POSTMODERNISM AS AN ELEMENT NECESSARY TO INTEGRATE IN THE CURRICULUM

Jesus Antonio Alvarez-Cedillo[1,2], Juan Carlos Herrera-Lozada[3], Patricia Pérez Romero [3]

[1]*Instituto Politécnico Nacional ,*
Unidad Profesional Interdisciplinaria de Ingeniería y Ciencias Sociales y Administrativas
Av. Té 950, Iztacalco, Granjas México, 08400 Ciudad de México, CDMX

[2] *UNIVERSIDAD DE BAJA CALIFORNIA, Campus Colima.*
Av. Calzada Galván #100 Colonia Centro, C.P. 28000 Colima, Colima. México

[3]*Instituto Politécnico Nacional ,*
Centro de Innovación y Desarrollo Tecnológico en Cómputo (CIDETEC),
Av. Juan de Dios Bátiz s/n esq. Miguel Othón de Mendizábal, Col. Nueva Industrial Vallejo,
Del. Gustavo A. Madero, México, D.F., C.P. 07700.

Emails: jaalvarez@ipn.mx, jlozada@ipn.mx, promerop@ipn.mx

Abstract

Given the evidence of different analyzes that evaluate education, they have shown different problems related to three main factors, teachers, state or Curriculum and based on these factors have raised many discussions and in-depth discussions. The quality education is a very important because it affects the society and the fact that it is a means to achieve comprehensive development of the individual and their training affects the cultural, social and economic advancement topic. Therefore, the school must enjoy the necessary resources to generate quality individuals in relation and in conjunction with the implementation of planned activities, with participatory and active management of each person involved in the teaching-learning process. In this research a study would amend the traditional thinking of the developers of school curricula under the influence of the variables defined and well known of postmodernism is presented.

Keywords: Educational quality, educational curriculum, Models and Curriculum Innovations, learner-centered approaches.

1. INTRODUCTION

In the education, to achieve satisfactory results, any educational institution must work with efficient operational structures, it is necessary to include to these traditional models the so-called postmodernity or era of the contradictory. In this respect Lamper (Lamper, 2008), shows a study on depth and the term postmodernity, characterizes the postmodern mega paradigm from literary studies and other areas of knowledge, analyzes the university as the main manager of science and ends with a reflection. In this paper, some considerations and analysis of postmodernity and its

effects on the educational system was analyzed. It is necessary to make a thorough critique and reflective description of the characteristics that define the postmodern era and highlight the economic valuation of people. (The elderly have lost value in this society, babies have become something like a consumer product) and enrich society with the contribution of their myths and rites.

2. ART STATE

What is it the role does the curriculum play in school activities?

The curriculum is an important tool for understanding education as a structural radiograph showing life in school, and reflected in it, what, how and when to teach.

Several authors have performed and reported many studies on this topic and have been handled and defined traditional terms that show the objectives, content, methods and their evaluation, another have shown the interaction and materialization of the same in practice.

Other authors have shown the evolution of curricular semantics and have concentrated with them three partial reflections:

1. The curriculum as official regulations of what is intended to happen in schools, on the structuring of studies to be carried out by students at different levels of education.
2. The curriculum as a set of learning opportunities intended to be offered to students.
3. The curriculum as an educational process that is being developed in a particular teaching context.

Various authors such as Eisner and Vallance (1974); Tanner and Tanner (1975); Gress and Purpel (1978); Schubert 1982); Gimeno Sacristán and Pérez Gómez (1993) have defined it extensively so they have concentrated on the following trends:

1. The curriculum as a training.
2. The curriculum as a set of lived experiences.
3. The curriculum as a system.
4. The curriculum as an internship
5. The curriculum in the formation of values

As can be seen, the curriculum is the instrument that allows to relate all aspects and legal guidelines of the nation, its structure, its theoretical basis and the strategies or activities related to the pragmatic content, which serve as a guide to the teacher and educational subjects In the educational fact, it is also the strategy to organize the basic objectives, supports the factors that intervene in the learning process and guides the proper administration of activities in educational human resources and educational subjects.

The discussion about whether postmodernism is a philosophical conception, a concept, a practice, a question of style, a new period or an economic or even social phase, is proposed by Foster and by other authors who talk about postmodernism in different articles. In general terms, the approaches of postmodernism are posed in the field of education and show understanding problems related to modernity, poststructuralism and deconstruction.

The latter refers to a form of analysis of reality where fundamentally the processes related to the literary and linguistic fields, emphasize the non-existence of the univocal meanings or pre-established truths where their relative character is affirmed and Foucault accepts the validity of A world dominated by interpretation, a world of interpretations.

The text evokes, and there are only meanings that flow and approximate more or less what is suggested to the semantics of the signifier. Deconstruction opposes this semantic, operates in a circular or linear way, its goal is to seek a unique meaning and a final truth.

3. DEVELOPMENT

However, from the point of view of postmodernism and deconstruction, it is difficult to appreciate the world as something already established, so to believe in the autonomy and unity of the subject, systems and structures; it is necessary to relay on the truth of history, traditional forms of power, or on the possibility of ultimate, established, or religious truth. It systematically distrusts any thought that establishes fundamental truths of any kind, absolute or essential origins.

In deconstruction and for postmodernity it is said that there are stories instead of history itself and it is necessary to replace the meaning of history with the history of meanings.

The most important aspects of postmodernity are defined by the following traits of individual behavior:

1. Loss of historical memory
2. The invasion of the natural landscape
3. Loss of the subject
4. The means
5. Explosion of information
6. All-encompassing speech
7. Science

A.   LOSS OF HISTORICAL MEMORY

The loss of historical memory is one of the main characteristics of postmodernity. When their past is forgotten, a future is unpredictable and their present is the only thing that supports it, the subjects of education face knowledge with a strong disintegration of their own in a scheme of this nature. In terms of education, the student does not know the capacity of historical projection, prospective, and in the same shade, foresight. This is explained in a world of imponderables.

Postmodernism leads us to the goal of historical meaning, to a breakdown of the ways of being, to apply and to know that conformed to modernism.

What we know of the past can only be observed and analyzed from what is lived in the present.

There is no one capable of grasping what is happening, since there will be a large number of countless versions of the present and the past in a complex world where personal representations abound and make impossible any attempt at meta narrative, meta-discourse that allows an explanation real.

The excess of representations about the historical reality and the crisis of these representations are observed due to the loss of the faith of the citizen as with the gradual loss of capacity of the public leaders to articulate reliable versions of what is happening.

B.   INVASION TO THE NATURAL LANDSCAPE

Today it is not easy to distinguish between what is true and what is false by the loss of context, when this lack, the perspective is lost; The human being knows from what other humans tell us, and the landscape is seen as a product of creation and intention.

In the postmodern perspective it is suggested that there is a growing awareness in the subject, that only fantasies, fictions, versions of reality are given. The simulacrum, the pastiche and the parody are generally used in this perspective.

The pastiche, according to Jameson, is a parody without motives that creates a satire, the retromodas are a basic example of this stage. The pastiche is an identical copy of an original that never existed. The representation of this reality is the synthesis and the reflection of other representations, the simulated tends to be more real than reality and history is made known by the interpretations made by others.

C.   LOSS OF THE SUBJECT

Today, the subject is lost in front of himself; As it also loses the historical perspective and the sense of reality, does not trust the forms of self-knowledge such as psychoanalysis and doubt the existential model, authenticate and truths intensity. The subject is fragmented, colloquial expressions appear: as the hot, cool, down, up, low, high, flat, to express and treat their feelings, emotions and feelings of the human being.

On the other hand, appear multiple forms of life, different forms of identity, different fashions of consumption.

The identity of the subject is no longer defined exclusively by race, gender and class, there are others. The mass media promote options and is a mirage to define how it should be to be one, promote a different self and affects the subject, which, lacking historical fundamentals, replaces it with the exacerbation of goods and consumption.

Under these conditions, the sense of pluralism, the diversity of the realities of the subject and the heterogeneity are revalued.

To say that the existence of a personalized and complex reality gives a different meaning to a conception of the social community based on the search for ways that respect ethnic, cultural, economic, social and sexual pluralism that accepts differences as a basis for their tolerance.

Mc Laren insists on his work to recognize the differences and the strengthening of the identity of each of the subjects starting from validate and accept the recognition of the stories.

These stories conform to the styles and manners of sex, gender, race, class, establish the individual and unique signs of each individual.

So it is possible to indicate that power acts on asymmetric relations in social construction and subject's differences with acts of violence against different subjects who think differently, Mc Laren shows the difficulty of promoting tolerance and the non-existence of national unity, The single party, an integrated school, and so on.

Lechner indicates that identity must be established as a form of construction of the integrated subject coupled with the recognition of differences.

D.   **MASS MEDIA**

Capacity acquired by the media to manipulate subjects and market conceptions in terms of quality, citizenship or democracy, which obey specific interests, often influenced by a power entity such as government or society itself.

The government, political representatives and commercials spread their own realities through the mass media and appropriate the conceptions and terminologies that do not belong to them, creating new and very different meanings.

The meanings of words like Marxism and psychoanalysis lose their original meaning. Terms such as alienation, surplus value, solidarity and self-criticism are today both names of hotels, restaurants, television programs and even products to sell anything.

Governance concepts such as Citizenship or Democracy are manipulated to serve the objectives of sectors of power or government in turn and manipulate media owners.

The media show ideals, stories and characters of success, power, wealth and love which are quickly accepted; While in our universities we speak of educational quality, efficiency, excellence and efficiency.

Mc Laren, indicates that the social ethics of markets is non-existent, since it is more important that they buy and focus attention on what is sold, where there is no morality and where knowledge is also part of these products.

The lack of unity of the subject allows to be replaced by the exacerbation of the products and the consumerism, it increases the consumer appetite of the hungry public of articles, which causes a simultaneous impoverishment of the poverty, the exploitation, the marginalization and the death.

E. INFORMATION EXPLOTION

Today, inside of the research centers, the academic has the sensation that the information surpasses it; Is manifested by a constant pressure to read more and more books, technical books and news and a sense of frustration in front of the monstrous amount of texts produced in each field; Which diminishes our sense of control, we feel lost in our eagerness to be up to date. The excess of general information that it is difficult for the academic to claim that he knows the most advanced and is working at the thresholds of knowledge. The bombardment of information is such that it replaces any tradition of analysis, understanding or interpretation, something everyday in earlier times.

F. META OMNICOMPRENSIVE DISCOURSE

Discourse is defined as an organization of spoken or written words grouped according to certain established rules. The discourse exists from the point of view of what is said, the discourses can touch normally accepted subjects, like the academic discipline, education, politician, doctor, of the curriculum.

Postmodernism raises a loss of faith in this all-embracing discourse, in the established, in its unique theories on the explanation of reality, the narrative meta. Each subject has their own particular stories; Some coherent and reasonable others do not; There is no convergence of science, philosophy, morality, art or religion to give full explanations. There is anger and disapproval in the face of the illusion of what is good, bad, false, True and Beautiful. From the postmodernist point of view, relativization is looked for in every norm.

G. SCIENCE

Thus, a questioning of science as a structure of truth and progress emerges. In general terms postmodernism points out that science is a narrative structure among others. A knowledge analyst in Lyotard postmodernity, he affirms the distinction between narrative knowledge and scientific knowledge by pointing out that the former is more related to the wisdom transmitted from

generation to generation, where moral, historical, and traditional elements are integrated into an amalgam that differs from Scientific knowledge. This, supposedly subject to the rigor and the normativity that certifies it still can not be affirmed as totally true, the "truth" character of scientific knowledge can not be fully known without making a reference to the narrative knowledge, generally disqualified by the scientists. Science, Leotard continues, finds its truth in the production and legitimation of two ways.

First, through technology, here the science is based on the technologies it has produced, and second, pointing to its own system: the system

Determines the truth of the scientific system itself. Just as certain scientific areas are privileged in the face of sociology based on the technology produced and based on their own certification system that declares or not a contribution in the field.

It is thus constituted in a system in which the members themselves approve of the others: in a closed process of evaluation and accreditation, the initiates accept or deny the knowledge and methods contributed by the other initiates. However, the scientific system is subject to questioning when we ask ourselves today - in postmodernity - who determines the truth of such verification system, when knowledge is analyzed as a narrative structure among others, provided that the scientific system Aims at technological efficiency, one of the supreme values of the current era.

In another approach, Leotard stresses that knowledge today can be stored and constituted as a commodity; Data banks are accessible to the rich and powerful. But also information becomes a nebula of data without meaning or social character. Jameson will expand on this by indicating that the information society emphasizes brevity and instant recognition; The efficiency and the speed that combine to displace meaning, meaning and reflection.

In direct relation to this, in the institutions of higher education today affirms a change in the investigation and the teaching. The universities are required to move from communication and analysis in the classroom to the rapid transmission of informative data and images understood as consumer articles. This transformation leads to a substitution of values, such as the university mission and the truth pursued by universities, to the marketability, efficiency and effectiveness of knowledge.

Taking into account the texts of specialists in qualitative research such as Taylor, Bogdan, Ruiz Olabuénaga and others, the data collection phase was oriented to know the design, execution and utility of the curricular model implemented in the institute, from the perspective of The actors involved, through techniques of a qualitative nature, such as the focused individual and focus group interview, the panoramic-non-participant observation and the critical reading of documents issued by the normative framework of the Educational Reform starting from a comparative between the articles 3 ° and 73 ° in force.

The Table 1, illustrates the aspects, actors and qualitative techniques used in the study

4. INSTRUMENTS AND SAMPLES

The type of sampling used for the selection of interview subjects was performed as recommended for qualitative studies, intentional, in the mode of opinion sampling.

In this case, the selection of the first interviewees was entrusted to both the teaching staff and the students to the area coordinators and to the heads of the specialties. In the case of the experts interviewed, it was based on the knowledge that the researcher had, regarding the specialists who worked on the Educational Reform of México.

A. **INTERVIEWS**

Interview process began with discussions with the director of the institution and the coordinators of the two areas, who were informed of the objectives of the study. Two focus groups were then held, one for teaching staff in the commercial area and one for the industrial area. The coordinators of areas were selected and selected to select staff, selecting a total of eight teachers in each area.

In the same way, for the focal interviews to the students the coordinators were asked to summon 12 students from each area, considering the three years of high school of all the specialties served.

Table 1. Actors, Aspects and techniques of data collection.

Actors	Curriculum model		
	design	execution	utility
Students	Interviews Focus group observation	Interviews Focus group	Interviews Focus group observation
Teachers	Interviews Focus group	Interviews Focus group	Interviews Focus group
Coordinators	Interviews	Interviews	Interviews
Experts	Interviews	Interviews	none
Parents	Interviews	Interviews	Interviews

Thematic of the interviews used need that all the actors were decided on the basis of the elements considered key in the design of the notebooks of the SECRETARIAT OF HIGHER MEDIA EDUCATION.

Thus, it according to the vision of an expert in curriculum, adapting them to each subject of the study, ie the nature of the discussion was based on who was involved. Aspects such as the design of the curriculum model were deepened more with the teaching staff and with the experts. Aspects as the utility of the model was deepened more with students and the heads of specialties.

A first round of focal interviews was applied, followed by a series of interviews with teachers and students, as follows:

1.   Focus group with teachers in the commercial area.
2.   Focus group of teachers in the industrial area.
3.   Focus group with students from the commercial area.
4.   Focus group with students from the industrial area.

B.   OBSERVATION

Our study process was based on observations made by the researchers in the project and those carried out during the research period, as well as having the opportunity to expand knowledge about the execution of the program as an advisor for the execution of the SECRETARIAT OF HIGHER EDUCATION in other municipalities of the México.

C.   COLLECTION OF DATA

There are, three techniques of data collection for qualitative studies, in this particular study, the above mentioned was used the focused interview, focus group and the observation in its modality of contemplation.

D.   STUDY SCOPE

Our study, in terms of fieldwork, was carried out during the first half of 2015. Beginning in February, making contacts with the authorities of the institution, initially seeking authorization for the study.

It began in March 2015 with interviews with the director and deputy director, with the area coordinators and later with the heads of the specialties, to agree on the dates for conducting the interviews focused on groups of students and teaching staff, such as those made to the heads of specialties and coordinators. In the same month, information related to the institute was collected, such as the Institutional Educational Plan (PEI), and other documentation that served to define the institution under study.

The above mentioned interviews were carried out during the months of April and May, summoning by actors and area of specialty; Thus the interviews were made to the teaching staff, first to the commercial area and then the teaching staff of the industrial area. Finished this process was realized in the same order for the students, that is to say; Starting with the specialties of the commercial area and then the industrial area. In the month of May, individual interviews are held with the teaching staff of the accounting and electronic attendance specialties. At the end of this month and beginning of June 2015, interviews with the heads of specialties were finalized.

After the field phase, the analysis phase was completed.

5. ANALYSIS OF RESULTS AND DATA

Analysis of the data, represents a hard job and is carried out through a dense description, in the sense that is characterized by Ruiz Olabuénaga, is interpretative, what is interpreted is the flow of social discourse.

The analysis of data, and the preeminence of the word of the actors, seeks the structures of meaning from what the actors themselves think, believe and feel.

The raw material of the analysis is expressed by the actors in the different interviews and documents analyzed, ie their language, on which their meaning was sought.

A. DATA PROCESSING AND ANALYSIS

The model proposed for the analysis of the data, follow the methodology of analysis is based on Theory proposed by Glasser and Strauss. From the information generated in the interviews, the coding was performed for each one using the qualitative analysis software NVIVO 8, which is a recent version of NUDIST.

Basically the program NVIVO 8, allows to store the information in nodes, which are structured in hierarchies or trees thus creating typologies. According to the methodology, we seek to find elements to shape properties and with these conform categories.

The constant comparison technique is followed in this analysis, that is to say as the coding is generated, the information found in a text is permanently compared with other texts that are being analyzed; From the categories and properties that are emerging in the analysis is combined with the theoretical reflection, that is to say on the theory that is emerging, it will be the one that will guide the search for more data that base the information that previously have been generating.

As a first action followed in the analysis program, each interview was transcribed, after being revised the transcript was imported into the NVIVO 8 program in the form of text, on which elements of analysis were searched for that constitute nodes that make up the elements of the Properties in increasing order to form categories in several dimensions. With the nodes already created, on a new codification with the program more general categories were formed. In each interview, certain properties were strengthened which served as the basis for the following analysis

of the following interview, in this way the meanings that the actors gave to the aspects studied become clearer.

The program also shows when the theoretical saturation has been reached, that is to say, the super saturation of the elements and categories that are being analyzed, allowing to firm the already saturated and to search in the texts those that have not yet reached that level.

The interviews were worked by categories in the order described. The categories indicated were teachers, students, specialty coordinators, parents, experts and directors.

For each of these analysis clusters, their different trees were compared by applying an auxiliary program for comparison called MERGE that allows to contrast different category structures, allowing the recognition of meaning patterns in the different actors.Figure 1 shows an analysis of the frequency of words performed in this work.

Regarding the result obtained by the frequency of words, the data of the interviews were focused and more results were obtained, which are shown in tables 2,3. Figures 2 and 3 show the values obtained on a scale of 0 to 5, where the value 5 represents the generalization of the postmodernist characteristic.

Fig 1. Word cloud of our investigation

Table 2. Expectative

Dimension	Questions
Loss of historical memory	Talks with your parents when you eat?
Invasion to the natural landscape	Do you have more friends in social networks than in reality?
Loss of the subject	Do you use expressions in another language to show your feelings?
	What do you think of the indigenous people?
	Are you proud of your country of birth?
Mass media	How many hours do you watch TV?
	Is your dress similar to an artist?
Information explosion	Do you think the information is enough?
Meta omnicomprensive discourse	Do you use any special words when you speak?
Science	Is science important in your life?
	Are maths good for anything?
	Do scientists always tell the truth?

Table 3. Results obtained

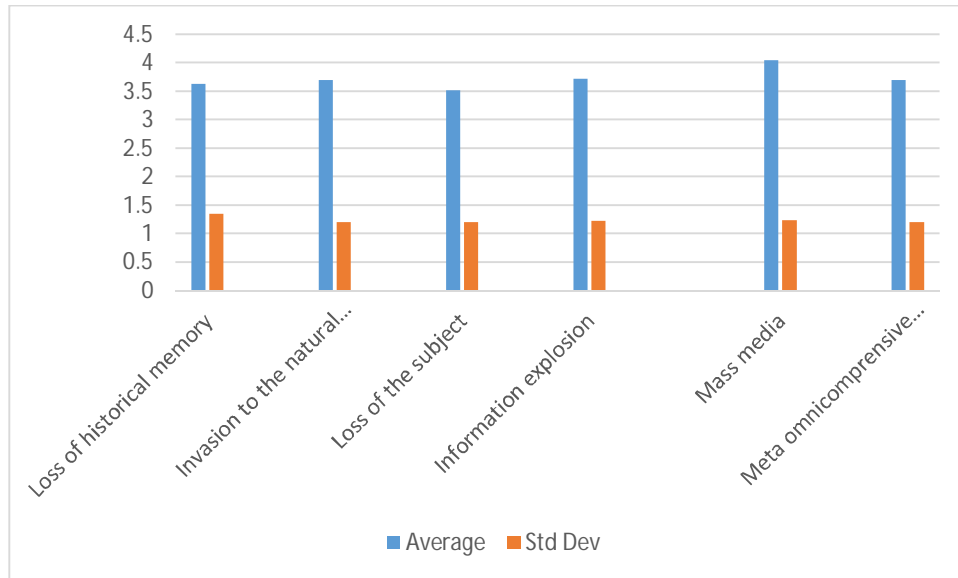| Characteristic	mean	standard deviation
Loss of historical memory	3.63	1.35
Invasion to the natural landscape	3.70	1.20
Loss of the subject	3.52	1.20
Information explosion	3.72	1.23
Mass media	4.05	1.24
Meta omnicomprensive discourse	3.70	1.20
Science	4.0	1.26
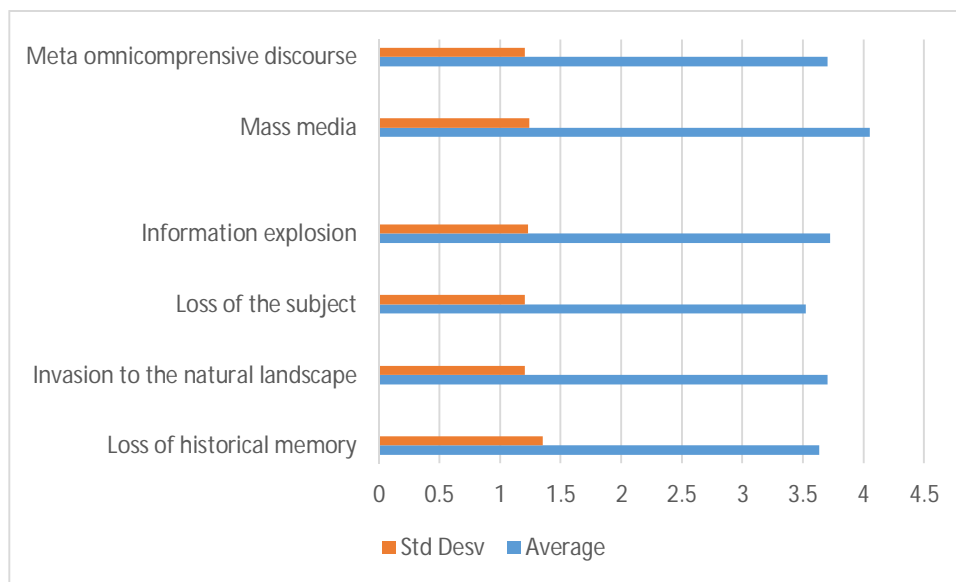
Figure 2. Data obtained from the study

Figure 3. Characteristic generalization data

CONCLUSION

In relation to the "perception of postmodernist characteristics" it is possible to ensure a paradigm shift and behavior in this new technological age. In the future a correct one would like to be valued "for their level of intelligence, their social skills to relate to people, sensitivity, sympathy, responsibility, solidarity, personality and kindness. These aspects are undoubtedly related to the social factor, and Which are affected by the time in which they are lived. Referring to the sense of esteem and belonging of the human being within a group, while they would like to be undervalued by faith and power. It is curious that they say that they do not like to be Valued by the latter aspect, since it is a relevant value in the consumer society. We infer that they may not mention it because it is not politically correct to manifest it.

Regarding the "importance of values in life", young people attach great importance to the aspects that are transcendental for their personal and social life, such as: that in the institute teach you useful things for life, have friends and friends in Those who can be trusted, that all their rights are respected, that everyone who needs help receives it, can trust the family, value them by their way of being, live by their values, be esteemed and respected, be happy.

The data obtained indicate the importance of applying the premodern precepts in the school curriculum in order to improve the student's ideological, socio anthropological, epistemological, pedagogical and psychological conceptions and, in turn, re-define the objectives of school education.

REFERENCES

Álvarez, J. (2001). Evaluar para conocer, examinar para excluir, Madrid, España. Edit. Morata. Recuperado el 23 de agosto de 2011, d. Edit. Morata.

Alvarez-Cedillo J, Herrera-Lozada Juan, Patricia Pérez (2015). The Philosophy of Science of the XXI century based on the return of Greek philosophical practice, International Journal of education and research, Vol 3. N. 11, November 2015, ISSN 2411-5681

Azocar, Tomas (2002). Educación para el Siglo XXI. Universidad de Oriente Sucre.

Campos, J. y. (2010). Hacia un modelo de gestión de la oferta educativa en línea. Unid. Revista CAES , 1 (2).

Educación, I. N. (1 de 1 de 2012). inee.edu.mx. Retrieved 28 de 8 de 2015 from www.inee.edu.mx: http://www.inee.edu.mx/index.php/proyectos/pisa/que-es-pisa

Freeman, D. K. (1983). Do textbooks and tests define a natural curriculum in elementary school mathematics? . Elementary School Journal, , 501-503.

Gutiérrez Leyton (2004) Tradición y Valores en la Postmodernidad. Los Nuevos Retos de la Educación. México: Itesm-Crefal.

Hernández, F. (21 de 07 de 2015). El gobierno anuncia la desaparición del Instituto de Educación de Oaxaca. CNN México , p. 5.

Lampert, Ernâni. (2008). Posmodernidad y universidad: ¿una reflexión necesaria?. Perfiles educativos, 30(120), 79-93. Recuperado en 01 de junio de 2015, de http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-26982008000200005&lng=es&tlng=es. .

McDonal, R. (2005). Nuevas perspectivas sobre la evaluación. Unesco, París, Francia , 112.

Nieto, E. P. (2012). Mensaje a la Nación del Presidente de los Estados Unidos Mexicanos. Preseindencia de la republica, Gobierno de México. Mexico: Secretaria de Gobernación.

Sulbarán, Abelardo (2001) La Postmodernidad. Departamento de Estudios de la Ciencia. Instituto Venezolano de Investigación Científica.

Tobón, S. (2005). Formación basada en competencias. Ecoe , 213.

Vabrera, F. (2001). Estratégias de Evaluación de los Aprendizajes Centrado en el Proceso. Revista Española de la Pedagogía , 25-48.

Pinar, William F. (1995). Understanding Curriculum. Counterpoints. Peter Lang. Publishing Inc., Nueva York, 1995, p.467.Ibidem,p.469.

Mander, J. (1978) Four arguments for the elimination of television. Morrow, Nueva York, 1978, pp.67-68.

Jameson, F. (1991) Postmodernism and the cultural logic of late capitalism. Duke University Press, Durham, N.C, 1991, p.18.

Leotardo, Jean François. (1987) La condición postmoderna. Informe sobre el saber. Cátedra Teorema, Madrid, 1987.