INVESTIGATION ABOUT OF THE POSSIBILITY OF THE DEVELOPMENT OF STRATEGIES FOR LEARNING IN CHILDHOOD EDUCATION.

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Abstract

It seems generally agreed that the force that will move the emergent society will be the information, essentially that one that can be learned by anyone to solve any problem. The relevant knowledge will be a precious asset to which access is required to meet one of the top of the new educational models and should not be another than to train citizens socially competent.

We must convince us of the goodness that may have acquired some skills, habits and competences which in turn foster a strategic use of knowledge, or learn too as a result of thinking. And that the sooner we started to develop them, we would be acting in a preventive way rather than rehabilitation as seen in many other practices related.

The research is intended to bring students of early childhood education, specifically a class of children from three years to these practices through a program designed and developed from within the regular curriculum (class schedule). Considering that these ages are favorable for the development of effective ways of thinking and that this process could be performed without the need for parallel programs.

Keywords: learning strategies, childhood education, action research.

1. Theories in this subject?

If we review the most relevant contributions in this field, we will find a wide range of definitions to reflect the diversity that exists to define this concept, whose complexity and lack of unity contributes, as Weinstein and Meyer (1997) say, the novelty of the subject.

However, the disparity of criteria in deciding which are the strategies of learning, involves the existence of common elements around the essential features of them and in which the most significant authors of this field have agreed.

Mayor, Suengas and Gonzales (1993) define them as the sequence of procedures that are used to learn. Weinstein (1988) regards them as useful for managing, controlling and monitoring own learning in different contexts. for others, as Danserau (1983), Nisbet

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and Shicksmith (1986), and Pozo (1990) Postigo, (1993); Weinstein, (1988) are competences or process that make easy the acquisition, storage and retrieval of information.

According Monereo (1994, 1.997) learning strategies are decision-making processes (conscious and intentional) in which the student chooses and recover in a coordinated manner, the knowledge he or she needs to fill a certain demand or objective, depending on the characteristics of the educational situation in which the action is located.

To refine the concept, we provide a number of features that characterize them (Monereo, 1994; Pozo, 1996; Pozo y Postigo, 1993; Román, 1990):

- They are skills or mental competencies that are developed with the realization that you can learn and teach.

- They imply a finalist orientation towards an identifiable goal or objective.

- They (singular or plural??) involve a joint processes. Integrated skills or techniques, which are coordinated. So it is considered ability of higher order.

- They involve the selective use of the resources and capabilities that one person have. In fact, without such a variety of resources it cannot be strategic.

- They are dynamic, flexible and changeable depending on the objectives.

- Its implementation, in principle, would not be automatic but controlled, showing flexibility in its use, leading to metacognition, knowledge of cognitive processes, planning, monitoring and evaluation.

- That is not in contradiction with the fact that when we become experts in their use, learning strategies are automated, which allows us to improve our strategic capacity to be able to mobilize resources and cognitive skills with ease and dexterity.

Therefore, strategies are actions that should start from the initiative of the student; constituted by a sequence of activities, controlled by the subject that learns. Summarizing, deliberate and planning by the student.

Based on previous comments, we consider the highlight characteristic of learning strategy would be as follow (Pozo, 1996):

a) Its application is not automatic but controlled. Require planning and implementation and control are related to metacognition or knowledge about their own mental processes.
b) Contains a selective use of own resources and capacities available. For a student to implement a strategy he must have alternative resources, which he decides to use, depending on the demands of the task, those he believes most appropriate.

c) Strategies are integrated of simple elements, which are the technical or tactical learning and skills or abilities. In fact, the effective use of a strategy depends largely on the techniques that make it up. In all cases, mastery of learning strategies that require skills in addition to mastering certain skills, to a reflection on how to use them or, in other words, a reflexive use (and not just mechanical or automatic) of the same (Pozo, 1989)

*Can be possible the teaching of learning strategies in early childhood education?*

Usually has been considered that the time to begin to develop ways of studying, thinking, acting, etc. is determined by the difficulty or complexity of content that has to face those taking apprentices. This concept responds to a conception of learning strategies linked to the outcome of tasks, more typical of the so-called "study skills courses.

As Nisbet (1986), we believe that learning about effective ways of thinking can begin very soon. The kindergarten classrooms are a framework in which we see as its members are able to solve their problems, especially those associated with socialization, using it for various stratagems and resources. Watching their games, their relationships, their responses, we will prove how they have different forms of coping, and are able to establish ratings for the same.

Bruner (1997) declares that any discipline can successfully be taught to any child at any stage of their development. Returning to Nisbet (1986), argues that the most important knowledge is knowledge of oneself. Tonucci (1997) claims that the school often teaches schoolchildren everything except what they are most interested in, themselves. It is no less true that when you start the discovery of oneself is precisely at this stage of education (recognized in a mirror, to recognize his voice, know how to get their first goals - even whims -, etc.).

Some studies (Melot, 1990). from the term "metacognition" (Falvell, J., 1985), highlighted that capacity is more complex through the development of the individual. Focusing on the stage (mostly 3 - 6 years), as an example we can see how these children are able to provide some results of their actions, meet some of its limitations (physical and cognitive) they are able to determine with some reliability, what they know and what does not, what they can do and what not, and so on.

Moreover, Monereo (1997) considers that the strategies should be taught within the context. What puts us on the way to tackle the teaching of Learning Strategies as a process closely linked to education, of course commensurate with the level of development of pupils and therefore depend on the nature of them.
Coll (1998) declares the student as head of the learning process, he / she is the one who builds the knowledge and nobody can replace him in this task, which is based on the previous skills and knowledge.

According to what we have said, we believe that it is in early childhood education where it should be promoted a first level of reflection on various daily activities, facilitating the analysis of when and why some actions and not others, some more suitable than others.

For Haywood (1996), the early cognitive education is more preventive than reeducative, in the sense that its primary aim is to put in the hands of boys and girls basic tools of learning before they even need these tools for homework.

Pramling (1989) shows that these concepts are closely linked to the content of learning tasks, so that metacognition is not only the psychological processes, but also the content to be assimilated or learned.

Scheuer and others (2000) indicates children between 4 and 5 years have certain models and theories on how to learn to draw, which are linked with their own difficulties of drawing as a system of external representation and learning content.

### 2.2. How to develop these skills?

Solomon (1992) proposes a double track to achieve the automation of a procedure:
- **Low Via**, it is based on implicit regulation, that means, through use. Once automated the process, it may start a stage of awareness.
- **High Via**, based on an analysis aware from the start, for, by the effect of practice lead to a regulation rather implied, although maintaining the possibility of redescribed or explicit the knowledge that guide to the implementation.

Although both pathways are complementary, it seems clear that the high via yields results more durable and portable.

In line with Nisbet (1986), Monereo (1997), Pérez Cabaní (1997), and Monereo Pozo (1999), we argue that it can be taught and learn strategies through the activities in the classroom, understanding them as a making decisions, which involve a match in terms of evolutionary level of the individual, and therefore, can be developed from the stage of kindergarten, as a poso intrapsicológico (Palacios, 1990) that allows the subsequent settlement of more complex mental activities. We advocate the teaching of learning strategies as a process throughout the development of the individual, with specific characteristics for each stage of the journey.

In this sense we believe that the regular curriculum offers a framework in which
to insert these teachings, therefore we do not intend to make parallel programs but support in the diary activities in the classroom, through which, with an appropriate adjustment, we can develop a unison development. Moreover it is necessary to clarify the terminology, sometimes complex, when we give certain adjectives: cognitive or metacognitive.

A curriculum is cognitive when it focuses on the development of systematic processes of logical thinking, that is, children acquire a set of logical methods to enable them to think systematically, in a logical and efficient way, to use the strategies they have learned.

When referring to the term metacognitive, it is necessary to establish two points:
- On the one hand focusing the children on their own thinking processes and make them fully aware of that use to sort the stimuli they receive.
- On another hand we refers to the specific thinking strategies that we use to organize our thoughts, to improve our memory, analyzing a problem, and so on.

3. Development of research.

3.1. Issues and priorities

After the bibliographical review it might appear some confusion or contradiction, as though a part has been talking to contextualize, to place learning (Monereo and Pozo, 2001, Pérez Cabaní, 1997), and we can also develop learning strategies more general and interdisciplinary that can be used across the various areas (Bernad, 1999; Cuomo, 2008). We understand that both positions are not only not incompatible, but we must find a proper complementarity between them. From a sociocultural markedly perspective we can understand that to place the learning should have inherent the ability to extrapolate, in other words, transfer conditions and responses from one situation to another. Maybe in this exercise is where the real opportunity of strategic learning to become a tool for effective social behavior lies, and not confined only to the school environment. If we accept the general idea of a meaningful learning, this is, what is learned in first year is essential to the second one, as it should start from the foreground, the developed in the second is neccesary for the third and so on (Coll, 1998) . For example, if a children enter in the school unprepared to learn basic skills (reading, writing, mathematics), their learning can be damaged. This could be a first reason to intercede in the cognitive development of children from an early age, plus considers such actions from a preventive rather than rehabilitation, as Haywood says (1997), this is, put in the hands of children basic tools of learning before they are necessary for their homework.

3.2. Purpose of research

Since the approach outlined, we pretend to develop a program as a classroom program for students in kindergarten, particularly for three years, to acquire some basic tools to build on future learning, all from the development of the essential abilities to process the information (Monereo, 1997), through activities related to the regular curriculum, this is, the insertion of the teaching of learning strategies in the ordinary curriculum. Therefore, not being an addition to the scheduling of classroom because it is the same sequence through the design of sequences and activities for the development of the expected
content in the Curriculum Basis Design for three years, facilitates, at the same time, development of cognitive skills involved in a process of learning to learn. Specifically, the objective of this research is:

'Planning, design and implement an education program at the level of programming for kindergarten classroom that includes development of cognitive skills through learning by reflective and Learning Strategies."

3.3. Methodology
The objective aims to improve educational practice from the field of evaluation research, for which positions us in an approach to improving educational practice with the goal to design and to intervene and to provide information on practical problems in order to decision making and exchange of teaching and learning. We refer to research that has direct application in educational practice, in this broad sense we rely on methodological approaches in research studies designed to understand the processes and to improve educational practice (Cohen, L. & Manion, L., 1990, Arnal, del Rincón and Latorre, 1995; Buendía, Colas and Hernandez, 1997).

Not only will head our study to determine the value of a program in action, but to see the increased effectiveness of a program to generate more and better cognitive development in learners on existing ones (De la Orden, 1985)

3.4. Research design

Being outlined as follows:
Stage 1: Conditions at the beginnig
   Identify contextual conditions
   Teaching style of teachers
   Prior planning to the scheduling of classroom
   Identification of levels of the student
Stage 2: Implementation
   Adaptation from planning to natural situation of the research.
   Monitoring of planning
Stage 3: Final Assessment
   Assessments of effectiveness and efficiency of the program by the institution.
   Overall assessment of the process.
   Decisions about the continuation of the program
   Identification of the level of development of students

3.5. Sample
The research was conducted at the Nursery School LUDEN in Granada, specifically in a classroom of children from 3 years to which the investigator has access and has the necessary authorizations for the families and the Center to participate in the
project. This will be the experimental group. We counted with the control group that was selected among a number of similarities in terms of its composition and the experimental group development. Finally the sample was set as follows:

Control group: 25 students (11 boys and 14 girls) from a kindergarten classroom for 3 years (between 36 and 41 months at the start of course)
Experimental group: 25 students (12 boys and 13 girls) from a kindergarten classroom for 3 years. (between 35 and 41 months at the start of course).

3.6. Instruments

Given the claims of the study, we have a wide range of instruments, with the intention not only to assess the changes that may occur after implementation of a program like we have been pointing, but to establish the maximum possible control over variables. The following table summarizes the instruments used on the basis of information that is demanded:

Instrument Information

<table>
<thead>
<tr>
<th>Information</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>For the assessment of curricular material: Bonafé Martínez (1995): Screenplay for the development and evaluation of curriculum materials</td>
</tr>
<tr>
<td>Students</td>
<td>In the market: McCarthy Scales of Development (1996) Battelle Development Inventory (1996)</td>
</tr>
<tr>
<td>Teachers</td>
<td>Half-structure interviews: Initials: Beginning of course Intermediate: Mid course, only with the tutor in the experimental group. Finals: End of course. Built for this purpose: Questionnaire identifying activities that encourage teachers to use learning strategies on students. (Salmerón, Ortiz and Rodríguez, 2002)</td>
</tr>
</tbody>
</table>

4. Intervention Program:

4.1. What objectives should pursue a program of this kind?

- Increase and accelerate the development of basic cognitive functions
- Develop internal motivation for carrying out the tasks.
- Developing the effectiveness of thought and willingness to learn in school.
4.2. How to develop and evaluate the program?

Following the line that we said, the development (and evaluation) of a cognitive early education program should meet the following parameters (Haywood, 1996):

- Based on solid theories of child development and children.
- With appropriate curricular frame of the stage and age
- That it is interesting for teachers and children.
- With very clear instructions on what to do.
- Elements that both what teach and how to teach (content and processes)
- That it be replicated, with similar characteristics, in other situations.
- Encouraging the development of skills of the teacher / a.
- To facilitate the incorporation of the family in the process.
- With internal consistency
- To strengthen important aspects of cognitive development
- To increase the motivation to learn.
- To promote the social and community relations.
4.3. Methodology of the program:
We must start with the idea that all methodologies can be good, and that the situation, objectives pursued, who we are going to address, in short, the context in which we find ourselves, it will determine the suitability.
Bandura, A. (1976) sais that we learn by observation and we get in terms of models. In a first approach to process modeling, we discover some important features to notice:
- Intent to shift control over the activity from the teacher to students
- Mixture of words and actions with a purpose.

Nisbet (1986) determined, after analyzing various researchs, that the most natural way of teaching strategies to children is through the demonstration model. The road through other (teachers, mothers and fathers alike) is the central pathway of development (Alvarez and Del Rio, 1990)
At the stage of education in which we are focusing, perhaps the most defining characteristic of the learning model used by these children, is the observation and imitation accordingly. We cannot forget them have the thought linked to the action. Monereoo (1997) proposes a sequence for teaching strategies divided into 4 phases: modeling of the strategy, guided practice of the strategy, internalization, independent practice of the strategy.
This model responds to the current Russian, whose principal protector Vigotsky claimed in 1962 that the internalization of verbal orders is a critical step in the development of voluntary control of behavior of the child. Palacios (1990) speaks of the transcript intrapsicologic of interactions with its environment as an engine for development of the individual, the source of learning.
Pérez Cabaní (1997), designs, also a model for the gradual transfer of control from teacher to students:
- Presentation of the strategy (Metacognitive Modeling)
- Guided Practice (Guided interrogation)
- Practice contexts (cooperative)
- Strategic use and increased accountability
- Finishing for independent practice (transfer).
Monereo and Pozo (1999) set, stating that the mediator through the progressive transfer of strategies helps students to gain control over decisions taken in a given contextual
The simplest example of learning models, would be produced at the family interactions, they are characterized by being a non-formal education, not structured, but it facilitates the acquisition of this "style" also called "family atmosphere".
Modeling is therefore the basic method in which we support to develop strategies for learning in children from kindergarten to learn to think. Idea supported by the opinion of Nisbet (1986) when he says that the method of demonstration model is perhaps the one that offers greater opportunities for teachers dealing with small children.
Regarding the planning of teaching sequences, we have taken into account, and following Monereoo Castelló (1997):
- Balanced participation of different content depending on the fields.
- Presence of a wide variety of procedures, clearly useful
- Given the high level of activity that children in this age group present, to present a variety of learning situations.
- Forecast of situations in which to implement the progress almost immediately.
- Intentionality in the progression of the sequencing of activities

We need to bear in mind when designing the learning processes that take place in their area, in order to foster a positive climate, that the organization of the classroom and the timing respond to them, respecting the rhythms of life of this children in addition to allowing us to use the most appropriate methodological strategies.

Regarding the processing abilities that we reference, we summarize in the following table (Monereoc, 1994):

<table>
<thead>
<tr>
<th>Habilities</th>
<th>Subhabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Observation him/herself, Direct observation,</td>
</tr>
<tr>
<td>To compare</td>
<td>Comparative analysis, efficient search for</td>
</tr>
<tr>
<td></td>
<td>information</td>
</tr>
<tr>
<td>To tidy, To sort</td>
<td>Order: serial, temporal, spacial</td>
</tr>
<tr>
<td>Representing</td>
<td>Representation: graphics, icons, verbal, gestural</td>
</tr>
<tr>
<td>Personalization</td>
<td></td>
</tr>
<tr>
<td>To memorize</td>
<td>Consolidation cognitive recall, recognition,</td>
</tr>
<tr>
<td></td>
<td>reconstruction</td>
</tr>
<tr>
<td>To evaluate</td>
<td>Decision making, demonstration</td>
</tr>
<tr>
<td>To transfer</td>
<td>Inferring, Transfer, Interpreting</td>
</tr>
</tbody>
</table>

4.5. Program Structure:

As we have pointed out, the structure of the program responds to that of a regular classroom schedule.

The basic unit of grouping will be the focal point around which are organized teaching units, which has previously raised the center to develop during the course through which the contents are specific to each area under the principle of comprehensiveness.

We start from nine teaching units, which shall be:

<table>
<thead>
<tr>
<th>First three months</th>
<th>Second three months</th>
<th>Third three months</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Autumn</td>
<td>- The Winter</td>
<td>- The Spring</td>
</tr>
</tbody>
</table>
Deliberately we did not include a teaching unit for the period of adaptation, as in some standardized curriculum materials, because it was understood that their peculiar characteristics, it is necessary for maximum flexibility.

Each teaching unit will respond to the following schedule:
- Objectives
- Content
- Activities, each activity includes:
  - Criteria of assessment.
  - Times
  - Grouping
  - Materials
- Resources:
  - Personal
  - Materials

Generally it will be establish:
- Methodology
- Timing of the teaching units

It deserves special mention the assessment point, as we believe that, taking into account the peculiarities of the assessment in early childhood education, of which we speak in the correspondent section, even when every activity provides their evaluation criteria, it cannot be establish general criteria, both the unit and the students, thus respecting the necessary identification. Therefore the teachers will be the one who apply to the the criteria with the outlined flexibly, depending on the personal characteristics of each student. Therefore we deliberately fled from standardized formats (cards, record sheets, etc.) understanding that in this way we promote the uniqueness of teachers and ensure that the assessment is too guided and lead us, even unwillingly, to errors and that this evaluation collect indicators that can best inform the development of the students to the agents involved (teachers and family).

However a model was designed as a sheet of paper work that is appropriately tailored and customized for classroom tutor.

4.6. Resorts.

Since the aim of this initiative is to identify with a regular class schedule. The resources, both human and material, should be similar to those found in a kindergarten classroom. In general these would be:
- Material resources:
  - plastic expression
  - Audiovusial sources
  - Material of the corners
• Material of the program itself:
  Pre-Plates designed for activities.
  Murals and posters related to the teaching units.
• Other:
  - Human
  The program requires a working center, with constant interactions with the other groups. So in addition to the tutor of the classroom, requires the involvement of the educational team, at least part of the stage.
  If deemed appropriate the presence of a support class.

Also we will count with the collaboration of families in timely issues, such as: Have some stories, stories about their work, collaborative games, specific campaigns (Peace Day, Carnival, Campaign for the elimination of war and sexist toys, etc.).

4.7. Principles and criteria for evaluation.
The main objective of the assessment of learning in early childhood education should be to obtain relevant information to teachers so they can tailor the education to real progress of their students in constructing their learning.
In the first six years of life, children make great advances, such as: The conquest of language, to walk, socialization in the early reference social groups, etc. That is why we have to use different tools and procedures for the collection of all available information, one that is more useful and easy to use.
Evaluation in Early Childhood Education should be geared to identifying the extent to which they have reached different capacities and, consequently, direct the appropriate steps necessary, as a curricular adjustments or reinforcement. So with a clear formative, qualitative, comprehensive and continuous character.
Among the different procedures for collecting information to assess, at this stage it has a particular relevance the direct and systematic observation of the process of learning in every student.

5. Discussion of results.
For the interpretation of the data obtained, we will continue the approach of Pérez Juste (1997 to program evaluation, establishing the three times that the author refers, grouping in each of these the data obtained in each phase.

5.1. Prime time:
Conditions for the design and implementation of the program.
  a) Interviews with the mentors:
  1 Similar mentors both in terms of its design from the stage of early childhood education.
  2° similarities related to their work in the classroom.
  3 They have worked regularly with curricular materials (methods) standardized (commercial).
  4 For his statements, we can say that their groups are very similar in composition, age and absence of special circumstances.
5 For their answers to the questionnaire, they have similarities in terms of its strategic actions in the classroom.

b) Level of development of students

Battelle Development Inventory

McCarthy Scale of development
As can be seen, both groups appear similar in their level of development, coinciding both in this assessment.

c) Monitoring of the program.
From the actions taken at this time it is remarkable the disposition of educational equipment for the monitoring and assessment program. In this sense we can assess the full integration of the program to be carried out in the general programming of the center, based on approaches that it had been planned for development throughout the course. Therefore, sequencing centers of interest and its contents according to the pre-programming in the center, based on her Curriculum Project Center. It has set a timetable and content for the follow-up meetings in which it will participate the whole group. It has also provided the moment for doing the data taking concerning to the levels of evolutionary development of the students.

It is also significant the demand for training that makes the educational team, in particular related to the approaches of the program to be carried out. To solve that, it was agreed to book a time at each follow-up meeting to be held. It was also agreed that during the period of adjustment is not made any activity of the program, starting from the first point of interest that it will be treated, "The Fall."

5.2. Second time: Implementation.

a) Semi-structured interviews with the tutor in the experimental group:

Key ideas in this interview are:
- There have been changes in terms of sequence and duration of some teaching units. In one case has been changing the order and in another overlap (Toys - Christmas) because of the proximity between them and their issues.
- There have been problems arising from the construction of the material: Bug with the printer and not having some layers in time with which there has been little precipitation.
- A personal highlight is the feeling that you have control over the process, and personnel as well as teaching training that it is acquiring. So it says a high degree of satisfaction.
- For students highlights a fact not appreciated before, this is the level of self-evident, both for themselves and with their peers.
- With regard to the needs, it is remarkable the demand for additional support in class.

It follows a number of characteristics that are sought with the program:

Firstly its flexibility and adaptability to circumstances, including those arising from technical failures (printer).

Along the same lines, but secondly, the increased control of teachers about the work that is done, resulting in greater motivation and satisfaction.

It also finds, in third place, as we are enjoying some changes in the attitudes of students as self-assessments and motivation.

b) Monitoring program.

One should note a number of agreements and decisions that it has been taken in reference to the program and in general, in the progress of the center, some of them has already been stationed in the interview with the tutor in the experimental group.

c) Valuation of curriculum materials

As noted earlier, at this time we frame the comparative assessment of curricular materials because it is when it is complete the experimental material.

For the assessment of curricular materials we counted with the collaboration of five judges, which in the course of several working sessions they were addressing the various aspects covered by the instrument.

At a general level and in view of the results, we can say that we have two quality curriculum materials, according to the opinion of experts.

With reference to the standard program, this was expected because it is a commercial program from a publisher ("Algaida") with great implementation, and quite use in kindergarten classrooms. What is really significant is that the experimental trials obtained similar evaluation.

The main differences between both are in:

1º The greater involvement of the center, equipment and various educational groups in the pilot program

2º different conceptions of both learning and teaching between the two programs, getting the best value the pilot program, with particular reference to issues such as: Action, control, accountability and security of the teacher's role, empowerment of originality, creativity and initiative students.

5.3. Third time: State final.

a) Teacher Interviews

Comparative study of the interview with the mentors, we can highlight some ideas that configure an environment that consisted of:

We can talk about similar groups "in groups of previous years" but in which the
experimental group stands out for being more orderly, thoughtful, slower but more effective. Re-emphasizing the aspect of language as a significant hub in the experimental group.

The "Normality" of the control group contrast with the search of support information and the concern of the tutor to find new materials in the experimental group. Also contrasts the confidence in the process as a result of having done so years earlier with the same calm that is giving to the mentored of the experimental group the control over the program, despite initial uncertainty. There is an idea that is repeated, the importance given to the figure of the "expert" adviser or counselor. This idea places us on track to claim the feature of a school counselor at this stage as an internal agent of the center.

In general they agree that it has been one years very satisfactory. Also agree on the needs, emphasizing time and support, both material and personal.

   a.1.) matters only for the interview with the tutor of the experimental group.

It highlights the good level of involvement in the program, which is both a response to a direct question, as for the answers to previous questions. This condition, ownership, we understand that it should not only be treated because is a pilot program, but must be a prerequisite in any program, more in this age where the demands and needs are very important.

With regard to possible improvements to the program after testing out, it highlights the improvement of the layers, better designs and better quality paper. They are criteria of external quality but that can be improvement, because the proposal can lose a certain freshness and originality.

She appreciates having carried out a process of continuous assessment on the process, around which it has been made amendments and adjustments, and improvements in sequencing, grouping, etc..

In general has a highly positive assessment of the process carried out both on a personal level, in their training as a teacher, and in the results obtained by children.

   b) Monitoring program.

The findings come to agree in wide traits with the ideas that have been declared along the course.

Firstly highlight the unanimity of the educational team in terms of the continuity of the program. It even suggests the possibility of editing the layers in a printing works to have a better quality print.

This is due to the high level of satisfaction that both the tutor of the classroom and education team have the second one has been involved in a high level in its implementation. In this sense we highlights again, how it has been growing under the course progressed the level of control and of satisfaction.

The importance of the reflection level that has been maintained to avoid tension, improve coordination. Understood as a result of involvement in the program and the training that had been covered throughout the course.

The importance, facing the next course, of decisions taken in both the sequence of teaching units, as replacement of any of them.
C) Level of development of students.

Battelle Development Inventory

Inventory data tell us that the experimental group presents a higher level of development, even when both groups exceed the scores suggests by this instrument as "normal" for this age.

It also applied the statistical T DE STUDENT to test the difference between independent groups we obtain a value of T = 6971 with a significance of 0.000.

McCarthy Scale.

The data obtained with this instrument report us that although both groups have an optimal level of development, the experimental group exceeds the control because once applied the statistical t mean differences in independent samples, informs us that the differences observed are significant at 0.01.

It is therefore remarkable the progress in both groups, confirming the effectiveness of both programs, although it is very significant as the experimental group exceeds widely the group control.

6. Conclusions and recommendations.

For the data obtained we can conclude that:
It has been shown that it is possible to develop a programming class, which based on the curriculum project of the Center, enabling the joint and harmonic development of contents of the curriculum with reference to activities aimed at encouraging students to effective ways of thinking through the content itself and regular activities in a kindergarten classroom.

The program design has emerged as a quality material, comparable to any other standardized curriculum, even with advantages in terms of its flexibility, adaptability, and empowerment of the teaching function.

With regard to teachers in charge of these teachings, they say to feel more satisfied and more control over learning processes of their students which led them to feel better in their teaching function.

Also these lessons have been shown effective advocate that students act reflectively, within their mature age, which comes from its ability to critic ordinary situations, classroom work, etc.

In this regard we note that the basic cognitive skills that have worked, have proved to be essential components of effective learning that leads unequivocally to the significance of it through the integration into their conceptual schemes of logical processes of thought and action.

We've seen, as in the verbal components of the instruments used to assess the development of students, the experimental group manifested some differences exceeding even those of the overall score with respect to the control group, so we can put on the track to identify possible relationships between the verbal level of development of the subject and its strategic competencies.

6.1. Suggestions for future research:
We believe that opening a line of research that aim at deepening in the construction of tools for identifying the level of use of the cognitive skills involved, which are easily applied and interpreted by the teachers attending these groups. Also understand that it would be interesting to carry out case studies, all along the stage of kindergarten and the first two years of primary education, to see how this is carried out after having gone through apprenticeship programs such as the experienced.

7. BIBLIOGRAPHY.


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