

The importance of Netnography as a research methodology

La importancia de la Netnografía como una metodología para investigar

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Abstract

In the post-COVID-19 era and faced with the necessary changes in research and its methodological processes, new ways of doing research are emerging, as well as the use of methodologies that are in line with the current times. Today's researchers are faced with this challenge that motivates them and demands a new way of doing research and responding to society with new elements, thus new approaches emerge, especially in education, abandoning the face-to-face approach and moving towards virtual education where distances become shorter through a medium or device. Netnography emerges from the need for a way to interact in a globalized world, where one can be in different spaces at the same time, with different means, and it becomes necessary to investigate in order to understand the virtual as a continuation of reality. In this paper, Netnography is theorized as a new methodology for research and an exercise is proposed where its value and usefulness in the current moment is appreciated.

Resumen

Hoy en postpandemia del COVID-19, y ante los cambios necesarios en la investigación y sus procesos metodológicos van surgiendo nuevas formas para hacer investigación, así como la utilización de metodologías que vayan de acuerdo con el momento que se está viviendo. Los investigadores actuales se ven ante esta problemática que los motiva y exige una nueva forma para hacer investigación y dar respuesta a la sociedad con nuevos elementos, emergen así nuevos planteamientos sobre todo en la educación abandonando lo presencial y cambiando a la educación virtual donde las distancias se vuelven cortas a través de un medio o aparato. La Netnografía surge ante la necesidad de una forma de interactuar en un mundo globalizado, donde se puede estar en diferentes espacios al mismo tiempo, con diferentes medios y se hace necesario investigar para poder entender lo virtual como la continuidad de la realidad, en el presente escrito, se teoriza sobre la Netnografía como una nueva metodología para investigar y se plantea un ejercicio donde se aprecia su valor y su utilidad en el momento actual.

The Importance of Netnography as a Research Methodology		
Objectives	Methodology	Contribution
Innovation in the approach to methodological practice.	Qualitative research and text analysis.	The theorization of Netnography as a new methodology for research, and an exercise is proposed to demonstrate its value and usefulness in the current moment.

La importancia de la Netnografía como una metodología para investigar		
Objetivos	Metodología	Contribuciones
La innovación sobre el planteamiento del quehacer metodológico	Investigación cualitativa y análisis de textos	La teorización sobre la Netnografía como una nueva metodología para investigar y se plantea un ejercicio donde se aprecia su valor y su utilidad en el momento actual

Netnography, Virtual, Discourse, Virtual Restricted

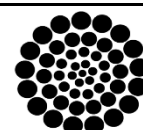
Netnografía, Virtual, Discurso, Virtual restringido

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Introduction

The digital era in the world has caused a transformation of communication and the dilution of many aspects of life as Bauman (2005) says, modernisation and globalisation have made our positions and ways of life liquid, going from a state where nothing changes or solid and traditional.

These transformations force today's society to update its way of seeing the world and interpreting it, because when the human being generates a new culture such as cyberspace, it is an act of creation of the human being and this is culture where he recreates and creates, where he manifests needs and seeks to find answers for others who in some way coincide in their searches. Seeing reality combined with the virtual where it is possible to negotiate, learn and predict situations in society is the new task that those of us who do research in society have to take on, trying to interpret and understand what is happening in this digital era we are living in.

This also creates the need to be able to carry out research in this virtual environment or in cyberspace, which when we try to understand it, we take it to reality, and this forces the educational area to work in this field of cyberspace by applying a new methodology that has been called Netnography.

Netnography is a new discipline that will depend a lot on the research carried out to position it as a new methodology, which studies the relationships that occur and manifest themselves in cyberspace.

The purpose of this paper is to theorise about Netnography, its importance, its methodology and an application exercise.

Development

What is Netnography?

For me, Netnography is a new research method to know what happens in virtual communities and the way in which people interact in Internet spaces, through this medium and space, I can realise that, not only different languages can be observed and listened to, but also that these can be recreated and attitudes can be created and through them preferences can be deduced, because this methodology is born from marketing.

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Netnography is assumed as a qualitative method to study and investigate what there is and exists in cyberspace and that allows it to be studied, reflected upon and made known.

Other contributions that have been made about Netnography are some words such as; cyberculture, new ethnography, virtual reality, online tools, research method, among others, this new way of life with the digital era and cyberspace has collaborated, so that society is building a new culture, where through an electronic medium can interact with other beings who communicate by similar means, talk about the conception of cyberspace, with the introduction of the internet and the creation of sites outside our physical reality and built by humans in meeting spaces through a medium has started a culture.

So it can be said that cyberspace is a cultural creation and from this point of view it is necessary to study it, because in some way it leaves its mark and it is necessary to study it, because it also presents other opportunities such as; actions, reflections, making agreements, work proposals, among others, so it can be understood:

- Netnography is a new method of investigation of virtual spaces, it is in the process of expansion and theoretical and methodological formulation.
- Netnography establishes a particularisation of the application of ethnography in studies of Internet experiences.
- The main orientation of Netnography was born in the study of the consumption habits and preferences of the products and services that virtual communities demand in their interaction relations.

The construction of this new discipline implies knowing who will do research in this field, and who will be most obliged to do this type of study, thus generating the creation of a new field of research that is building a culture.

How has research culture been transformed in the digital age?

Culture is a human act of creation, which makes it necessary to review it to see what is being said, what is being thought, and where is it going?

And as is to be expected, it is those who do research who can carry out these studies which show what is happening with this culture, as the current conditions with the pandemic have accelerated the forms of use of cyberspace, reaching even the educational processes in schools.

A new culture in the use of these spaces. By doing research in cyberspace, the researcher also develops other skills that he/she did not have before, which makes him/her more capable of studying the little studied.

However, we want to state that this culture is not yet general, because if there are 7000 000 000 inhabitants on the planet and if only 15% of the population participates in cyberspace, it is not a general culture, so we propose to call it a restricted culture in expansion, until the general population of 80-90% manifests itself, we will be talking about a universal culture of cyberspace.

This does not mean that it is not necessary to investigate, but rather that the culture, being generalisable, will become a universal culture.

Netnography in culture manifests itself in a multidisciplinary way, because it is carried out in remote contexts, it is transformed by a digital culture that is underway among researchers, because nowadays much of the education that is given is virtual, because the digital era has created new forms of interaction, generating new forms of coexistence.

What is the identity and role of the researcher in virtual contexts?

The researcher will always be a researcher, but the virtual world provides another opportunity to understand the current world, such as the new ways of researching society in its forms of interaction in spaces created for its own benefit. The digital era has generated new research spaces which the researcher must review, by studying virtual spaces a different culture is generated in the researcher to that which he/she carries out on a daily basis, by studying cyberspace the researcher opens up the opportunity to know and understand the multiculturalism that exists in society and can come to understand the multidimensionality that society lives in.

In this process, it is necessary to create a culture of respect for cyberhumanism, understood as the use of the media and virtual spaces, not to see a fight against them, but to take advantage of them and obtain all the benefits they can provide us with to get to know the different social realities and enter into hypercyberhumanism understood as that whole, of which one is a part and the interactions that are lived in society, elements that constantly confront the human being in the virtual space of which he is a part when interacting in this way.

It is important to be careful not to abuse the information in these spaces, as there are also bad practices in these spaces.

Pointing out that there is a need for more research in this field since it exists and is expanding day by day, elements that researchers should consider for the study of science since this culture is in formation, there are great challenges that we face in virtual spaces such as social interactions, games, agreements, messages, there is a language and a transformation of this.

What will be the criteria to consider the construction of knowledge in a virtual environment?

In this sense to study them is the researcher who must or define what is understood as 'virtual space or cyberspace' the different virtual spaces, such as; images, audio, video, multimedia environments, blogs, microblogging, podcasts, the first forms of social software (Del Fresno 2011, 47) as well as the forms with which knowledge will be built a methodology, the characteristics is something that identifies, in that sense you can build networks, collaborative work, the formation of groups, the methodology in common among others, that leads us to propose:

- That we should not abuse this method, because we can lose the humanism and the direct attention to the participants.

How Netnography is considered a methodology under construction?

It is necessary to mention that in cyberspace or virtual reality is the encounter and re-encounter between different entities, where there are spaces of uncertainty, because it is not really known if what is said is a truth and that physically can be demonstrable, but that there is, seen from the vision of Miguel del Fresno, this continuous relationship of social reality with the virtual can interact as a continuum (2011,36). However, it cannot be said that it is a constant and general continuum as there is a restricted virtual relationship because it will only reach those who have the means to be able to enter these spaces such as devices, permissions, network authorisation.

It is considered that Netnography studies restricted spaces that are connected to reality, where it is necessary to conceptualise these spaces in reality and theorise about these places, in order to give them the value of their existence in a generalised way.

This is the point, then, at which the paper positions itself. What is Netnography in reality? It is considered to be a method that seeks to understand the interactions that occur in a restricted cultural creation, which manifests itself in a multidimensionality, where different entities or beings are related, where they can act at the same time in two or more virtual spaces at the same time, where they make decisions, make agreements and consciously or unconsciously construct other cultures different from those already established. So, from this perspective,

Netnography as a multidimensional method is able to register, review actions and reactions of different groups at the same time, in cyberspace, which allows it to decipher and study needs, interests and perspectives of a new society.

Is such a methodology necessary?

Yes, there is a need for a methodology to study these cultures that are being born and expanding in cyberspace, because from there they pass into reality and become present in their own space.

Can this methodology anticipate situations in this virtual world?

Yes, and the more it is applied and studied by researchers, the more they will be able to foresee situations that may occur in the expanding cyberspace, such as stopping or closing these spaces, depending on who directs or restricts and has created them. But it will also be providing information to prevent situations or problems for society.

Netnography is a necessary methodology for the study of cyberspace, as it is possible to define the different dimensions to be studied and the different interactions that take place between Internet users, as it keeps a record of the actions that are carried out, which gives certainty of their presence and existence.

The application of a methodology or path to follow to investigate the expanding Cyberspace and the creation of new cultures and subcultures that move in different dimensions should be defined by the researcher's study needs by specifying which culture or subculture he/she wishes to study, which aspects, the language or actions they develop, as well as the time in which the research should be carried out.

Development of a research study (Netnographic exercise).

Mapping the Study

Paradigm Methodology Approach

Interpretative Netnography Qualitative

Qualitative _ analysis technique

Discourse analysis.

Field of study _ Video conferences.

Conferences on National Technical Councils

Object of study

Analysis of the speeches of the Secretary of Public Education pronounced in the official channel of the Technical Councils in the schools of the country (Mexico). They are the fundamental basis for the Education Policy implemented by the administration on education at all levels and modalities, in which the lines to be followed are indicated, which contemplates the approach, the values to be rescued and implemented during the six-year term of office.

It is in this space where the contents to be worked on with their respective approaches are discussed and reported, as well as different programmes to be developed with a view to implementation in schools.

These meetings and what is said at them are important in the country, as they provide all the information on the path to follow in the educational processes.

All the education authorities of the states participate in these Technical Council conferences, as well as the education structure, from the Secretaries of Education of the states, Directorates and sub-directorates, Sector General Supervisors, Supervisors, and in a differentiated way, information is taken for the participation of the operators in the schools, the teachers, which is why it is important to analyse the speeches that are made there, as they allow us to understand the direction of education in the country, the continuity of these speeches are given every month or every month and a half depending on the school calendar.

Time of monitoring of the speeches.

Intensive phase August_September, October, Nov. Dec., Jan.

General Objective

To understand the Public Policy of Education in the speeches given in the videoconferences of the Technical Councils for the educational reform called 'The New Mexican School'.

Purposes

To define the features of the New Mexican School Public Policy. To characterise the elements of the discourses, the contents to be worked on in schools.

Preparation of the field to be investigated: the first four speeches of the Mexican Ministry of Public Education were reviewed. The role of the Secretary in achieving the implementation of the New Mexican School.

Contextualisation

With the pandemic of COVID 19, in 2019 and less than a year into the administration of the Mexican Government, in the country there have been many expectations of a new education through 'the New Mexican School' in that sense all educational authorities and teachers in Mexico have wanted to understand what is the humanistic and egalitarian vision of education with the New Mexican School?

The educational authorities as well as the population in general seek to find in the New Mexican School an answer to a transformation of the Mexican society thirsty for change and improvement for the whole population.

This is how the 2019-2020 school year went, with changes that the pandemic forced the suspension of on-site classes since March 2019, leading to distance education, not only in our country, but also in many parts of the world to prevent the spread of COVID-19, to the bewilderment of the majority of the population who hoped that the disease would soon pass.

It took 19 months for students and teachers to be in schools in person, and in August 2021, the country will resume in-person classes where they have been taught in a mixed or hybrid way, depending on the conditions in schools and families' homes, but already attending school once or twice a week, for two or three hours maximum in schools and for 50% of the school population on one day or the other.

This start of the school year is aimed at reactivating the economy and the sociability of the population in order to face a pandemic that the world's population has not faced since 1913, with the Spanish flu, which also affected the world.

In Mexico, on-site classes began in August of the current 2021-2022 school year, with the aim of resuming daily life in schools, in the face of the desperation and concern of parents and the Mexican state to return to normality, a normality that will never be the same as before March 2019.

During the pandemic, at the beginning of this cycle with on-site classes, the plans and programmes have been the same as those of the previous administration in 2018, this administration has started with books and programmes that do not match the vision of what is sought with this administration of the Government of Mexico, a situation that many teachers have not liked and are uncomfortable with, as they expect a change to transform the country. In this context, from August onwards, what is known in the country as the Technical Council Meetings have been resumed.

Since August 2021, meetings of Technical Councils have been held every month or month and a half at national level, as well as replicas in all schools in the country. In this sense, the National Technical Councils are working on what will be addressed in schools, implementing the Education Policy to be developed to define the New Mexican School, which is being specified by the speeches of the Secretary of Education in the country.

For the present exercise, the speeches from August to January of the current school year are taken up again.

Profiles of those listening to the speeches.

All the speeches in the Technical Councils are addressed to the education sector, which is made up of the Secretaries of Education, education directors, sector heads, supervisors, school directors and, at the end, the information is passed down to the group teachers.

The profiles are defined at least by subjects who are teachers by profession and who range between 22 - 55 years of age and have at least 5 - 10 years of service in the function of school management and education. All of them are familiar with the language used in education in the country, which allows them to understand the discourses that are addressed in these National Technical Councils (through video conferences).

Collection and analysis of texts and speeches.

For the review of the selected discourses from the video conferences (CONAEDU's YOUTUBE virtual field) of the Technical Education Councils already defined and mentioned above.

Having the four speeches of the Secretary of Public Education in the virtual environment, we proceeded to the observation and transcription of statements to carry out the corresponding analysis, for this, we resorted to review the different ways of doing a discourse analysis, which could clarify what is being sought from the different speeches.

It was decided to carry out a guided investigation with the objective of 'Understanding the Public Policy of Education in the speeches issued in the videoconferences of the Technical Councils for the educational reform called "The New Mexican School" in order to inductively deduce the meaning that the Secretary wished to give to the speech, which in turn would be transformed into action by those who listened to it.

In this sense, some elements were considered for the analysis that need to be clarified: in a discourse not everything is transparent, there is opacity, since there is a very strong line of semiological discussion, as Saussure (1997) points out, which has to do with signs and referents.

This can be observed from the very first discourse:

The presentation of the Secretary in her dress is formal and in a work office from which power and its space, different from schools, can be deduced.

A second discourse analysed where the Secretary is observed in another space, a museum, and with a non-formal dress, wanting to emulate a simple group teacher.

The third discourse took place in the place where the free textbooks are printed, dressed informally and once again trying to reflect that she is a teacher.

The fourth and last speech in the exercise is the Secretary's welcoming speech, after a winter holiday period in a classroom, showing her empathy and assuming that she is a teacher.

It is necessary to clarify that the Secretary of Education is the first person to work in basic education and has been questioned by the intellectual elite, as she presents herself as a real teacher.

This fact pleases the majority of teachers all over the country, knowing that education is in the hands of a teacher who has been trained like them and has worked in the group, in the school, hence so many expectations about her work.

In order to analyse the discourses, the grounded theory method was used, as it allowed us to follow up with units of analysis of each one of them and a table was made to analyse and form categories about the discourse, for this we resorted to the theory, in reference to what it says 'the discourses are symptoms and not reflections of what is sought in them, as they leave traces and clues that must be analysed, described and interpreted, as they are not transparent' (Zizet, 2003). (Zizet,2003)

The purpose of forming the Units of Analysis (Table 1) was to have an easier view of the symptoms and to understand what Edmund Cros says about the 'discursive formations of image, being that which determines what can and should be said in a given circumstance' (1986. 64), since the Federal Public Administration started in 2018, and the expectations that are held by the population are quite high, especially in the area of education. With this exercise, the aim is to identify whether the discursive formation corresponds to the ideology of the Fourth Transformation or (4T). In this discursive formation, in order to be coherent with the policy of the Mexican government, the beliefs, ideas and political stances that are taken to society must be expressed. Hence, having some categories makes it possible to understand the features of the discourse and the coherence with the educational transformation that is being sought with the New Mexican School.

It should be noted that generating the units of analysis of each of the discourses gave the opportunity to create the categories, which were completed to form small statements for presentation:

- Motivation to teachers.
- Education as a priority.
- Face-to-face education.
- Values and teaching strategies.
- School as a safe space.
- Health and care for teachers and students.
- Teacher training and updating.
- Recognition and relationship with parents.

This set of categories is presented in table (2).

Final considerations

The different analyses of the discourses were agglutinated. In them, a constant intention to motivate and recognise teachers for the work they do can be observed,

In the same way, the speeches highlight education as a priority for the Mexican state and as a strategic and important reality for the country, since it is through education that values are instilled.

Teachers are stressed as being important for the Mexican state, as shown by the fact that they were among the first citizens to be vaccinated against the pandemic, with the aim of ensuring that teachers return to their workplaces safe and healthy, as they are the ones who look after the new generations. But at the same time it is also important to mention that the updating of teacher training processes is transcendental and there is talk of training courses for teachers and the quality of collaborative work as a strategy.

It is argued that in the face of the pandemic, schools are safe centres and are not centres of contagion, which tries to show Mexican society the confidence they should have in sending their children to school, as it points out that face-to-face classes are very important, as students develop emotionally better.

The speeches show the necessity of the actions to be carried out, so that, in some way when watching the videos, they invite to continue the educational processes in the spaces that are for them, such as schools, with emulations of teaching knowledge, the Secretary of Education, tries in the videos to motivate the receivers, trying with her movements in front of the camera to be empathetic.

With the vision of the videos as a virtual space, it can be understood that it is an easy and economic means to inform more than 1.9 million teachers, which is why the importance of cyberspace and the ease with which it can reach distant spaces can be highlighted, with only having a means to enter the space, cyberspace through video comes to invite to form actions in the educational reality in the country.

In the different speeches it can be observed and deduced that the Secretary, if she follows the concepts and line of the 4T, transformation by treating all listeners equally and always seeking empathy and giving a human sense to the speeches.

This is how Netnography can help us to see the different information that is given through cyberspace and how it impacts on the listeners in order to carry out actions and give continuity to processes, in this case the educational one, while at the same time it marks the lines of the New Mexican School, in addition, through the video speeches, agreements are made which are taken to reality, in this case they are taken as validated by the Ministry of Education.

In addition, the Netnography methodology allows us to review, analyse and reflect on proposals, indications, orientations and goals expressed and stored in the different virtual spaces. In this sense, continuing to strengthen a methodology that is being developed and applied qualitatively in a congress such as the one held by CISET is a way of discovering educational processes that are currently re-emerging, which is why making the present known is creating research so that the different researchers can carry out research in the virtual field, since it is a reality that has gained strength after the pandemic.

Like all human creation, cyberspace, in this digital era, is culture, it is necessary to study it, as it will provide information on how society is growing, its way of seeing the world, of acting and reacting to situations that are experienced, cyberspace has not only become a form of expression, but also a space of persuasion and transformation of society itself by inviting through this medium different actions that we see on a daily basis in our reality.

It is considered that the creation of groups and the formation of networks is a great opportunity but also a great risk, as it is not known exactly what these networks are looking for, hence cyberspace can contribute to the humanisation or dehumanisation of society, and it is here where education also becomes important as it can influence education through this medium and those who carry out research to study what happens in these spaces to help understand and improve society.

Authors' contribution

Chávez Morales, Ignacio: I contributed with the basic idea of the project and analysis of works and references, as well as his contribution to the basic lines of research.

Lino-Gamiño, Juan Alfredo: I contribute with the analysis of citations and web research, as well as in digital journals.

Chávez-López, Pedro Jacob: I contribute with the categorical analysis and relation of constructs.

Moreno-Meza, Rocío de Jesús: I contribute with the style of the work.

Availability of data and materials

Total, all materials are on the web.

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Antecedents

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Support

Felipe Castro Mariluz Arce Diana del Marjaramillo, Ana María Martínez (2013) *La Netnografía como herramienta de investigación publicitaria en Medellín*. Universidad Pontificia Bolivariana School of Social Sciences Advertising Medellín Colombia.

Differences

Julio Rodríguez-Suárez. (2021) Department of Psychology, University of Oviedo (Spain) (rodriguezjulio@uniovi.es)(<https://orcid.org/000-0003-4373-8905>)) Networked Research, New Languages and Symbolologies of Digital Activism: A Systematic Review.

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Annexes

The concentration table presented here is related to the different units of analysis that were formed from the different discourses where:

D = discourse

UA Unit of Analysis C = category and

The numbers from 1 to 17 show the units of analysis, in their different groups in each of the discourses.

Box 1

Table 1

D = speech

AU Unit of Analysis C = category

First speech	Second speech	Third speech	Fourth speech
1. The Secretary of Education at the beginning tries to make it a motivational message for the listener, where she acknowledges the teachers and the work done remotely at home.	1. It starts with the motivation of the return to face-to-face classes, the number of pupils attending 18 000 000, 1.5 m. teachers in schools, 170 schools open.	1.He starts his speech by pointing out the number of children attending face-to-face classes 22 M. in the classrooms in the country.	1.The Secretary welcomed everyone listening to the transmission to the 2022 cycle, and pointed out that this was the first of 6 meetings to be held during the school cycle.
2. Education is recognised as a strategic element for the Mexican state.	2. points out that educational establishments are not points of contagion.	2.They mentioned the attention of 1.7 million teachers for classroom attention in 187,000 educational establishments.	2.He acknowledged the teachers and called for the care of COVID.
3. Distance education is recognised, but it is agreed that face-to-face education is better.	3.It is important to point out the Mexican state's concern for the vaccination of teachers and how important they are for the country.	3.It points out as an important point when attending schools the school hygiene.	3.In that sense he mentions the variant of this disease OMICRON, and invites to take care.
4. It rescues elements in its discourse as values, teaching strategies, habits.	4. It highlights the face-to-face classes and the need for blended learning.	4.R addresses the importance of food and physical exercise for a healthy life.	4.He pointed out that the school is a safe and harmonious place for children as it is their second home.
5.The school is rescued as a space to grow harmoniously.	5.Points out the need for actions to be implemented in the community in order to continue with face-to-face classes.	5. Repeatedly points out that schools are not centres of contagion.	5.Recovers and points out the Mexican President's concern for teachers and how, in agreement with the state governments, they have been among the first to be vaccinated.
6.It favours the return of schools to face-to-face classes.	6.Thanks the parents for their collaboration in education.	6.Recovers the messages of the President of the Republic in this sense to take care of the teachers.	6.He points out the importance of monitoring the diagnosis in each school from August to February.
7.Health care is privileged.	7.Point out the children's rights in the learning process.	7.He also points out the joy of the students to return to school.	7.He highlights two fundamental elements for the recovery of reading and writing and basic mathematical operations in schools as being of paramount importance.
8.It points out the importance of a diagnosis of the situation in schools and the strategies to be implemented.	8.Emphasises education with equity, excellence, inclusion and relevance.	8.In this message he is careful to point out that this is the last meeting of the Technical Council in 2021.	8. In terms of teacher training, he points to the creation of refresher courses for head teachers and for school support staff.
9.Addresses the importance of teacher training courses and action plans to be implemented	9. Addresses the importance of the emotional states of teachers and students as part of the school project.	9.In his speech he mentions and points out Christmas to a better year ahead.	9. Reiterates the importance of collaborative work as a fundamental strategy for teaching work, which will make it possible to move forward in educational processes.
	10.It points out the emotional aspect of the mental hygiene of teachers.	10.He addresses with affection all the teachers for their effort and his gestures show a smile of pleasure.	
	11.R addresses the promotion of collaborative work in schools.		
	12.R is restrictive in motivating teachers to continue working.		
	13.Talks about the creation of the SEP and its 100 years of existence, and once again highlights the work of teachers.		
	14.Points out the importance of creating working groups to value the work of the teachers in these 100 years of existence of the Secretariat by recognising teachers (this has already been done).		
	15.Addresses the greatness of Mexico and continued to try to motivate teachers.		
	16.R highlights the importance of school actors such as: school authorities, teachers and parents.		
	17.He highlights the state's concern for health and sends a special greeting to the teachers.		

Box 2

Table 1

Categories according to the authors cited

Categories	Definitions
Motivation	<p>What is Motivation: Motivation is the action and effect of motivating. It is the motive or reason that causes an action to be performed or omitted. It is a psychological component that orients, maintains and determines a person's behaviour. It is formed from the Latin word <i>motivus</i> ('movement') and the suffix <i>-tion</i> ('action', 'effect').</p> <p>Intrinsic motivation In intrinsic motivation a person starts or performs an activity because of internal incentives, for the pleasure of doing it. The satisfaction of doing something or achieving something is not determined by external factors. It is therefore related to personal self-satisfaction and self-esteem. For example, there are people who do physical exercise because they enjoy the activity...</p> <p>Extrinsic motivation In extrinsic motivation, the stimulus or incentive that moves a person to perform an activity comes from outside, it is an external incentive and does not come from the task itself. It functions as reinforcement. For example, when a person performs physical exercise not for the mere fact of enjoying doing it, but for social or other reasons...</p>
Education	<p>Education aimed at developing the intellectual, moral and affective capacity of individuals in accordance with the culture and the rules of coexistence of the society to which they belong. "the school is also concerned with education in values". Carmen López, Head</p> <p>The educational process is materialised in a series of skills and values, which produce intellectual, emotional and social changes in the individual. Depending on the degree of awareness achieved, these values may last a lifetime or only for a certain period of time. of Education, UNICEF Mexico Authors: Julián Pérez Porto and Ana Gardey. Published: 2008. Updated: 2021. Definition of: Definition of education (https://definicion.de/educacion/)</p>
Presenciality	<p>First, face-to-face education is not only about acquiring access to content. It is also a space where there are countless opportunities to permanently develop socio-emotional skills and acquire values for living in society. This 'other' type of learning, as important as the subjects and contents of the curricula, is more complex to stimulate in virtual environments. It is not that it is not possible, but they require additional efforts.</p> <p>On the other hand, in virtual environments it is very easy to emphasise transactional aspects. That is, it is easy to use the phone or an email to send or give access to different resources, but education is not only that. Motivation and the creation of student-teacher bonds (e.g. empathy, building trust to work in a team or knowing how to combine cognitive and socio-emotional aspects) also play a central role. Those who are deeply familiar with digital environments manage to overcome these difficulties more effectively, but this transition from face-to-face to remote is not automatic. Cristóbal Cobo, specialist in education and technology Theory of Education, Educación y Cultura en la Sociedad de la Información E-ISSN: 1138-9737 revisitalesi@usal.es Universidad de Salamanca Spain</p>
Values and strategies	<p>The educational process takes the form of a series of skills and values, which produce intellectual, emotional and social changes in the individual. Depending on the degree of awareness achieved, these values may last a lifetime or only for a certain period of time. of Education, UNICEF Mexico's Education Department Authors: Julián Pérez Porto and Ana Gardey. Published: 2008. Updated: 2021. Definition of: Definition of education (https://definicion.de/educacion/)</p>
Safe space school	<p>School preparedness for emergency response As mentioned in the World Report on Disaster Reduction Initiatives (2004), 17 in times of crisis, schools often serve as a place of refuge. School premises can serve as an example of a safe building an appropriate and protected location, or a place where different actors in the community come together to exchange ideas on how to make the public environment safer. It is important for schools to have school emergency, safety or school protection plans, depending on what they are called in each country, in order to strengthen the capacity of the educational community and plan actions aimed at: a) Carrying out actions and adopting measures to prevent and reduce risk situations. b) Developing capacities to prevent and respond to emergency and disaster situations in order to protect the lives of the educational community and the school's property. c) Defining how to ensure the continuity of educational activities and identifying alternative sites, if necessary. It is essential, therefore, to encourage educational centres to organise solid structures and implement training programmes through which it is possible to reduce their vulnerability and develop capacities so that they can be multipliers of disaster risk reduction measures and emergency preparedness in their communities.</p> <p>United Nations. Inter-Agency Secretariat of the International Strategy for Disaster Reduction. Living with Risk. Global Report on Disaster Reduction Initiatives, 2004, pp. 264. 18 Arenas Romero, Antonio. Guía de la comunidad educativa para la reducción de riesgo y desastre: prevención y protección de la niñez y la adolescencia. San José, 1999. pp. 52.</p>
Health and care	<p>The WHO's 9th World Health Conference, which took place in Shanghai (China) in 2016, was entitled "Health Promotion in the SDGs: Health for all and for health". The lines of action proposed were not only limited to individual attitudes, but underlined the responsibility of local, national and global institutions to develop policies that contribute to improving the health of all citizens. Areas of intervention focused on the importance of promoting good governance, on developing healthy environments (especially in urban areas) and on educating people about health, illness and self-care.</p> <ol style="list-style-type: none"> 1. Eat a healthy diet 2. Be physically active, daily and in your own way. 3. Get vaccinated 4. Not using tobacco in any form 5. Avoid or reduce alcohol consumption 6. Manage stress for better physical and mental health. 7. Maintain good hygiene 8. Do not drive at excessive speed or under the influence of alcohol. 9. Wearing seat belts in the car and helmets when cycling. 10. Maintain safe sexual practices 11. Have regular medical check-ups 12. Breastfeeding is best for babies...
Teacher training	<p>THE DISCOURSE OF PROFESSIONALISATION IN THE TEACHING PROFESSION</p> <p>The discourse of teacher professionalisation appears practically omnipresent in our teaching life: educational authorities resort to this discourse, international organisations make it the focus of their recommendations, the media repeat it, parents demand it, educational institutions echo it, trade unions use it and reappropriate it at the same time, and so on. On the other hand, this discourse also has to do with the teachers who are trained and how it impacts on this training to consider teachers as professionals. In this paper, which is a reformulation of a postgraduate work of the Master in Education Policy and Management of the National University of Luján, we will review some documents of international organisations, we will present different approaches of authors who are in favour of professionalisation, or who deny it for teaching, and we will emphasise the relationship with teacher training and the quality of education.</p> <p>Throughout the paper, a critical view of the current discourse of professionalisation is emphasised, in particular when it is likened to traditional professions. These are just a few points for analysis, and in no way intended to cover the problem in all its complexity. It is a review of documents of international organisations and of some authors who have explored the issue. This review can help to visualise the complexity of the discourse of professionalisation, without neglecting the fact that, beyond adherence or not to this discourse, it is imperative to commit to training in theoretical and practical rigour with a view to teaching that is committed to the training of citizens, particularly those from the most disadvantaged sectors of society.</p>

Continued...

<p>Teacher training</p>	<p>TEACHER PROFESSIONALISATION ACCORDING TO INTERNATIONAL AGENCIES</p> <p>All the documents of international agencies in recent years refer to the professionalisation of teachers using different strategies. Initial teacher education should also be directed in this direction: in this way we could say that in teacher education we are training an education professional. The Jointien (Education for All) declaration states that 'if the learning process is achievement-oriented and based on the acquisition of knowledge together with problem-solving skills, then teachers must be prepared accordingly...' (World Conference on Education for All, 1990:7).</p> <p>Arguably, this idea of professionalisation for the field of education is not new, however, it appears most strongly in the context of neoliberal policies. Therefore, we will begin by tracing the meaning given to the concept of 'professionalisation' in the current discourse of international agencies, trying not to get caught up in their arguments, heeding Adriana Puiggrós' warning about neoliberal slogans, in the sense that "they appropriate those words that express authentic demands and recycle them in an economic hierarchy, altering their syntactic order and adding adjectives or adverbs that substantially modify them" (Puiggrós, 1995:47).</p> <p>Although this work mainly takes documents from the period 1970-95, it is necessary to resort to others from earlier periods in order to follow the idea of 'professionalisation'. Thus, in the document on 'The Status of Teachers' (International Recommendation 1966, UNESCO/ILO), point 4 states: 'it should be recognised that the progress of education depends to a large extent on the training and competence of teachers, as well as on the human, pedagogical and professional qualities of individual educators'.</p> <p>Point 5 also refers to teachers 'enjoying a fair status and the teaching profession enjoying the public respect it deserves'.</p> <p>Point 6 clearly considers teaching to be a profession, not least because of the knowledge and skills that it involves.</p> <p>Point 6 clearly sees teaching as a profession, not least because of the knowledge and responsibilities involved:</p> <p>'Teaching should be regarded as a profession whose members provide a public service; this profession requires of educators not only profound knowledge and special competence, acquired and maintained through rigorous and continuous study, but also a sense of the personal and collective responsibilities which they assume for the education and welfare of the pupils for whom they are responsible.'</p> <p>Point 8 clarifies that working conditions should 'enable educators to devote themselves fully to their professional tasks'.</p> <p>Point 10(j) refers to professional training: 'with regard to the training and professional development of teachers, coordinated, systematic and continuous research and action are necessary'.</p> <p>Point 39 of the same document refers to a probationary period for new teachers, whose 'requirements should be of a strictly professional nature', and point 91 refers to time for teacher development activities: 'teachers should have sufficient time to participate in activities to promote their professional development during their tenure'.</p> <p>In general, the above-mentioned document views the teaching profession in relation to training for a role that requires special responsibilities for the education of pupils. In this way, the aim is to equalise the teaching profession with other professions that have a status and social recognition based on the seriousness and rigorosity of the degree studies and the way in which it is exercised. This could be related to the fact that in the 1970s, teacher training was elevated to the tertiary level of teaching, in charge of teacher training institutes, and in some cases with the insertion of teacher training courses in universities.</p> <p>The document of the Fifth Meeting of the Intergovernmental Regional Committee of the Major Project in the Field of Education for Latin America and the Caribbean (PROMEDLAC, Santiago de Chile) of 1993 also develops the theme of professionalisation.</p> <p>'The Committee understands professionalisation as the systematic development of education based on action and specialised knowledge, so that decisions as to what is learned, how it is taught and the organisational forms for this to occur are made in accordance with advances in scientific and technical knowledge, pre-established frameworks of responsibility, the ethical criteria governing the profession and the diverse contexts and cultural characteristics' (UNESCO/OREALC, 1993: 26).</p> <p>It adds that 'such professionalisation is not exclusively a technical act, but must be conceived within the framework of stable and democratic educational consensus and agreements' (UNESCO/OREALC, 1993:26).</p> <p>Although the document makes this last clarification about not considering professionalisation as an exclusively technical act, the definition it presents leaves virtually no doubt to the contrary. On the other hand, reference is made in various documents to the responsibility of acting professionally: responsibility for processes and above all for learning outcomes and the quality of education. In this sense, it is assimilated to the performance of a liberal profession, without taking into account the fact that teaching has been, and continues to be, most commonly carried out within the framework of salaried work (whether in the State or in the private sector). It turns out that they link responsibility to the transformation of institutions in search of greater autonomy in management. It would seem that there is a transfer of non-delegable responsibility for education from the state to the institutions and teachers. As Myriam Southwell says of the images of the teacher,</p> <p>'The political discourse of Latin American neoliberalism seems to favour a new apostolic image of the teacher, no longer that of the lay priesthood, but that of a subject on whom fall responsibilities that were previously carried out by the State. This situation has generated in teachers a loss of specificity in their task, while at the same time all the responsibility for the success or failure of the educational process has been placed on them, despite the fact that they are rewarded with meagre working conditions' (Southwell, 1995: 14).</p> <p>Clearly, the issue of professionalisation is presented from different perspectives, and in the current discourse it contains a number of contradictions. The claim of teachers as a collective about the need to be respected as education professionals and to be treated as such, finds in this new international and national context a response that distorts its essence. We could say that, in this context, professionalisation does not come on its own, but rather hand in hand with other measures and demands that can only be understood within the framework of neoliberal transformations. This is how the need and demand of teachers is recognised (from different sectors), but the idea of professionalisation is linked to the transfer of responsibilities from governmental strata to individual agents (teachers) and their institutions; attempts are made to assign them more tasks; They are made responsible for solving serious problems (learning and social problems in general) not generated by teachers or educational institutions but by the education system itself (and often, beyond it, by the socio-economic system) through its regulations.</p> <p>Publication of Editorial "Universo Sur". On-line version ISSN 2218-3620</p>	<p>The relationship between teachers and parents must go beyond words, true dialogue is based on honest, empathetic, sensitive communication and the possibility of making commitments on both sides. Parents should not just be spectators in distance education, on the contrary, they should be a part of the ...23 Nov 2020 Erica Franco Lavín</p> <p>Teachers and parents: Partners in education at a distance ... https://www.educacionfutura.org/teachers-and-parents-partners-in-...</p> <p>Generally, the relationship between teachers and parents is limited to handing out report cards, organising social events and reporting children's misbehaviour or poor school performance. There are few occasions in which these spaces are used to analyse aspects such as: family coexistence, communication, the affective relationship between parents and children, guidance for them to support school work at home, etcetera.</p> <p>It is necessary that together, teachers and parents find better ways of dealing with children. This requires that they plan this co-ordination, i.e. formulate strategies and conditions to achieve this.</p> <p>Parents often need more information about their children's development and how to deal with them. The teacher can promote meetings where some specialists talk about the child's characteristics and parents can express their doubts and build alternative solutions to improve their relationship with their children.</p> <p>If there is no specialised staff in the school's location, then organise experience-sharing sessions where some problems and the way they have been solved are discussed.</p> <p>Why is it important to address the issue of family communication?</p> <p>Because parents often have a very superficial knowledge of their children's tastes, interests and hobbies. Through communication, better elements and information are obtained to respond to the needs, goals and desires of each member of the family.</p> <p>Conversations in which everyone is involved and no one is judged or ridiculed, games and activities such as planting trees, telling or reading stories or legends, etc., serve to achieve the above.</p> <p>How can parents be guided so that their children acquire greater self-confidence?</p> <p>For the acquisition of this purpose it is suggested:</p> <ul style="list-style-type: none"> - Emphasise that development is a slow and gradual process with advances, setbacks and skills that are formed day by day from the mastery and awareness of resources. - Encourage children in each of their efforts, however small they may be, so that they will have experiences of success that will make them more self-confident. - Encourage their self-esteem by trusting in them, in their talents and qualities. Encourage and respect them so that they learn to trust themselves, since it is in the approval or disapproval of significant adults (parents and teachers) that children define who they are and how much they are worth. <p>Emphasise the importance of the sense of belonging to the family group, making them feel unconditionally loved and accepted within the family.</p> <p>Ensure that they do not feel compared to, or pushed to imitate, other children.</p> <p>Teach them to take risks. This is achieved when they are sure that they will not be punished if they make a mistake, motivate them to do what they are capable of doing and invite them to make their own decisions.</p> <p>Help children set goals and work towards them.</p> <p>Create an environment conducive to questioning. Curiosity is a natural trait and is a response to an interest in the world around them.</p> <p>The above suggestions will enable parents to realise that children learn from them the joy of life, confidence in their ability to control their personal environment and hope for the future, so they should spend time together and enjoy different recreational activities.</p> <p>source: cursosinea.conevyt.org.mx</p> <p>Relationship P.Family</p>
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