

The epistemological use of literacy in university education

Summary

This article presents the results of a formative research project developed with students of the Bachelor of Law and Criminology at the Rosario Castellanos National University. The objective of this project was to demonstrate, or not, the viability of establishing a competence on the epistemological use of reading and writing, parallel to the disciplinary content of the subjects that make up the degree. The field work was carried out using an ethnographic methodology and the regular activities of three consecutive semesters were documented with respect to the same population of students. The work was done under a didactic of creating scenarios for the analysis and discussion of ideas, orally and/or in writing, based on multimodal materials and continuous assessment.

Keywords: literacy, academic literacy, epistemological didactics, skills development, teaching situations, multimodal materials

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Introduction

State of the art: Literacy plays a significant role in the education of people who study a university degree, considering that any subject, in addition to a set of concepts, is made up of specific ways of thinking linked to particular ways of writing, which should be taught together with the content of each subject; however, its epistemological use as a teaching tool is limited, because using it requires meeting a series of conditions.¹

For this reason, in recent years there has been research on theories of multiple perspectives² from which it is considered that the meaning of reading and writing goes beyond the reading and writing skills implied in the term literacy, since it additionally entails the idea that there are multiple forms of the written word, and that the meaning of words is interpreted according to the sociocultural environment, concluding that it is necessary to understand the processes and ideologies that contribute to the formation of readers and writers.

Reading and writing has a specific purpose: the interpretation of

¹According to Carlino, the most recurrent complaint of teachers is that students "do not know how to write", "do not understand what they read" and "do not read", as if the responsibility always fell to someone else, and that there is a fallacy in such a complaint, while Russell has shown that it is common to assume that writing and reading are generalizable skills (learned or not) outside of a disciplinary matrix, when this is not the case, since reading and writing are skills related in a particular way in each discipline; so much so that multiple investigations have confirmed that the reading and writing required at the higher level (university) are achieved by facing the practices of discursive production and consultation of texts specific to each subject, according to the possibility of receiving guidance and support from someone who masters the subject and participates in these reading and writing practices.¹

²Representatives of this theoretical current include Jenny Cook-Gumperz, interested in the social construction of literacy; James Collins and Sarah Michaels, who have established discourse strategies and literacy acquisition; Anna Camps and Patricia Uribe, who have worked on the construction of written discourse in an academic environment; Herbert D. Simons and Sandra Murphy, who have developed strategies in spoken language and acquisition; and Camps, A. and Uribe, P., who point out that from their review of multiple works on academic writing, it is clear that university instruction generally starts from a static view of genres considered more as types of texts and guides teaching on their linguistic and discursive characteristics without taking into consideration how the specificity of the activities in which texts are generated and function affects writing; among others.

texts, since the development of this ability is essential to be part of a society and interact in it based on multiple relationships.

The interpretation of texts occurs from reading comprehension; however, in Mexico, according to the figures provided by international standards such as EXCALE, PLANEA and PISA, it is known that students have deficiencies regarding this competence and it is known that: texts produced by students from different social classes are subject to different values and standards,³ and this impacts performance levels.⁴

Thus, in Mexico, upon entering university, the vast majority of students have deficiencies in reading and writing skills, and consequently, in interpreting texts, which has a direct and negative impact on their academic training process. This situation becomes a major obstacle for students who pursue courses whose praxis is linked to the exercise of said competence, such as those related to Law and Criminology.

Regarding what it means to read and write at the University, Carlino argues that: "Learning at the university is not a guaranteed achievement, it depends on the interaction between students, teachers

³While in the population with the highest socioeconomic level, priority is given to language activities for the development of expression and communication, texts written by students with a low socioeconomic level are considered semi-artificial language, due to their lack of specificity in terms of linguistic rules, as is the case with the ethical and social groups associated with low levels of performance. The causes or factors associated with the problem are the differences between social classes; social class and the level of formal education of the family are fundamental factors for learning to read and write.

Households with greater economic resources and whose social capital is more aligned with the interests of the dominant classes tend to be more successful. On the other hand, in terms of the place and the ways in which the problem is addressed from school practices, human nature and the importance of local factors as possible spaces for the creation of new pedagogies are highlighted. It is analyzed how through social interaction, in the construction of practices and patterns of use, readers and writers are formed. As well as the recognition that the skills, beliefs and social practices that they develop in diverse environments and/or contexts, which are not necessarily similar

⁴Based on data collected by Caracas Sánchez, Bianca P., & Ornelas Hernández, Moisés, in The evaluation of reading comprehension in Mexico; Smith, PH, Jiménez, RT and Ballesteros Pinto, RM (2004).³ Is there a national pedagogy of reading and writing?, and data from Conaculta (2015)⁴ in the National Reading and Writing Survey.

and institutions; it depends on what the learner does, but it also depends on the conditions that we teachers offer (and those that institutions provide) so that the former can start his cognitive activity. Likewise, generally teachers tend to place students in class in the position of listening to our explanations and taking notes (which we ignore), expecting that outside of class they will read the selected bibliography (which we also ignore), therefore, students occupy the role of receivers of knowledge.”¹

Thus, he identifies two problems of normal teaching: who works and who is trained when the teacher lectures? And the fact that the transmission of knowledge by the teacher only communicates a part of what the students need to learn.⁵

According to the above, he argues that reading and writing is a means of teaching and learning at the university, which he calls “academic literacy”, based on Cornell studies regarding the uses of language and types of learning. Good teaching requires research: which must be nourished by other research, by reflection on daily activities, by dialogue with others, by the creative design of teaching situations consistent with theoretical principles of experimentation in the classroom, by the written reconstruction of what happened in class in order to analyze and revise it. Writing a text affects the development of thought. Writing is not something spontaneous but anticipated and reconsidered; writing stimulates critical analysis of one’s own knowledge, because it allows one to sustain the concentration of certain ideas.

However, he points out that these potentialities are not immediate consequences of all types of writing, considering that there are those who only make transcriptions; these arise on condition that what has been written is reviewed by comparing the text produced up to that moment with the text that the potential reader might require, because it is in the attempt to adapt the subject to what is supposed to be convenient for the reader and for the purpose of writing, that the writer must decentralize from his point of view and adopt the perspective of the recipient: in some cases he will notice that information is missing and will go out to look for it, he could perceive that certain ideas are confusing and will proceed to clarify them for himself, he will understand that his text gains in clarity if he makes explicit the relationships between the various parts, he may find inconsistencies and will try to correct them, he will want to convince the reader and will look for new arguments, he will group related notions that previously appeared scattered, he will produce a more agile prose by simplifying expressions, adding subtitles, varying syntactical structures, he will decide to prune his work to give strength to the core of his ideas by giving up on the text. with pain to the concepts that deviate from it, and during these revisions, he will probably discover that the attempt to modify the form has led him to think about the content in a novel way for himself.^{6,1}

⁵Regarding who is educated by the exposition format, he states, quoting Hogan, that the one who always learns the most is the teacher, since most of the cognitive activity is left to him: researching and reading to prepare the classes, reconstructing what he has read based on his own objectives, connecting texts and authors to address theoretical problems, writing to plan his classes, explaining what he has understood as a product; but, the fact that the classes are organized in this way does not ensure that the students have to do the same.

Regarding the fact that the transmission of knowledge by the teacher only communicates a part of what they need to learn, he argues that this format neglects teaching discursive and thought processes and practices, omits the way of inquiring, learning and thinking linked to the ways of reading and writing; and states that it is common for teachers to insist that students should read, but it is rare that we think that they also have to write to learn the subjects. (Carlino, P. 2005-11)¹

⁶Quoting Linda Flower, she asserts that revision not only improves the written

In order to achieve the type of literacy proposed, he says that what must be learned is to read and write texts in each subject within the framework of academic practices that require an approach within the context of each subject, because a reading and writing course separated from effective contact with the bibliography, methods and conceptual problems of a certain field of knowledge, only serves as the start-up of a reflective attitude to raise awareness, but does not avoid discursive and strategic difficulties when facing the challenge of thinking in writing about the notions studied in each discipline. Writing is one of the most powerful methods for learning and therefore must be directed.¹

Under these conditions, what is emerging is recognizing that the potential alternative to achieve effectiveness in the teaching-learning processes is to structure classes around work proposals that guide students in the activities of obtaining and elaborating knowledge, that teachers not only say, but propose activities so that students can reconstruct knowledge from reading, writing and thinking practices, both in person and virtually, considering the reading and writing context in which the life of people who attend university occurs: the world wide web, since its literary life takes place on the Internet, especially at the Rosario Castellanos National University, whose learning model is hybrid, since it combines in-person and virtual systems.

Research problem

To determine the feasibility of establishing the development of the literacy skill as mandatory, alongside the disciplinary content taught in each subject that is studied throughout the degree in Law and Criminology at the Rosario Castellanos National University.

Justification

University education has two important aspects: on the one hand, it is a means of realizing a life project, under the protection of various human rights, not only the right to education, but also the right to freely exercise a profession and the development of personality, among others; and, on the other hand, it has an eminently social function, since the economic, political and social development of nations depends on the education of their citizens. Thus, the importance of implementing advances in education in training processes impacts both the individual and social spheres of young people who are pursuing a university degree, to the extent that, based on the skills they develop to apply the knowledge they are taught, they will or will not have the possibility of realizing their life project; a circumstance that, in the end, impacts the development of the Nation, and therefore its future.

Now, because the current reality is a hybrid reality, where the lives of most people, and especially those of young people in training, take place in two scenarios, the one that is lived in person and the one that is lived virtually through the Internet, this impacts education in various ways and demands rethinking and revolutionizing the educational practices of traditional teaching, because, as a consequence of this, the institutional roles in education: teacher-student, as well as educational content, have been substantially modified, but have not been fully assumed and this causes discrepancies between the way in which school relationships are given.

product, but also allows the writer to develop his or her knowledge, and that there are two ways of writing: expressing knowledge and transforming knowledge, and only those who write according to the model of transforming knowledge manage to modify what they previously know about a topic, and they do so because when writing they develop a dialectical process between their knowledge and the rhetorical demands to produce an adequate text, returning to Scardamalia and Bereiter. (Carlino, 26-28)¹

Today, teachers are required to assume a role that they do not know about. Until now, what was known as the traditional figure of the teacher is no longer valid, but there is no materialized example to hold on to, because the new role that the teacher must assume does not yet exist in a concrete way. It is beginning to come to life, but it does not yet function as a reference model, since the majority of teachers who teach at universities today were trained in traditional education and do not have a prototype to follow.

Therefore, we must keep in mind that we are in a historic moment of transition and as teachers we must set the precedents of what constitutes putting new education models into practice.

To this end, it is necessary to address the demands imposed by the context and society. The specialization of knowledge, science and technology requires an evolution in educational models and the reconfiguration of the teacher. Likewise, we must also take into account the economic costs of a low-quality and inequitable education in terms of the nation.⁷

Furthermore, if we consider what is established in the constitutional reform that recognizes professional education as mandatory, it is noted that the educational authorities acquire the obligation to guarantee the quality of teaching at that level,⁸ as well as the institutional guidelines of the Rosario Castellanos National University: quality in learning and teaching practice, educational quality, curriculum and new teaching models, social distribution of knowledge, critical innovation and educational research (Activities Report, January-December 2020, 16), it is noted, the need to implement mechanisms to guarantee pedagogical preparation at a professional level, since it is not something that is already under discussion, what is, is how it should be put into action.

Therefore, today more than ever, it is necessary to draw on the teaching work, the potential to guide and direct the destiny of students based on a renewed practice. This means that universities have the challenge of training teachers on the theoretical, technical and technological foundations on which education is structured, in order to integrate them into the practice of teaching.

Research hypothesis or assumptions

To achieve effectiveness in the teaching-learning processes, the

⁷In this regard, Palacios de Asta points out the following: "It threatens to exclude countries that fail to modernize. In each of our Latin American nations, only a small group of its population constitutes a pole of economic and technological development. (...) Automation becomes competitive with low-skilled labor (which is abundant in Latin America), therefore, it creates unemployment (...) Flexibility is a requirement of the new conditions of a production governed by competition in the market, for this, it is necessary to have a sufficiently versatile labor force that adapts to changes in production, and this brings as a consequence uncertainty in the workplace and in income, the impossibility of generating long-term life projects. (...) The free market does not ensure the satisfaction of social rights that in our countries reach the magnitude of serious problems that must be faced."⁸

⁸"Article 3. Every person has the right to education. The State - Federation, States, Mexico City and Municipalities - will provide and guarantee initial, preschool, primary, secondary, high school and higher education. Initial, preschool, primary and secondary education make up basic education; this and high school will be mandatory, higher education will be mandatory in terms of section X of this article. (...) X. The obligation of higher education corresponds to the State. The federal and local authorities will establish policies to promote inclusion, permanence and continuity, in terms that the law indicates. Likewise, they will provide means of access to this type of education

for people who meet the requirements established by public institutions. Published in the DOF May 15, 2019. Available at: https://dof.gob.mx/nota_detalle.php?codigo=5560457&fecha=15/05/2019.

academic literacy model must be adopted, which contemplates the standardization in the use of reading and writing as an epistemological teaching tool as a parallel competence to the content of each of the subjects taken throughout university studies.

General research question

How can the literacy model be put into practice in the academic training of students studying Law and Criminology at the Rosario Castellanos National University?

General objective

Apply the literacy model as a parallel competence to the disciplinary content of each subject, with students from different subjects, semesters and shifts of the Law and Criminology degree in the hybrid modality, in order to verify and demonstrate the viability of its adaptation in a generalized way.

Specific objectives

- I. To document the teaching work regarding discursive production practices and consultation of texts specific to each subject, during the period of three school semesters, on the implementation of the epistemological use of reading and writing as a tool for academic literacy.
- II. Measure the results obtained, based on continuous assessment: at the beginning, to measure the level that the students have beforehand; during implementation, based on the activities they will carry out; and at the end, to assess what they have learned about reading and writing skills.

Theoretical methodological foundations

Theories of action, among which we highlight Piaget's genetic epistemology and Vygotsky's sociocultural theory, Brunner and Ausubel's discovery learning and information processing theories.

Methodologies

The training project is based on the theories of multiple perspectives from which it is considered that the meaning of reading and writing goes beyond the reading and writing skills implied in the term literacy, since it additionally entails the idea that there are multiple forms of the written word, and that the meaning of words is interpreted according to the sociocultural environment, concluding that it is necessary to understand the processes and ideologies that contribute to the formation of readers and writers.

To this end, we will address the approaches of the following exponents:

- I. Ramírez, I. and Sánchez, S. (1995), who suggest that thought and language interact permanently, one and the other make communication possible. Language is expressed individually, but it is in social interaction where it acquires concreteness and communicative value. Teaching is formalized with the purpose of learning to read and write, language is presented in its written form (oral and graphic) to promote intellectual activities.
- II. Bronckart, JP (2007), who has argued that genres cannot be taught in their entirety, so it is necessary to choose objects, develop didactic models of the genre chosen as the teaching object, based on the following steps: a) knowing how to mobilize knowledge relevant to the situation; b) choosing and managing types of discourse; c) managing linguistic mechanisms for coherence and cohesion of the text. To then distinguish between

capacities: action, discursive and/or linguistic, to select the didactic activities.

- III. Rispaïl, M. (2013), who has investigated the fact that socio-didactics has led to the question: what do students know? What linguistic functioning and uses are they accustomed to? From this, useful practices have been discovered in a double sense to better understand students taking into account their linguistic experiences. He argues that social practices can be the object of didactics.
- IV. Camps, A. and Uribe P⁶ have shown, based on the review of multiple works on academic writing, that university instruction generally starts from a static vision of genres considered more as types of texts and guides teaching on their linguistic and discursive characteristics without taking into consideration how the specificity of the activities in which the texts are generated and function affects writing.
- V. Judith Kalman⁷ She bases her work on sociocultural theory, which privileges social learning processes over individual ones, and concludes that the appropriation of a practice requires access to its full use, but does not necessarily imply mastery of all aspects. She proposes that in order to understand the dissemination of reading and writing, a research agenda is needed that investigates access to and appropriation of it in the social world.
- VI. Daniel Cassany⁸ He has investigated all literacy practices, not only those that occur in classrooms, and has raised the need to focus literacy processes according to multimodal practices: how to read and write in the vernacular, alluding to the fact that what young people know how to do follows a different logic to institutional processes, and, consequently, he asks how to educate literary from the spaces in which they participate.
- VII. Laura Frade (2012). For her work in competency-based education, which is structured based on conceptualizations given from various fields: psychological, sociolinguistic, labor, educational and philosophical, which are inserted in the understanding that people must learn to perform in the face of the demands of the context, for which they constitute specific performances, a know-how to face the tasks and problems of the environment, which, by being constituted by a complex construct of: objective elements, such as various knowledge, thinking skills, cognitive and motor skills, and attitudes that include values and social norms; as well as subjective elements, such as beliefs, perceptions, intuitions.

Research strategies

Qualitative methods and techniques of an ethnographic nature will be used, based on a daily basis of various recurring conversational events that students encounter in both face-to-face and virtual learning environments, which will allow us to understand the work of the teacher who bases his or her subject on the participation of students in complex tasks among which writing occupies a central place.

The research was presented as a case study consisting of a multifocal analysis⁹ of writing practices with students from different semesters, subjects and shifts of the Law and Criminology degree at the Rosario Castellanos National University. The participants are the professor and the students.

⁹Data collection is done through a focus group (meeting of 7 to 9 people who represent a specific focus group). The people are anonymous and are chosen as representatives of a group, profile or social discourse.

The intention was to record the hours of conversation in different contexts, based on a detailed linguistic analysis of selected episodes that occur in natural conversations, as well as those that occur in more important academic discursive tasks. The aim is to act in a controlled and stimulating framework, through which work can be done based on reading and writing, minimising the elements of interaction that could complicate it, with the aim of analysing the discourses, discovering the values, cultural norms, prejudices and attitudes of the students.

The development of the competence on the epistemological use of reading and writing, understood as the learning-teaching of reading and writing on a specialized language, legal language,¹⁰ was addressed from the interpretation of texts. However, reading comprehension is not only limited to the uses intended in school, but is also applied in everyday life for communicative purposes. The paths to reading and writing are very varied:

“There are two ways of achieving or transferring learning, made possible by two different mechanisms: one is the high way, by conscious abstraction of the principles and by applying them to new contexts, and the other, the low way, by which learning is transferred through practice and varied automation, so that a skill acquired in one context is gradually extended to new contexts until it becomes almost generalized without having gone through an abstraction of the underlying principles.”⁹

As for the high route, it would be necessary to pay attention to research on the acquisition of reading and writing, those theories that try to explain the mechanisms and cognitive operations that must be carried out by subjects who approach the written language for the first time: phonological awareness, the double route model, psychogenetic theory and sociocultural theory.

While, as regards the lower level, learning is transferred through practice and varied automation, it will be necessary to pay attention to the literary life that is generated outside of school, the representation and understanding that students make from structures of understanding in informal processes, the textual keys of a graphic nature that they use as representation schemes, the literary practice not only of the text, but of what is done, how it is recreated and modified, this is how reading acquires meaning.⁸

Execution phase

It was applied to one hundred and thirty-nine students, ninety students from the morning shift, thirty-three from the intermediate shift, and eighteen from the evening shift, during a period of three consecutive semesters, corresponding to the fifth, sixth and seventh years of the Bachelor's degree in Law and Criminology at the Rosario Castellanos National University, Magdalena Contreras Academic Unit, Mexico City, during the development of regular class activities. Students were monitored by groups and subjects:

5 th semester	6 th semester	7 th semester
P/11 Elective	P/27 Mandatory	P/27 In 2 Compulsory Subjects

¹⁰Carzola says that legal language is a specialized language. It is a means of expression limited to specialists, something exclusive to those who have specialized in its knowledge and use, that is, lawyers. “The jurist takes possession of his expressive singularity and tends to accentuate it as a manifestation of a different professional situation that is unattainable for those who are not in his professional field, so that the legal keys and judicial decisions remain only in the power of theoretical experts, the expert applicators wrapped in a jargon inaccessible to the affected citizens.”

	Q/ 28 In compulsory subject and professional stay	
R/2 Professional Stay	R/35 Mandatory	
S/4 Elective	S/11 2 Compulsory subjects	S/11 2 Compulsory Subjects
T/8 Elective		T/20 Professional Internships
U/18 Mandatory	U/11 Professional Internship	

In the table, the official record of the groups was replaced by the letters P, Q, R, S, T, U for identification purposes. In each box, the number of students per group and the type of subject are noted. This information is necessary for the evaluation of the activities, since the modalities of the subjects vary according to the number of hours assigned to them. From now on, this information will be specified in the weighting of the results of each teaching situation.

The reading and writing activities that were addressed were developed through the use of multimodal materials,¹¹ in order to offer students flexible ways of accessing information and interacting with their classmates and teachers, so that the learning of one implies the simultaneous learning of the other; reading and understanding are concepts that go hand in hand.

Strategies

Use of teaching situations for the development of skills.

A didactic situation is the creation of a learning scenario, which presents a cognitive conflict, from which the student must: analyze it and think about what he must do to resolve it; build and acquire the necessary knowledge to do so; use it to solve what he faces; and, issue a series of products that prove this learning process. The educator has an intention that he wants to develop in his students, which he manages to find reciprocity on their part, since the competence is developed by the complexity of the demand, but also because the subject wants and needs to face it.¹⁰ Tests were applied to measure reading and writing parameters based on synthesis and writing exercises on texts within the framework of these teaching situations.

Assessment

Continuous evaluation was made on the written products, from planning to their final presentation, against the vision of evaluating the products until they reach their completion, generally through an exam. Evaluation is considered to be a constant exercise to identify what has been done to achieve the proposed goals, based on performance indicators and expected learning, as well as what remains to be done, the achievements obtained, the difficulties and obstacles encountered by the students, all of which allows feedback.

5th Semester Subjects, 2023-I period

I. Psychology and Criminal Profiling, groups P of fifteen students, S and T, with eleven students;

II. Forensic Anthropology, group P, eighteen students;

III. Forensic Practice of Amparo, P, R, S, T and U, 18 students.

¹¹Multimedia resources or spaces such as technological platforms that facilitate user interaction with different information channels, whether visual, auditory or combined.

The teaching situations in this semester were structured around the same reading materials, regardless of the disciplinary content of the subjects. The content of the materials was what was appropriate to the disciplinary knowledge.

To assess students' reading and writing skills, the following activities were carried out:

Guided reading

According to Fernando Cuetos,⁹ reading and writing are two activities that, in opposite senses, seem to share the same psychological processes, which is why they have always been considered inseparable and complementary skills (1989).

Reading and understanding are concepts that go hand in hand, therefore, to develop text comprehension it is necessary to use an appropriate reading method. In this case, guided reading is favorable due to its flexibility and the infinite number of strategies that the teacher can add, also because it allows working with textual typology, participation and production.

Two lectures by Thelma Barreiro were read: on the place that groups occupy in the acquisition of one's own identity and how culture penetrates people, which was adjusted to the disciplinary contents according to the following:

- I. Psychology and Criminal Profiling. The relationship between identity formation and the influence of the groups in which each person lives in explaining criminal behavior and formally recognizing the facts that give rise to a crime from a psychosocial perspective was analyzed.
- II. Forensic Anthropology. The relationship between identity formation and the influence of the groups in which each person lives was analyzed to explain criminality from the physical-biological, archaeological and sociocultural perspectives, in order to reconstruct the circumstances and intentions of the crimes studied.
- III. Forensic Practice of Amparo. The relationship between the formation of identity and the influence of the groups in which each person operates was analyzed to explain the principle of legality from which political relations are established that must be in accordance with the Constitution and compliance with the Law as a way of safeguarding the guarantees of legal security.

At the end, a text was written in which the students expressed what they understood from the readings and their relationship to the subject.

The results show the following percentages:

Reading

Parameter and percentage	25%	50%	75%	100%
Presentation of the topic				
Conceptualization				
Comprehension				
Analysis				
Synthesis				
Writing				
Parameter and percentage	25%	50%	75%	100%
Readability				

Communicative purpose	■	
Relationship between words and sentences		■
Diversity of vocabulary	■	
Use of punctuation marks	■	
Using spelling rules	■	

Film debate

On the other hand, for the development of the film-debate, the film “Diecisieste” was examined, Sánchez Arévalo, D. (director), Diecisieste. Atípica Films (Producer) (2019) “Diecisieste” [Film]. Spain, Madrid, which addresses the life of a seventeen-year-old boy who is admitted to a juvenile center, because he steals to satisfy his basic needs and those of his grandmother. Inside the juvenile center he dedicates himself to studying criminal law, because when he is sentenced, the judge leaves him with homework, observing that he does not distinguish between what is right and what is wrong, and from then on his whole life changes, which has a determining importance for each of the subjects taken in the following way:

- I. Psychology and Criminal Profiling. The course examines how physical, psychological, social and cultural characteristics of people influence decision-making, for better or worse.
- II. Forensic Anthropology. The human being was analyzed from a comprehensive perspective, including his biological and cultural traits.
- III. Forensic Amparo Practice. The consequences of breaking the principles of legal certainty were considered.

The development of the activity consisted of watching the film, examining the topic and its problematization as a group, and preparing a defense based on a legal argumentation exercise, for which two classes were dedicated to establishing its use according to specific instructions.

Reading

Parameter and percentage	25%	50%	75%	100%
Presentation of the topic				■
Conceptualization		■		
Comprehension			■	
Analysis		■		
Synthesis	■			

Writing

Parameter and percentage	25%	50%	75%	100%
Readability		■		
Communicative purpose	■			
Relationship between words and sentences		■		
Diversity of vocabulary	■			
Use of punctuation marks	■			
Using spelling rules	■			

6th Semester Subjects, 2023-2024 Period

- I. Complex thinking and legal argumentation, groups P with twenty-seven students and S with eleven;
- II. Amparo, groups Q with twenty-eight students, R with thirty-five students and S with eleven;

III. Techniques for convincing and discussing, groups P, QR S, T, U with forty-five students.

Teaching situations

In this semester, unlike the previous one, a different option was chosen for the development of teaching situations, since cognitive conflicts were not established based on the content of the materials, but rather, according to the disciplinary content, the prototypical problem and the critical incident of each subject, so that the search for materials was adjusted to these topics.

Analysis of the book “The case of the cave explorers”

The activity was carried out in the subject of Complex Thinking and Legal Argumentation.

This book recounts a famous imaginary event written in 1949 by the American Lon. L. Fuller, which shows how the most abstract themes of legal philosophy influence the decision of controversies that are aired before the judicial bodies. It was written for law students because it invites them to reflect on what philosophical position should be adopted to arrive at a correct interpretation of the law, due to the variables that intervene in arriving at a decision on how to resolve the case.

The teaching situation had as a cognitive conflict to recreate an interpretive position of the law.

In class, the book “Cave Explorers” was presented in ppt format, so that, through a series of images, students could follow the thread of the text, with the purpose of introducing them to the case, awakening their interest in solving it and providing them with instructions.

After reviewing the book and presenting the case, we entered into the study of the interpretative currents of law in accordance with the decisions reached by the ministers who resolved the case, linking the analysis of the readings of philosophy of law on said interpretative currents. This process lasted five weeks in one group and seven in another.

Each student was then asked to adopt an interpretative current. According to their choice, they participated in a debate, in which they presented the legal arguments that supported it.

For this, the students were asked to make a list of the reasons why they found the position of the minister with whom they found identity valid, which would be their point of view to participate in the debate.

As can be seen, activities were organized with the aim of doing a guided reading with the purpose of starting a reflective attitude to raise awareness, which occurs as a result of reviewing what has been written by comparing the text produced up to that moment with the original text, whatever its format, written, visual, auditory, playful,¹² among others.

In this case, the multimedia material with which they worked consisted of a textbook accompanied by a ppt presentation, various readings of the interpretative currents of law, and a debate on the legal conflicts raised in the book, from which the students had to construct new knowledge, expressing it in two products: a written speech and an oral one, in their participation in the debate where the Newgart Court was recreated.

It is an activity in which students carry out playful actions, which do not exclude the fantasy of representing others in order to develop

¹²It is an activity in which students do not exclude the fantasy of representing others to develop the competence of implementing the reflective attitude that they seek to develop.

the competence of implementing the reflective attitude that is sought to be developed.

Analysis of the interpretative currents of law

Also, in the subject of Complex Thought and Legal Argumentation, guided reading comprehension and group analysis of the readings of Hans Kelsen, Herbert A. Hart, Alf Ross and Ronald Dworkin were used, as detailed below:

- I. Kelsen, H. (1960). *Pure Theory of Law*. Vienna: Manz ..
- II. Ross, Alf. (1971) "Logic of Norms", Translation: José SP Hierro, Edit. Tecnos, Madrid.
- III. Hart, Herbert LA (1963) "The Concept of Law", Translation: Genera R. Carrió, Edit. Abeledo-Perrot, Argentina.
- IV. Dworkin, Ronald. (1986) "Law's Empire", Harvard University Press, Massachusetts, USA.
- V. Dworkin Ronald. (2002) "Rights in Serious Matters", Translation by Marta Guastavino, 5th reprint, Ariel, SA de CV Barcelona, Spain.

A group reading schedule was established, and it was established as a requirement to participate in the activity, having previously read the assigned readings.

Then, the texts were reread as a group, opening the discussion on the possible interpretations of the readings. Rereading the texts in class helped to dispel the doubts that the students had about how to interpret the content of the readings. Remember that the philosophy of law uses a highly specialized language, so the planning was modified several times, since it took us twice as long as previously planned to complete the readings. At the end of these activities, all the students had to prepare a written report for each of the readings analyzed.

As can be seen, this activity is related to the diverse one of the book of the cave explorers, both activities complement each other and are parallel, but independent of each other, while, in this activity, the self-managed work of the student is privileged to read and understand by himself, complex texts of philosophy of law, as well as the accompaniment of the teacher, unlike the book of cave explorers, which consisted of playing a representation. From this activity, products already prepared were used for their analysis and it concluded with the elaboration of others, since the objective was for the students to deconstruct the texts for the analysis of their parts, and to obtain a methodology for the elaboration of new ones.

It should be noted that, based on the group readings, not only was the disciplinary content analyzed, but the students were also instructed in the structure of this type of reading, of a scientific nature, in comparison with the way in which academic texts are prepared. Doing so helps them become familiar with an activity that they can potentially carry out, theorizing based on the writing of research articles.

Logic course

It was developed in the subject of Techniques for Discussing and Persuasion, as an optional course, and also as an inter-semester course, and was taught in the subject of Complex Thought and Legal Argumentation. Its objectives were for students to:

- I. They knew the structure of the reasoning and the ways to verify it.
- II. They will investigate the relationship of consequences that occur between premises and conclusion.

- III. They will identify dialectics as a philosophical system about reasoning, its laws and form of expression.
- IV. Distinguish the effectiveness of words in a speech in relation to the audience.
- V. They will differentiate between argumentation in everyday language and the demonstration of a logical system.
- VI. They made use of the theories of argumentation and applied them in Law.

The Agenda that was addressed contains the following topics:

- I. Reasoning and demonstration.
- II. Relations between logic and dialectics.
- III. Rhetoric and dialectics.
- IV. Rhetorical tests and analytical tests.
- V. Theories of argumentation:

The course consisted of a propaedeutical on classical logic, introducing them to the study of simple premises, compound premises, logical connectives and validity, syllogisms, fallacies, truth tables and Venn diagrams. Work was done on exposition and reconstruction, and individual follow-up was given to the exercises that were solved individually.

Because the exercises were formulated on the basis of a problem, this allowed students to connect with a real context in which there is a difficulty to be solved, which includes the consideration of various variables that are related to each other, for which, the students had to analyze them, determining their relationship, the pattern that unites or separates them.

Rhetoric course

It was developed in the optional subject of Techniques for Discussing and Persuading, and was taught in the subject of Complex Thought and Legal Argumentation.

The objective of this course is for students to learn to use tools for oral discussion and the use of non-verbal language, as well as to develop speeches that can convince, persuade and refute arguments.

Syllabus

- I. How do you convince?
- II. What does it mean to persuade?
- III. How do you persuade?
- IV. What does refuting mean?
- V. Techniques;
- VI. Exemplification;
- VII. Analogy;
- VIII. Authority quote;
- IX. Rhetorical question;
- X. Citations and numerical data

Exercises

Several dynamics were carried out through the deconstruction of songs, research articles, documentaries and podcasts, to identify speeches in which it was intended:

- I. Transform opinions into verifiable facts;
- II. Change your opponent's mind about your stance
- III. Develop the ability to reason logically instantly
- IV. Develop counterarguments;
- V. To leave someone speechless;

Also, based on in-class exercises where rhetorical figures were sought, identified and constructed, a presentation supported by slides was made explaining what they consist of: metaphor, hyperbole, synecdoche, irony, synesthesia, simile, personification, apocope, anaphora, parallelism, polysyndeton, alliteration, concatenation, pleonasm, polypote, asyndeton, ellipsis, paralipsis, paraphrase, enumeration and epiphysis, in a segmented way, 5 figures were analyzed per class, then the students were given homework to look for said figures in songs, texts, documentaries, podcasts, poems and speeches. Such activities were directed towards a playful environment, with the purpose of allowing students to express their emotions and have fun with moments of relaxation.

The opportunity of the Legal Argumentation Competition was also taken advantage of and the arguments with which those participating were prepared.

Argumentation competition

As part of the extracurricular activities carried out at the University, full-time professors from the Magdalena Contreras, Gustavo A. Madero and Coyoacán campuses established the 1st Debate and Legal Argumentation Competition for the Bachelor's Degree in Law and Criminology, whose objective was to generate a space for reflection, analysis and exchange of knowledge on the understanding and application of legal argumentation, to promote argumentative skills and collaborative work in students.

Undergraduate students from the Academic Units of Coyoacán, Gustavo A. Madero, Justo Sierra and Magdalena Contreras participated in the contest in three stages.

- I. First stage: Debates between speakers from the same group.
- II. Second stage: Competition between teams made up of the most outstanding speakers from each group from the same venue.
- III. Third stage: Intercedes competition.

Topics discussed:

First and second phase:

- I. Abortion
- II. Pretrial detention
- III. Legalization of marijuana

Third phase

- I. Classification of trans-femicide

To participate in the debates, a teacher advisor had to act as a student representative and organize the debates for each group, in addition to preparing the participants.

For the preparation of students, online classes were established, given the optional nature of the subject, in which they were prepared in rhetoric and legal argumentation and the parallel knowledge established in the subject of Complex Thinking and Legal Argumentation already described was taken up again. They were also

prepared in following the protocol of the event for their interventions in the contests.

Models or representations developed through an induction process, in which the parts and functions of an object are first observed, thought about and understood, encourage students to act in accordance with conventional practices when they reproduce the models analyzed, taking into account what they are expected to do, complying with the socially established standards that will be put into practice. Remember that lawyers act based on a specialized language that defines the protocols for action.

Lidia Cacho's sentences

In the subjects of Amparo and Complex Thought and Legal Argumentation, a deconstruction was made of various sentences from amparo trials related to the case of torture committed against Lydia Cacho, for her investigations into a pedophilia network, led by Mario Marín Torres, former governor of the State of Puebla and Kamel Nacif, a Mexican businessman of Lebanese origin.

The issues discussed were as follows:

- I. The direct appeals filed by Lydia Cacho and Random House Mondadori, SA de CV, against the civil judgment that determined the compensation for moral and material damages caused by the publication of the book *The Demons of Eden. The power that protects child pornography*, to one of the victims of pedophilia described in the book.
- II. The appeal for protection filed by José Kamel Nacif Borge, in which it was resolved by majority vote to revoke the appealed sentence, grant the requested appeal against the arrest warrant and declare the adhesive review of Lydia Cacho unfounded.

For the deconstruction, the content of the sentences was divided into teams, both reading for comprehension and part of self-suggestive activities, as well as guided reading in face-to-face class, was done to analyze its content.

The final product proposed was the reconstruction of two products according to the disciplinary content of the subject.

Diagram

In the Amparo subject, a graphic representation was made of the various procedural stages of the amparo, identifying the claimed acts, the initial demand agreement, the content of the justified reports, allegations, hearing, sentence and execution.

Infographic

In the subject of Complex Thought and Legal Argumentation.

Identifying the concepts of violation and/or grievances, the response given by the jurisdictional body and the relationship of these qualifications with the resolution points.

It should be noted that the case of Lydia Cacho was not chosen at random for the selection of the sentence that was deconstructed, but rather it took into account the development of the critical incident related to the sixth semester, which develops in the prototypical problem of torture in Mexico.¹³

¹³At the Rosario Castellanos National University, we work under a critical innovation approach in accordance with two teaching-learning methodologies: prototypical problems, a representation of a complex, social or professional problem that occurs in reality, which favors the mobilization of knowledge and cognitive and non-cognitive resources to confront them; and critical incidents, events in daily professional practice that motivate reflective thinking and

The knowledge of things by their principles and causes is a human action that is based on reasoning, thinking and going beyond the apparent cause to explain what happens, but also how it is transformed from the direct action of those involved, therefore, as a didactic situation, investigating a specific topic to obtain information and knowledge of it, explaining what it is, how it works, what parts it is made up of, seeks to acquire, gather, organize and analyze the content of texts.

Preparation of a file

It was developed in the subject of protection and forensic practice of protection.

Teams of three students were formed, who were in charge of assuming the jurisdictional function of a district court and were provided with different amparo claims, from which they had to make the decision on which agreement should be applied to the claim: dismissal, prevention and/or admission. They then drafted the order, as well as the notifications thereof and created a file. Each agreement was reviewed and provided with feedback.

Later, according to the legal determination they made, they were granted the response of the parties to that agreement, in some cases it was a complaint, in others the discharge of the prevention and in others the justified reports, regarding which they had to pronounce themselves, drafting the respective order, as well as the notifications of the same.

The same task was repeated until the point where the amparo file was compiled, ready to hold a constitutional hearing, from which the respective minutes were drawn up and the final judgment was issued, as well as the corresponding notifications.

This activity involves constructing arguments based on the use of legal language and the jargon of lawyers.

As a teaching situation, it consists of carrying out a creative exercise, which emerges from the motivation of the teacher and the student, which must be planned, executed, finished and evaluated, through which new products are produced to make new ideas known, create models that can solve a difficulty, among others. The final product will not be a superficial creation that emerges from nothing, but from the need to improve a process.

Results

The assessments were established according to an average of the students' performance in relation to the reading and writing parameters. In this semester, we worked with thirty-four students who had become familiar with the epistemological use of reading and writing in the previous semester, as well as with sixty-three students who had just come into contact with this methodology. Therefore, the results are reported in two sections, based on the condition described. Of the students, thirty-four students are being monitored.

Reading

Parameter and percentage	25%	50%	75%	100%
Presentation of the topic				
Conceptualization				
Comprehension				
Analysis				

demand an accurate, rapid and creative response.

Synthesis				
Writing				
Parameter and percentage	25%	50%	75%	100%
Readability				
Communicative purpose				
Relationship between words and sentences				
Diversity of vocabulary				
Use of punctuation marks				
Using spelling rules				

Of the new students

Reading

Parameter and percentage	25%	50%	75%	100%
Presentation of the topic				
Conceptualization				
Comprehension				
Analysis				
Synthesis				

Writing

Parameter and percentage	25%	50%	75%	100%
Readability				
Communicative purpose				
Relationship between words and sentences				
Diversity of vocabulary				
Use of punctuation marks				
Using spelling rules				

7th Semester Subjects, 2024-2021 Period:

- I. Theoretical Graduation Seminar, groups P with twenty-seven students, S with eleven students, as well as inter-semester with thirty-seven students;
- II. Alternative means of conflict resolution, group S with eleven students;
- III. Gender theories, groups P with twenty-seven students, and S with eleven students.

Teaching situations

Barbie movie debate

Aimed at students of the Gender Theories subject.

According to the disciplinary content of the subject, the first thing is to identify the roles constructed from binary culture. Therefore, the debate focused on the roles and stereotypes presented in the Barbie movie.¹⁴

The film addresses the existence of an alternate world to the real world, Barbieland, where society is based on female empowerment, there are fraternal ties between women, to the point that they all have

¹⁴Greta Gerwig (2023). Barbie. Produced by LuckyChap Entertainment Mattel Films and distributed by Warner Bros. Pictures.

the same name, while men occupy a secondary role. And, one of the protagonists, Alan, is a person who has feminine and masculine characteristics, therefore, there is no other alike. Specific topics are also touched upon with clothing and beauty stereotypes.

Therefore, both in disciplinary content and in the reflective attitude competence, it was used to identify social discourses in relation to the roles occupied by men and women.

Prior to the debate, several classes were held to examine gender theories, which were discussed in class. Afterwards, the students were given the task of watching the film and comparing it with the dilemmas presented below:

- I. Land society is structured compared to the real world
- II. Establish at least 3 characteristics of each society that make them similar or different.
- III. How does the Constitution work in both societies?
- IV. Which people in society are not presented in the film's story?
- V. What is the role of the pregnant barbie?
- VI. What is Alan's role?
- VII. What is the role of Dua Lipa and John Cena?
- VIII. What is Kent's role in Barbie Land and in the real world?
- IX. What is Barbie's role in her world, and what is her role in the real world?

Accordingly, they had to prepare writings for oral participation.

This activity simulates a scenario in which participants analyze how a group behaves, what role each person takes and what they do. It includes real scenarios that lead to solving something concrete. The situation forces them to take certain attitudes that demonstrate their interests, feelings or the role they play, which is examined to obtain a lesson learned.

At the end, a written reflection was made by each student.

Analysis of visual materials about the Muxes

Aimed at students of the Gender Theories subject.

Various audiovisual resources were seen on documentaries, series and testimonies of muxes people¹⁵:

- I. HBO Max's documentary on the third gender: Muxes.
- II. The documentary "The truth about the muxe community in the Isthmus of Tehuantepec"
- III. The documentary "MUXES, THE THIRD GENRE OF OAXACA | this is how the muxe tradition was experienced in Juchitán de Zaragoza".
- IV. Program: Dialogues in confidence (Society) - Ser Muxe (08/02/2024). Canal Once TV.

Based on these materials, their customs were analyzed, an intersectionality study was conducted to recognize their vulnerabilities; their special situation was compared with the norm and the reality regarding compliance with these guarantees, and a personal summary was made as a final product.

¹⁵The Zapotec society located in Oaxaca recognizes the existence of a third gender, in addition to men and women, the muxes, trans people, who do not identify with the sex assigned to them at birth, having male genitals they assume feminine roles as an expression of their identity.

These activities allowed students to link the disciplinary content of the subject with the competence of reflective attitude to become aware, while facing discursive and strategic difficulties.

As with other multimedia materials, videos function as texts from which we can challenge discourses, incorporate concepts, to understand how social relations are objects that are already made and that serve to analyze their structure, parts, functions, to then produce a similar one, but with its own identity.

Research protocol

In the subject of Theoretical Graduation Seminar, thirty-nine students; in the Inter-semester Course of recovery of said subject in different locations, thirty-three students; in the Legal Methodology Course in Coyoacán, thirty-two students; and, in the personalized advice of research projects of thesis students of the seventh semester groups of the University in the Magdalena Contreras Unit, as part of the graduation project, twenty-seven students were instructed for the elaboration of their research protocol, based on a work methodology based on problematization.

The work was carried out both individually and in groups, and common theories and concepts were offered as a group on how to problematize, and then the work of each participant was individually reviewed.

At first, everyone was asked to choose an object of study and the perspective from which it would be examined, distinguishing between practical problems and research problems, from which the justification and hypotheses were built. Then, the theoretical framework was chosen, based on the choice of theories and concepts proposed by each student, and the feedback comments regarding their relevance and, where appropriate, the suggestions of others.

The use of research methodologies, methods and techniques was then examined as a group, in order to make a personal choice about which one they would choose to develop their own research. The individual choices were reviewed personally, according to which a final version was established.

As a final activity, everyone had to prepare a research document with the following characteristics:

1. Statement of the problem
 - I. Initial Question
 - II. Problem definition
 - III. Goals
 2. Justification
 - I. Undesirable costs
 - II. Practical utility
 - III. Contribution and possible repercussions on Law and/or Criminology
 3. Hypothesis
 - I. Units of analysis
 - II. Variables
 - III. Hypothetical syllogism
 4. Theoretical framework
 - I. Selection of Theories

- II. Selection of Concepts
- III. Selection of Methodologies
- IV. Selection of methods and techniques
- 5. Tentative capitulation
- I. Outline of how the research will be developed
- 6. Bibliography, commented by chapter

In addition to the written document, the students created a ten-minute presentation on the Canva app, in which they described the fundamental parts of the research protocol. This was intended to help them prepare their presentation at a research colloquium that was held in the following months.

Research article

As part of the regular activities of the subject of Gender Theories, the preparation of a research article on criminological aspects of victims of gender violence was proposed between two groups of the same semester, but at different times.

Thus, I acted as coordinator, I proposed the object of study, because it was important that at the same time as the classes were developing, they applied the theoretical knowledge they were acquiring, thus, the direction had to be intentional and shaped by the teacher, which means that I also established the methodology to be developed and the theoretical framework on which it is based, I cared about the form over the substance, because what I needed to measure was the way they read and write, taking into account that writing is the final process in the development of an investigation.

Research is the main strategy for producing knowledge, it opens channels, processes, consequences and impacts, as well as explanations that seek to answer philosophical questions. Reading and writing have a fundamental place in the scientific process, to build verifiable, reliable and valid knowledge, based on the establishment of hypotheses and their verification.

The article was presented as a case study, to which intersectionality terms would be applied, as a comparative exercise.

The process began by dividing tasks between the two groups. Group 701, made up of twenty-nine students, was tasked with establishing the case reports, while Group 705, made up of ten students, was assigned to take the intersectionality exam for each case proposed by Group 701.

With the consensus of the students from both groups, the title of the article was voted on, which was: *"The social reality of gender violence and its relationship with victim profiling."*

One of the students took the initiative to write a poetic verse to use as an epigraph: *"Like a macabre dance, both feed off each other, trapped in a cycle of discrimination and victimization. The victim, by assuming a passive and defenseless role, becomes the fuel that fans the flames of aggression, while the aggressor finds in her the justification to exercise his power. It is a line that blurs between what is lawful and what is unlawful, condemning those involved to an endless spiral of violence."*

Throughout the current semester, and the one that followed, since the preparation of the article could not be completed in a single semester, it was necessary to occupy the inter-semester between the seventh and eighth, and at the beginning of the latter, I noticed the interest that moved them, of a population of thirty-nine students, thirty

were women, and all recognized themselves as victims of some type of violence of some kind, the majority were heads of families and began their studies late, from which they assumed a great commitment to their studies.

Group P was divided into 11 teams to make the narrative of the introduction, cases and conclusions.

To narrow down the case studies, half of the time of the face-to-face classes was taken up, and extra-class sessions were also established via video conference, during the semester and the inter-semester that followed, since they were asked to establish a title, a summary of the case and the narrative, and that process took months, since it had to pass a double filter, the agreement on how to write between the students of the group teams, and the review that I did as project coordinator, so that everything followed the same line to give thread to the text.

In the end, the structure of the article took the following form:

"Introduction; Case analysis: Case 1. Victim of hate crime and institutional violence; Case 2. Victim of social abandonment; Case 3. Victims of domestic violence; Case 4. Victims of customs and traditions of indigenous communities; Case 5. Victims of beauty stereotypes; Case 6. Victim of deprivation of life; Case 7. Victim of gender-based discrimination at work; Case 8. Victims of violence due to their way of dressing; Case 9. Victim of dating violence. Conclusions."

Group S, for its part, was responsible for conducting intersectionality studies for each house, depositing the information in diagrams and establishing preliminary conclusions. Therefore, their work was subject to the final product of Group P, which delayed them during the current semester, and they had to conclude in the following intersemester. Consequently, the conclusions could not be established until the beginning of the eighth semester.¹⁶

The activities carried out to prepare the article summarize several of the skills that were previously exercised in other teaching situations analyzed here. Writing the article summarizes the students' ability to synthesize, a higher cognitive process, since it requires the combination of basic processes and skills to group parts or elements and form a whole. It involves working with pieces, parts or elements and organizing them in such a way that they establish a model or structure that was not evident until then.

Some of the actions that can exemplify this cognitive process are: 1. Producing an action plan to solve a problem. 2. Determining a better procedure to solve a problem, based on the study of different procedures presented. 3. Proposing ways to test hypotheses in an investigation. 4. Deducing a set of abstract relationships. 5. Proposing a thesis or assumption to explain a case, situation or phenomenon. 6. Creating generalizations or discoveries.

Results

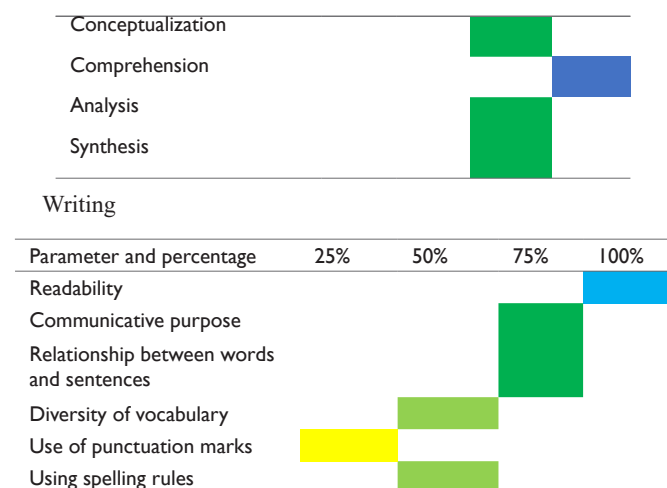
Again, the results of the students being followed and new students are reported.

Of the thirty-eight students being monitored.

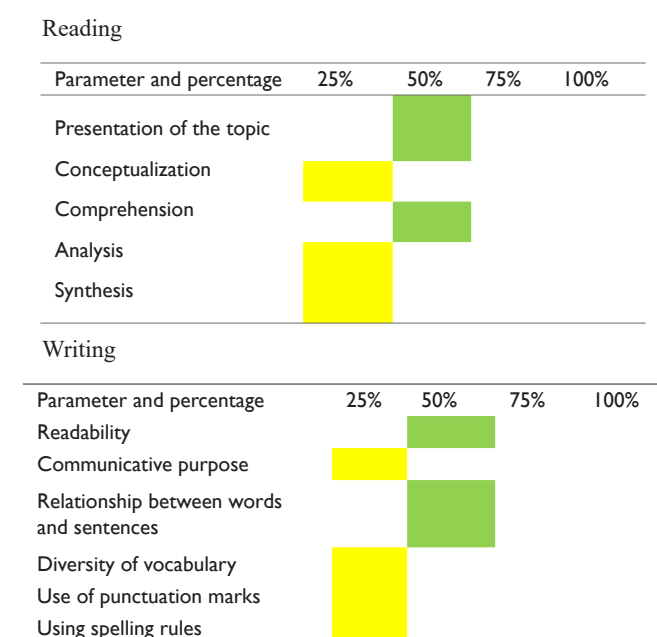
Reading

Parameter and percentage	25%	50%	75%	100%
Presentation of the topic				

¹⁶The final product was submitted for publication in the Dignos y Humanos Journal of the Rosario Castellanos National University and is pending publication.



Of the new students, twenty



Final evaluation

In the reading and writing charts used to assess the performance of the acquired competencies, the group results are represented, but the individual results are not reported. Therefore, it is highlighted that, from the participant observation intervention model from which the work was documented, the individual results report that the students who were in contact with the learning model in more subjects reported greater progress, and this led to their enrollment in elective, inter-semester, extracurricular subjects and professional internships, which enhanced the progress of a few, thirty-nine students out of a total sample of one hundred and thirty-nine.

Based on the above, the hypothesis is verified and it is determined whether it is possible to move to a classroom work methodology based on which reading and writing have a central place in the skills that are exercised to understand and construct knowledge. In this case, the disciplinary knowledge of each subject.

The findings suggest that students reacted favorably to the educational model proposed for the development of academic activities with a focus on literacy skills.

As can be seen from the samples taken, the progress, whether significant or transitory, in the use of reading and writing, was largely due to the fact that the students had the opportunity to review what they had written accompanied by their teacher, comparing the text produced at each stage up to that point with the text that the potential reader might require.

According to the results, the epistemological use of reading and writing is a competence that can be developed in parallel with the disciplinary content of the subjects, and it is not only possible, but desirable, since what must be learned is to read and write texts in each subject within the framework of academic practices that require an approach within the context of each subject.

The reflective attitude must be implemented in the analysis of social discourses that involve the relationships that, as future experts in law and criminology, they will need to master.

Discussions

The concept of reading must be renewed in students and the paradigms we have for reading texts must be expanded, which implies incorporating into educational plans skills of comprehension and management of information, not only from the texts analyzed at school, but from all the elements of communication with which they interact in the family and the community, as well as critical analysis, innovation, creativity and interpersonal social skills and perspective taking. If we consider that semantic representation is unique and encompasses various modalities of perceptual presentation, it is possible to consider that, based on the resources available in digital networks, the progress and performance of linguistic capacities for reading comprehension can be favored. Since reading deficiencies come from a variety of processes, we must investigate and emphasize different ways of extracting meaning and storing those meanings. After the work carried out in this formative research project, I consider the adoption of the concept of *epistemological didactics*, to name the methodological processes that involve the development of competencies on the epistemological use of reading and writing, through the construction of didactic situations, whose cognitive conflict implies a reflective attitude on the part of the student, which leads him to write, express his ideas, listen to them, return to them, review them, give up some, rewrite them, transform them and turn them into speeches.¹¹⁻²⁴

Conclusion

Reading and writing has a specific purpose: the interpretation of texts, since the development of this ability is essential to be part of a society and interact in it based on multiple relationships. The didactic scenarios that were proposed for the development of the activities from which the epistemological use of reading and writing was deployed, are based on the idea that there are multiple forms of the written word, and that the meaning of words is interpreted according to the sociocultural environment. Against the static vision of genres considered as types of texts, teaching is guided by their linguistic and discursive characteristics without taking into consideration how the specificity of the activities in which texts are generated and function affects writing. The use of multimodal resources strengthens, within the teaching process, the acquisition of vocabulary, since it implies the implementation of more than one means to receive information, this allows students to capture the information effectively and completely. The common denominator in the activities that were deployed is that they were structured in terms of a didactic situation that is not limited to a single class, but is developed as projects, planning is done,

execution is carried out, review is made and feedback is provided, and competence is assessed.

Each teaching situation must be raised so that, based on the cognitive conflict to be resolved, students can assume a reflective attitude, to become aware, which occurs as a result of reviewing what has been written by comparing the text produced up to that moment with the original text, whatever its format, written, visual, auditory, playful, among others. The habit of reading and writing must be developed, and therefore the teacher must present himself as a facilitator with respect to multimodal materials so that the student has a series of resources at his disposal that help him to understand better. The success of achieving competencies in students depends largely on this; naturally, students cannot choose these materials; they do not yet know the disciplinary content of the subject, much less would they know how to structure it in terms of learning activity. Although self-suggestive learning is essential, it must be accompanied at all times. Educating literary means developing criteria based on expressive resources. For students, networks have the objective of identification, entertainment, and attraction, which is why it is considered that there may be a connection between these two worlds: online/offline mode.

Acknowledgments

None.

Conflicts of interest

The author declares there is no conflict of interest.

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