets and puppet frame theaters designed for storytelling based on the strategies Gianni Rodari (1920-1980) created in his "Fantasy Grammar"(Rodari, 1973)proposal. The experience took place within Finca Guararí School in Heredia Province during the 1st school cycle 2017. A total of 60 children participated, as well as 23 university students from DEB-UNA. The analysis of results considered the experience as satisfactory since children enjoyed creating puppets while sharing quality time with their school peers. University students pointed out that children exhibited a "higher level" of performance compared to the "expected one." However, they considered the short duration of the experience as a limitation. Most of the hosting school teachers said they had observed changes in motivation towards reading and more active participation

The main objective of this article is to present a pedagogical experience of encouragement to reading and writing, conducted by a group of university students enrolled in the Pedagogy program with emphasis on 1st

and 2nd cycles, as part of the project Construyendo una propuesta de implementación del Programa Maestros Comunitarios of the División de Educación Básica (DEB) at the National University of Costa Rica (UNA). Even though this article is derived from an integrated project (Teaching-University Extension), the activities described point out qualitative teaching experiences both for the students at DEB-CIDE-UNA and for children at Finca Guararí School. The article includes a brief description of the Maestros Comunitarios Program developed both in Uruguay and the Costa Rican context of Guararí, Heredia (where the experience was developed). It also addresses some theoretical background related to the importance of reading and writing for the learning process, as well as the encouragement to reading and writing. Following an action-research methodological route, the experience was developed through activities and play strategies using puppets and puppet frame theaters designed for storytelling based on the strategies Gianni Rodari (1920-1980) created in his "Fantasy Grammar"(Rodari, 1973)proposal. The experience took place within Finca Guararí School in Heredia Province during the 1st school cycle 2017. A total of 60 children participated, as well as 23 university students from DEB-UNA. The analysis of results considered the experience as satisfactory since children enjoyed creating puppets while sharing quality time with their school peers. University students pointed out that children exhibited a "higher level" of performance compared to the "expected one." However, they considered the short duration of the experience as a limitation. Most of the hosting school teachers said they had observed changes in motivation towards reading and more active participation

The main objective of this article is to present a pedagogical experience of encouragement to reading and writing, conducted by a group of university students enrolled in the Pedagogy program with emphasis on 1st and 2nd cycles, as part of the project Construyendo una propuesta de implementación del Programa Maestros Comunitarios of the División de Educación Básica (DEB) at the National University of Costa Rica (UNA). Even though this article is derived from an integrated project (Teaching-University Extension), the activities described point out qualitative teaching experiences both for the students at DEB-CIDE-UNA and for children at Finca Guararí School. The article includes a brief description of the Maestros Comunitarios Program developed both in Uruguay and the Costa Rican context of Guararí, Heredia (where the experience was developed). It also addresses some theoretical background related to the importance of reading and writing for the learning process, as well as the encouragement to reading and writing. Following an action-research methodological route, the experience was developed through activities and play strategies using puppets and puppet frame theaters designed for storytelling based on the strategies Gianni Rodari (1920-1980) created in his "Fantasy Grammar"(Rodari, 1973)proposal. The experience took place within Finca Guararí School in Heredia Province during the 1st school cycle 2017. A total of 60 children participated, as well as 23 university students from DEB-UNA. The analysis of results considered the experience as satisfactory since children enjoyed creating puppets while sharing quality time with their school peers. University students pointed out that children exhibited a "higher level" of performance compared to the "expected one." However, they considered the short duration of the experience as a limitation. Most of the hosting school teachers said they had observed changes in motivation towards reading and more active participation

<https://rebiunoda.pro.baratznet.cloud:38443/OpacDiscovery/public/catalog/detail/b2FpOmNlOGVlcmF0aW9uOmVzLmJhcmF0ei5yZW4vMzEyMDUwOTM>

Título: Animación a la lectura y escritura en la Escuela Finca Guararí: Una experiencia lúdico-creativa desde el proyecto "Construyendo una propuesta de implementación" del Programa Maestros Comunitarios electronic resource]

Editorial: 2019

Documento fuente: Revista Electrónica Educare, ISSN 1409-4258, Vol. 23, N°. 2 (May-August), 2019

Nota general: application/pdf

Restricciones de acceso: Open access content. Open access content star

Condiciones de uso y reproducción: LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en

Dialnet. Más información: <https://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <https://dialnet.unirioja.es/info/derechosOAI>

Lengua: Spanish

Enlace a fuente de información: Revista Electrónica Educare, ISSN 1409-4258, Vol. 23, Nº. 2 (May-August), 2019

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es