

KneoWorld: An Educational Program towards Educational Equity

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Abstract

KneoWorld is an educational program of Assign-Go 3 . Designed for the support of childhood cognitive development that stimulates: literacy, mathematical processes, and socio-emotional learning in students, teachers and, families at a national and international level. An educational proposal that generates spaces in which significant experiences are made visible. These experiences are promoters of recognizing practices of educational equity, school research, family education, and improving the quality of education. For KneoWorld, educational equity is separate from equality in the teaching-learning process; in this way, thinking about equity must transcend theoretical discourses and become a life practice in the educational community and society. It must be built with the voices of a cohesive community. According to DeCuir and Dixon (2004), equality refers to the assumption that every person has the same opportunities and shares the same experiences. Equity, by contrast, underlines the fact that not everyone is at the same place or begins at the same starting point, but rather, it assures that everyone will receive the necessary support to succeed once the opportunity is presented.

Index terms— family education, narrative and imaginative learning, knowledge dialogue, sensing/ thinking pedagogy.

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KneoWorld strives to build a curriculum that is respectful and reflective of the diversity of cultures and student's experiences that are represented in a diverse classroom while providing them with strategic support to learn and apply new content.

Keywords: family education, narrative and imaginative learning, knowledge dialogue, sensing/ thinking pedagogy.

Educating is feeling and thinking, not only one's own identity but other possible ways of living and coexisting.

Carlos Skliar (2009). 1 This article presents the experience lived by Kneoworld participants, students, families, teachers, and directors who made it possible for Kneoworld to live and expand in their homes and community as another possible way to teach, meet again, take care of ourselves and live with diversity. We invite you to visit us so you can discover the opportunities that we have for you: <https://www.kneoworld.com/> . the realities imposed by the current education system and do not march to the beat of school contexts, nor do they respond

46 to dropout rates, or promote the strengthening of family education, nor a socio-affective or social-emotional
47 education. Furthermore, these educational platforms are not interested in continuing and committing to the
48 training and development of teachers. Today's educational tech platforms forget to consider the happiness and
49 fulfillment of who inhabits the physical spaces due to its design focus of measuring skills and assessment outcomes.
50 KneoWorld was born as an educational program to complement and support the teaching-learning processes in
51 countries such as the United States, Australia, the United Kingdom, and the Philippines, and collaborates with
52 educators to design meaningful lessons while complementing the basic study plan or curriculum pathway.

53 Teaching from KneoWorld starts from the research and synthesis of the school context. From that starting
54 point, they carefully implement a design of blended teaching strategies that makes learning more accessible and
55 convenient for students and their families while promoting dialogical learning methods between students, families,
56 and educators. Kneoworld offers pedagogical support to all students from a virtual environment or a traditional
57 classroom setting. This flexibility provides all learners with elements to support time management, study habits,
58 and work-from-home routines.

59 In the educational field, it means "learning to feel and think with the other, not about the other" (Espinosa,
60 2014), to be "subjects of praxis" (Ghiso, 2004), or as Castro (2018) would say, a Sentipensante is a lover of
61 life, a revolutionary who unites the emotional with the cognitive, © 2021 Global Journals Volume XXI Issue XIII
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65 Author: e-mail: deibi.espinosa@udea.edu.co breaking with hegemonic rationalism. he world is moving very fast in
66 terms of technology and science. These advancements become the new competencies for the Twenty-first Century.
67 Often these new educational programs fail to adapt to T KneoWorld is grounded in humanistic pedagogical theory
68 and therefore, understands the importance of humanist educational support in academic, social learning, and
69 social-emotional learning, consequently, it implements a pedagogy of otherness, whose main characteristic is a
70 deep respect for others (Rodríguez, 2009), this educational framework is based on a sense/thinking 4 philosophy.
71 A From KneoWorld, the (regular) linear form of teaching and learning is re-imagined and so re-invented, allowing
72 pedagogue's educational practices to create and promote spaces for socialization and learning with students and
73 their families. Professors Bisquerra and López (2020) point out that socialization is essential for childhood
74 development; since it stimulates affections and emotions, which are in full development in the young learner
75 and contributes to the construction of self-esteem as well. For this reason, it is essential to create an emotional,
76 resilient, trustworthy climate that includes a high degree of security.

77 As previously described, this is why KneoWorld's educational experiences considers the importance of
78 implementing a learning and socialization space in which the context and experiences that favor integral
79 development are promoted from preschool to sixth grade, through trust, hope, and the recognition of student's
80 differences.

81 2 II.

82 3 All Learners Connecting with KneoW orld

83 By connecting with KneoWorld, students find another possible way of learning, no longer from the linearity to
84 which traditional education is used, but, on the contrary, through this educational platform, students and teachers
85 together are participants and builders of the educational process itself. How does KneoWorld's methodology
86 facilitate learning? KneoWorld involves, encourages, and empowers students through teaching materials such as
87 storytelling (anime), games, and practical activities that enrich the students' socio-emotional processes, reading
88 processes, and mathematical abilities.

89 As professor Isabel Ogalde (1991) argues, "didactic materials are those means and resources that facilitate
90 the teaching-learning process within a global and systematic educational context"; Therefore, they stimulate
91 the practice of the senses for "Reflection-& -Practice" (Reflexionar y practicar) and at the same time, they
92 act as mediation between the teacher and the student. The expert in didactic strategies, Marta Mena (2001)
93 emphasizes that materials must increase the motivation of students with, serious and interesting, and attractive
94 developments. At the same time, they must provide the student with an organizational structure capable of
95 making them feel that they are participating in a course, and not only reading material from the web. The
96 materials should also invite learners to rethink their social and world context, raise awareness with others and
97 with planet earth.

98 David H. Jonassen (cited by Eduteka, 2001), professor at Pennsylvania State University in the United States,
99 further explains that the support that technologies should provide for learning is not to instruct students but
100 to serve as tools for building knowledge so that students learn with them, and not from them. In this sense;
101 Fabiola Zanabria (2012) thinks that implementing this didactic material and showing social and cultural aspects
102 of society; could motivate students because; it is quite different from what is commonly used out of the routine of
103 the blackboard and the textbook since its content and visual design provides an attractive image for its audience,
104 which may well be children, young people or adults. With this motivation, it will be easier for the student
105 to capture facts, content, and concepts within the animations and dialogues between teachers and students.

106 KneoWorld understands in its educational methodology the importance of visual learning in lessons, stories,
107 narratives, and online games that help to think and learn more effectively the various topics and concepts that
108 make up the curriculum for preschool through sixth grade.

109 KneoWorld: An Educational Program towards Educational Equity pedagogical process with all learners; that
110 is, an educational process that consists of learning to feel and thinking with others (Espinosa, 2020), recognizing
111 the singularities of infants, their tastes, creativity, and curiosity, "feel, think and act" education is to transform the
112 reductionist educational discourses of human differences; It implies recognizing that education does not consist
113 of racing against others, but in learning to feel and think about ourselves with other people ??Espinosa, 2014).
114 For this very reason, Kneoworld's educational premise is not centered around the idea of learners competing
115 against one another. Understanding is the real focus and recognition of differences as the greatest equity factor
116 between human beings. Respect and dignity towards one another is Kneoworld's worldview of pedagogy. This
117 academic resource is not designed for the realm of the market but the human realm. The Australian sociologist
118 and educator Stephen Kemmis (1993), talk about the importance of building critical communities to maintain
119 the values of an educative society, in which teachers, parents, school administrators, and other interested people
120 participate. In this task, the Australian professor proposes stimulating self-awareness through reciprocity among
121 all stakeholders, reciprocity under the values of solidarity, fraternity, and mutual respect. KneoWorld understands
122 that family is the first environment where social-emotional education, educational values, and social adaptation
123 are encouraged. For this reason, it is essential that the educational process is built on the student-Familyteacher
124 relationship.

125 4 Concept Traditional Education Education from KneoWorld

126 Education is a socio-emotional and social adaptation process. It believes on the recognition of differences and
127 educational inclusion.

128 It implements a humanistic, studentcentered pedagogy. The learning process is procedural and mediated by
129 the teacher, family, and student.

130 The student is an active participant in their own learning process. The learner develops critical thinking skills
131 and a social sense and purpose.

132 He/she learns and builds knowledge alongside his/her peers, teachers, and family.

133 The teacher becomes a facilitator of learning. He/she is in constant development of their skills and training.
134 He/she encourages dialogue with students and families in favor of conceptual understandings and comprehensive
135 education.

136 The family plays a leading role in their children's learning. They create a constant dialogue with teachers.

137 IV.

138 5 Conclusions

139 Although KneoWorld is an educational program for preschool to sixth grade, its structure allows it to be adapted
140 and applied methodologically to other groups, local strategies, or particular interests. It is founded on humanistic,
141 experiential, and practical pedagogical foundations that allow its viability and execution. It is responsive to the
142 current challenges of social and educational interaction based on needs, interests, and various forms of learning.

143 The methodology implemented by KneoWorld stimulates adaptive learning that allows for the identification
144 of the working processes of the personal needs of each student. Learning occurs with adaptation and in real-
145 time, and through lessons, stories, practical workshops, games, and cognitive challenges, that allow teachers to
146 understand the strengths and weaknesses of each student and to design pedagogical strategies that address these
147 needs.

148 In addition, it can be noted that the implemented methodology has promoted the recognition of diversity in
149 the classroom, and it has educational advantages such as:

150 ? An easier appropriation of themes and concepts.

151 ? Pedagogical support based on the needs, mistakes and, successes of each student. ? Encourages motivation
152 and creativity.

153 ? Students and their families are protagonists of learning. ? Strengthens the dialogue between teachers,
154 family, and students to achieve educational standards. ? Collaborate with early childhood and elementary school
155 teachers to create meaningful lessons to support, supplement, and appropriate the core curriculum. KneoWorld
156 understands that children are the future of our society, but they are also the present. Therefore it is committed
157 to a different education that involves all stakeholders in the teaching-learning process while creating an emotional
158 climate of security and trust. ¹

¹The Sensing/Thinking concept was born from those wise words of the fishermen in San Benito Abad (Sucre) to the sociologist Orlando FalsBorda (cited in Lizaraso, 2017): "We act with the heart, but we also use our heads, and when we combine the two things thus, we are Sensing/Thinkers" a concept that has inspired poets, such was the case of Eduardo Galeano (2000), who defined it as "that language that tells the truth."



Figure 1:



1

Figure 2: Fig. 1 :



2

Figure 3: Fig. 2 :

1

Education means

productivity, competition, and results. It employs an instrumental pedagogy, that focuses on results and standardas. It is a pedagogy that does not take into account the needs of each student. Is a passive learner a person that must be filled with information. Students are classified based on a standardized measurement and labeled "good students" or "bad students"

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Figure 4: Table 1 :

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