INCLUSION AND INTERCULTURALITY LESSONS: RESEARCH POSITIONS OF STUDENTS IN THE MASTER’S PROGRAM IN INCLUSIVE AND INTERCULTURAL EDUCATION

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ABSTRACT

Objective: This study delves into exploring the perspectives and research interests of the students in the virtual master’s program in Inclusive and Intercultural Education at the Corporación Universitaria Minuto de Dios. The focus is specifically on the perceptions and approaches these students have regarding inclusive and intercultural education.

Theoretical Framework: A notable aspect of this research is its commitment to understanding how students face and position themselves regarding these issues, which can be described as "borderline" fields of study.

Method: To gain a deeper understanding of the students' perspectives and approaches, a qualitative method has been employed, including tools such as pedagogical reflection circles and documentary analysis related to their research and academic projects.

Results: The results of this study not only shed light on the individual perspectives of the students but also provide a broader view of how these concepts influence their educational and cultural practices.

Research Implications: This analysis is expected to provide valuable tensions that will enrich the understanding of inclusive and intercultural education for Latin America and its applicability in various contexts.

Originality/Value: This study offers a critical perspective on the students' perceptions and approaches related to inclusive and intercultural education, highlighting its relevance and applicability in diverse educational and cultural contexts.

Keywords: Interculturality, Standpoint, Positioning, Virtual Education, Tensions.

LIÇÕES DE INCLUSÃO E INTERCULTURALIDADE: POSICIONAMENTOS DE PESQUISA DE ALUNOS DO MESTRADO EM EDUCAÇÃO INCLUSIVA E INTERCULTURAL

RESUMO

Objetivo: Este estudo mergulha na exploração das perspectivas e interesses de pesquisa manifestados pelos alunos do Mestrado virtual em Educação Inclusiva e Intercultural da Corporação Universitária Minuto de Dios. As abordagens centram-se especificamente nas percepções e abordagens que estes alunos têm em relação à educação inclusiva e intercultural.

Referencial Teórico: Um aspecto marcante desta pesquisa é o seu compromisso em compreender como os estudantes enfrentam e se posicionam em relação a essas questões, que podem ser descritas como campos de estudo “fronteiriços”.

Método: Para obter uma compreensão mais profunda das perspectivas e abordagens dos estudantes, utilizou-se o método qualitativo, que inclui instrumentos como rodas de reflexão pedagógica e uma análise documental relativa às suas pesquisas e projetos acadêmicos.

Resultados: Os resultados deste estudo não só esclarecem as perspectivas individuais dos alunos, mas também proporcionam uma visão mais ampla de como estes conceitos influenciam as suas práticas educativas e culturais.

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Implicações para a investigação: Espera-se que esta análise forneça informações valiosas que enriquecerão a compreensão da educação inclusiva e intercultural para a América Latina e a sua aplicabilidade numa variedade de contextos.

Originalidade/Valor: Este estudo oferece uma perspectiva crítica sobre as percepções e abordagens dos alunos relacionadas à educação inclusiva e intercultural, destacando a sua relevância e aplicabilidade em diversos contextos educacionais e culturais.

Palavras-chave: Interculturalidade, Lugar De Enunciação, Posicionamento, Educação Virtual, Tensões.

LECCIONES DE INCLUSIÓN E INTERCULTURALIDAD: POSICIONAMIENTOS INVESTIGATIVOS DE ESTUDIANTES DE LA MAESTRÍA EN EDUCACIÓN INCLUSIVA E INTERCULTURAL

RESUMEN

Objetivo: Este estudio se sumerge en la exploración de las perspectivas y los intereses de investigación que manifiestan los estudiantes de la Maestría virtual en Educación Inclusiva e Intercultural de la Corporación Universitaria Minuto de Dios. Los abordajes se centran específicamente en las percepciones y enfoques que estos estudiantes tienen respecto a la educación inclusiva e intercultural.

Marco Teórico: Un aspecto sobresaliente de esta investigación es su compromiso en comprender cómo los estudiantes enfrentan y se posicionan frente a estas cuestiones, las cuales pueden ser descritas como campos de estudio “fronterizos”.

Método: Para obtener una comprensión más profunda de las perspectivas y enfoques de los estudiantes, se ha utilizado el método cualitativo, que incluye instrumentos como los círculos de reflexión pedagógica y un análisis documental relacionados con sus investigaciones y proyectos académicos.

Resultados: Los resultados de este estudio no solo arrojaron luces sobre las perspectivas individuales de los estudiantes, sino que también proporcionarán una visión más amplia de cómo estos conceptos influyen en sus prácticas educativas y culturales.

Implicaciones de la Investigación: Se espera que este análisis proporcione valiosas tensiones que enriquecerán la comprensión de la educación inclusiva e intercultural para Latinoamérica y su aplicabilidad en una variedad de contextos.

Originalidad/Valor: Este estudio ofrece una perspectiva crítica sobre las percepciones y enfoques de los estudiantes en relación con la educación inclusiva e intercultural, destacando su relevancia y aplicabilidad en contextos educativos y culturales diversos.

Palabras clave: Interculturalidad, Lugar De Enunciación, Posicionamientos, Educación Virtual, Tensiones.

1 INTRODUCTION

My career in postgraduate teaching in inclusive and intercultural education grew out of a deep passion for revolutionizing the educational environment. After completing my postgraduate training, I felt the impulse to enter university education and contribute significantly to the socio-educational challenges that affect Latin America.
The start of this exciting journey took place on Tuesday, August 8, marked by a call that would change the course of my academic career. From that moment on, I embarked on preparing for the challenges ahead. Despite the moments of fear and frustration that tried to take hold of me, my firm desire to teach future teachers from my country and Latin America remained unchanged. The recruitment process, which lasted for 22 days, turned into a series of tests, interviews and reviews that tested my determination and my passion for teaching.

The interview with the program coordinator was highlighted as a crucial point in my journey. In answering his last question, I expressed my commitment as a Latin American educator: "I firmly believe in this master's degree and in his ethical-political project of transforming those who throughout history have been relegated to silence. This program has an international dimension with a strong roots in our Latin identity" (Santofimio, G., 2023, August 10) [Personal interview].

Sincerity becomes essential at this point. The transition from a public university to a private institution based on the principles of the Gospel and the social thought of the Church represented a significant change. This initial clash became an opportunity to reflect on the university and its institutional policies. In aligning with this graduate project, I not only took on a new contract, but also experienced a sense of inclusion and listening.

Adapting to this new environment, with its specific dynamics and responsibilities, took more than a month. Although for some this transition may reflect modernity or colonialism, for me it represented an opportunity to develop unknown skills. As a result, this transition continued to transform both my personal and professional experience.

My first experience as a teacher was full of nervousness and doubts, but my unwavering passion and determination to transform education overcame all obstacles. Over the course of this brief period, my work at the Minuto de Dios University Corporation has given me the invaluable opportunity to immerse myself in the realities and perspectives of students, exploring their positions, visceralities, discomfort, pushes and intellectual challenges. By the way, one of my students during one of our advisories deeply touched me by expressing: "Thank you, professor, I never imagined that being a black woman, mother and teacher would allow me to write about my own experience and, above all, that this would allow me to build my degree work" (Rivas, Y., 2023, September 16). [Personal interview].

Once I immersed myself in the master's program, my mind was filled with numerous questions. Among them, the diversity of topics presented by the students emerged, the configuration of research questions that delved into the borderlands between inclusion and interculturality, and, finally, the fact that these investigations were deeply rooted in the
immediate realities of the subjects, which allowed the emergence of local and regional agencies. All this awakened in me the possibility of giving voice to these projects, which presented unique characteristics and aligned with the aspirations of an emancipatory ethical and political transformation.

2 THEORETICAL FRAMEWORK

The Minuto de Dios University Corporation has taken on one of the most significant methodological challenges in the field of education: the design and development of virtualized postgraduate education programs. This initiative arises as a response to technological advances and the growing demand for access to education in an increasingly digitized environment (Gil and Caycho, 2023). It is imperative to approach this dynamic from digital-transmedia research perspectives in order to fully understand its impact and transformative potential.

Within this context, a pedagogical model called "Open and Connected Learning" has been consolidated (Rico and Hernández, 2022). This approach is based on the principles of openness, accessibility and online connectivity, focusing on essential aspects such as Open Educational Resources (OER), Collaborative Learning and the creation of Online Communities (Herrero, 2021). Its fundamental purpose is to promote the generation of more inclusive and collaborative learning experiences, as evidenced in the context of border research in the master's degree in inclusive and intercultural education.

Open Educational Resources (OER) is a cornerstone of the "Open and Connected Learning" approach. These resources cover teaching and learning materials distributed under open or paid access licenses, which implies that they are available for reuse and adaptation (Ortega, Ramírez, & Cañizares, 2021) from the corresponding program. OERs play an essential role in ensuring that high-quality educational content is widely available without restrictions (Colome, 2019).

This model also fosters collaboration in learning and research through active participation in online communities (Miao, 2020). In this way, master's students have the opportunity to collaborate on research projects, discuss ideas and share knowledge. This interaction, mediated by technologies, not only enriches the learning process, but also contributes to the collective construction of knowledge from situated, inclusive and intercultural perspectives.
The "Open and Connected Learning" approach transcends conventional education by recognizing that learning is an ongoing process that encompasses an individual's entire life (Blasco, González, & Roselló, 2022). This perspective promotes the idea that learning is not confined to a specific period, giving teachers the opportunity to access online educational experiences at any stage of their lives (López & Cabrera, 2023). This flexibility enables personal, professional and research development over time.

A notable aspect of this approach is the personalization of learning. Students are free to tailor their educational experience to their individual needs, charting their own path and accessing specific resources. This adaptability enhances the effectiveness of the learning process by ensuring that it aligns with each student's preferences and goals.

One of the collaborative learning strategies framed in the context of "Open and Connected Learning" are the "open classes" and the consultancies implemented in the virtual master's program in inclusive and intercultural education of the University Corporation Minuto de Dios. Inclusion represents another essential pillar of this master's degree. According to Rodríguez (2017), through virtual education, the possibility of participating in a master's program is offered to voices that were previously silenced or excluded, such as those who have family responsibilities, full-time jobs or reside in remote areas.

This has profound political significance in promoting equity and justice, while promoting equal opportunities in access to education. This concept is supported by Pérez's (2018) research on inclusion in higher education, which highlights the transformative role of online education in promoting equity and access.

Counseling, on the other hand, is configured as a form of student empowerment. According to Smith's (2019) ideas, students in a virtual master's degree are not merely passive recipients of knowledge; on the contrary, they actively participate in their own learning process. They have the autonomy to make decisions about their education and the ability to shape their academic experience. This autonomy is presented as an expression of political power, placing students at the epicenter of their own educational development. These concepts are echoed in Brown's (2020) reflections in his research on online education and student empowerment. In this context, mentoring plays a crucial role in providing students with the tools and support needed to take control of their education (Johnson, 2018). In this way, they can orient themselves towards their idea of research, characterized by the issues that really affect them as individuals and that they seek to transform in their specialized fields.

The flexibility inherent in these modalities also has significant policy implications. According to Martínez (2019), this flexibility allows people to harmonize their work, family
and academic responsibilities, acting as a catalyst for change in terms of gender equality and reconciliation. Moreover, according to Sanchez’s (2020) observations, such flexibility facilitates lifelong education, a vital capacity in a constantly changing world. This research supports the idea that flexibility in virtual education has a profound impact in terms of equality and access, decentralizing traditional forms of teaching and promoting the construction of situated knowledge that redefines the role of subjects in the present.

Research from the perspective of "Open and Connected Learning" (Open and Connected Learning) represents a significant change in the approach to the research process in the educational field. This approach is based on the principles of openness, accessibility and online connectivity, transforming the way we conceive and conduct educational research (Pink et al., 2019). Focusing on the immediate interests, contexts, realities and identity configurations that are in constant transformation and reconstruction (Santofimio, 2023).

In this context, research is more collaborative, accessible, and broader, contributing to a deeper understanding of educational phenomena (Hernández, Sánchez, & Giménez, 2021)Oh, yeah. In addition, this approach promotes the active participation of researchers in online communities, facilitating the generation of collective knowledge and the dissemination of research results (Chacín, González, & Peñaloza, 2020)Oh, yeah. This new research paradigm has revolutionized the way we approach educational challenges and expanded the possibilities for collaboration globally.

One of the fundamental pillars of this perspective is the availability of open educational resources (OER). This means that researchers have access to a wide range of educational materials that can be freely reused, adapted and shared (García, Buenestado, & Ramírez, 2023)Oh, yeah. This openness not only democratizes access to knowledge, but also fosters collaboration and the collective construction of knowledge (Viñoles Cosentino, Sánchez-Caballé, & Esteve-Mon, 2022)Oh, yeah. Researchers can access an abundance of data, resources, and online tools that enrich their research and enable them to address educational issues more comprehensively. This OER-based approach to research has revolutionized the way educational research is conducted and expanded opportunities for collaboration and knowledge dissemination.

3 METHODOLOGY

With the aim of acquiring a deeper understanding of the perspectives and approaches of the students of the master's degree in inclusive and intercultural education of the University
Corporation Minuto de Dios, I have adopted a comprehensive qualitative methodological approach that employs a variety of techniques and tools. A central component of this approach is pedagogical reflection circles, which have proven to be a valuable resource in our research process. Pedagogical reflection circles provide a space for enriching dialog in which students can share their experiences, concerns and reflections (Recio and Santoveña, 2022) on topics related to inclusive and intercultural education.

In addition to the implementation of the pedagogical reflection circles, a thorough documentary analysis has been carried out that focused on the materials delivered through the Moodle platform during the period between the first and second training blocks of the program, corresponding to research subjects II and III. This analysis encompasses a wide variety of documents, including research papers, academic projects, reports and other materials produced by students as a fundamental part of their master's training process.

The purpose of this documentary analysis goes beyond the simple revision of the content and evolution of the ideas presented in these documents. It sought to provide a detailed view of how students apply the concepts of inclusion and interculturality in their research and academic practices (Casasempere & Vercher, 2020). In this sense, it is intended to understand how these concepts translate into the reality of students' research and participation in academic projects.

The combination of these qualitative tools provides a complete and enriching perspective of students' experiences and positions in the master's degree. This methodology not only allows to capture what students express verbally in reflection circles, but also how these ideas are translated into reflective practice through the review of their academic works.

This comprehensive methodological approach encourages an analysis of the dynamics, challenges and achievements in the teaching and learning process with a specific focus on the Latin American context. Consequently, it enriches our understanding of inclusive and intercultural education within the framework of the master's degree, providing a more complete and detailed vision of the relevant aspects for this area in the region.

4 RESULTS AND DISCUSSIONS

My participation in the virtual master's degree in inclusive and intercultural education of the Minuto de Dios University Corporation has been fundamental in strengthening my conviction about the importance of inclusion and interculturality in the educational field and, in particular, in sociocultural research. During my experience in this program, I have had the enriching opportunity to interact with students who come from diverse cultural backgrounds
and possess different abilities. This direct contact has allowed me to understand more deeply how diversity enriches the learning environment and fosters an intercultural vision.

The research interests of my master's degree students can be categorized into three main areas: theoretical studies, empirical research, and intervention projects. Each of these categories has been developed throughout the master's degree, evolving and adapting to the specific needs and challenges that each of the students have encountered in their research trajectories.

Theoretical studies occupy a fundamental place in the field of academic and scientific research, contributing significantly to the construction and evolution of knowledge in various disciplines (Smith, 2019). In their essence, these studies are characterized by their focus on the development of concepts, theories or models that serve to understand and explain specific phenomena (Johnson, 2020). First, it is essential to emphasize that one of the pillars of theoretical studies is the definition and conceptualization of a topic. Researchers delve into the essence of this issue, disaggregating its components and establishing a solid conceptual framework (Brown, 2018). This work allows for a deeper understanding and provides a robust basis for further research.

In addition to the definition, these focus on identifying the underlying principles (Adans, 2021) which represent the fundamental rules governing the operation of the subject matter. By analyzing these principles, researchers have the opportunity to discover patterns and relationships that might otherwise go unnoticed (Tullah, 2024). Oh, yeah.

They also address barriers and facilitators related to a topic, which involves identifying obstacles that make it difficult to understand or implement, as well as factors that make it more accessible and effective (Davis, 2019). Oh, yeah. Recognizing these aspects is essential to overcome challenges and encourage progress in a specific area. However, they are also concerned with analyzing the policies and practices surrounding an issue (Wilson, 2020). Oh, yeah. This involves examining how theoretical ideas are regulated and applied in practice, as well as understanding how theories translate into concrete policies and actions, which can have a significant impact on society.

Theoretical studies play a fundamental role in the research carried out within the master's degree in inclusive and intercultural education, as they contribute significantly to the construction of a solid knowledge base in this multidisciplinary field. In this context, three undergraduate projects have been selected. These projects operate at the limits of the articulation between theory and practice, permeated by the contextual realities and experiences of the individuals involved, which, in turn, configures them as socio-political actors in the process.
The first work focuses on the conceptualization of the experience of being a woman, mother, Afro-descendant and teacher. Through their thesis, the students give meaning to the participation of women in the public sphere, especially in the workplace. This form of conceptualization has generated profound changes in several aspects of their lives, including the labor market, education, family dynamics and decision-making (Rivas, Y., 2023, September 16) [Personal interview]. In this way, theorizing has motivated them to approach the construction of their own identity and self-representation (Sudartini, 2024).

In addition to recognizing that these transformations are experienced in a differentiated way throughout life, which leads us to reflect on the challenges and stigmas that women face in their struggle against oppression and inequality, these experiences also involve a theorization and reconstruction of the lives of many working and mother Afro-descendant women. This scenario often entails stigmatization and exoticization. In this same context of reflection, the theorizing about how young women who marry at a young age face social tensions by not immediately becoming mothers, despite being wives, is approached. This leads them to face prejudices related to mental and physical health, which represents a significant challenge in their quest for gender equity.

What is especially remarkable in this research is the analysis that is developed from an autobiographical perspective, shedding light on the complex intercultural realities that women experience at different stages of their lives and in different contexts. Understanding these dynamics becomes essential to foster gender equality and overcome the stigmas rooted in society. As women build their identity, they gain empowerment to transform their immediate realities and consolidate themselves as political agents aware of their transformative potential.

It is also possible to carry out a theoretical study that critically analyzes the barriers and facilitators of inclusive education. This type of analysis will identify common obstacles, such as discriminatory attitudes or lack of resources, as well as factors that promote inclusion. An example of relevant work in this context is the one carried out by two teachers who explore the implications of investigating the new masculinities and femininities in the university. This approach involves a change in the perception of gender roles and sexual orientation.

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3 Thesis entitled: "The Political Power of Being a Woman: Transformations and Challenges in the Current Society," elaborated by Angie Lorena Uzcátegui Mendivelso, Yarly Clarena Rivas Valderrama and Cindy Pinzón Urrego, as part of the virtual master's program in Inclusive and Intercultural Education of the University Corporation Minuto de Dios.

4 Thesis entitled: "Reconfiguring the Academic Trajectory: A Case Study on Masculinities and Femininities in the Choice of Career of Young People in Intercultural Contexts," prepared by Edison Carvajal Ríos and Lilia Natalia Valbuena Báez, as part of the virtual master's program in Inclusive and Intercultural Education of the University Corporation Minuto de Dios.
This research promotes gender equity by challenging and dismantling stereotypes and social misconceptions around the male and female. Research in this field is essential, as gender expectations have had a profound impact on people's career decisions, limiting the opportunities they face and perpetuating inequalities (Rios, E., 2023, September 28) [Personal interview].

Thus, these teachers, in their analysis, theorize and intervene in how gender expectations impact on the choice of a university career, which allows them to identify and overcome barriers and promote equal educational and professional opportunities for all, regardless of their gender identity. Therefore, understanding how masculinities and femininities influence this choice allows them to recognize and value the diversity of people's experiences, which is fundamental to respecting the individuality of each individual.

Career choice research challenges and transforms restrictive gender norms by challenging stereotypes that dictate which fields are “right” for men or women. This approach is not only limited to analyzing trends in academic choices, but also dismantles the barriers imposed by entrenched sociocultural constructions. By challenging these gender stereotypes, the research provides an opportunity for subjects to authentically explore their true passions and talents, regardless of preconceived social expectations. Therefore, this perspective challenges the binary idea that certain fields are inherently male or female.

An additional case of a theoretical study delves into the conceptualization of the history of regional inclusion through the life narratives and the active participation of students, considering them essential resources to enrich the local history. This theoretical research examines various theories and approaches to inclusion with the goal of providing a comprehensive conceptual framework.

The research presented allows theorizing about the identity processes of individuals, which are intrinsically linked to the environment in which they operate. This link includes aspects of sensory perception and life experiences that are fundamental in the socio-historical reconstruction of their region. The research underlines the need to create spaces that are a reflection of history and cultural roots, with the purpose of strengthening the identity of a society and guiding future generations (Cortés, A., 2023, September 30) [Personal interview].

This approach not only encompasses the importance of knowing cultural roots, but also emphasizes the importance of avoiding the repetition of historical events. In this perspective,
critical interculturality, from an ethical-political dimension, finds space by integrating identity positions as transformation processes (Santofimio, 2023). Oh, yeah. The research mentioned above illustrates in an exemplary way how theoretical studies in theses of inclusive and intercultural education play a fundamental role in building a solid foundation of knowledge and understanding in this multidisciplinary field. By addressing various theories and approaches, these studies contribute to the formation of a comprehensive conceptual framework that underpins research in this educational field in constant contextual evolution.

On the other hand, we find that empirical studies play a vital role in the exploration and understanding of inclusive and intercultural education, using research methods to deepen the educational reality and address a variety of crucial topics. According to Johnson and Rodríguez (2018), these investigations "facilitate the understanding of educational dynamics and provide a solid basis for the implementation of more equitable policies and practices" (p. 567).

One of the main approaches of this research is to identify the factors that affect the school success of students belonging to historically marginalized groups and subjects who have been silenced. Smith (2019) argues that "understanding these variables is essential to address academic disparities and develop effective support strategies" (p. 92). These studies often look at variables such as access to educational resources, school support, and the quality of the school environment.

Likewise, the experience of students from historically marginalized groups in the classroom is a central research topic. García (2020) notes that "understanding social and emotional dynamics within the classroom is crucial to creating inclusive learning environments" (p. 330). This qualitative research explores the interactions between students, teachers, and the curriculum, providing valuable information to improve educational practice.

Empirical research also delves into teaching practices that promote inclusion and interculturality. Johnson and Rodríguez (2018) highlight that "identifying and disseminating effective pedagogical strategies is essential to empower educators in creating equitable educational environments" (p. 575). These studies look at specific approaches, such as participatory teaching methods, curriculum adaptations, and inclusive assessment strategies.

Likewise, the impacts of educational policies in the promotion of inclusion and interculturality are investigated. Martínez (2021) argues that "critically assessing existing policies is essential to advocate for significant changes and promote educational equity" (p. 120). This research assesses how government-level decisions affect the implementation of inclusive practices in educational institutions.
In the virtual master's degree, a significant contribution has been made in this regard. A prominent example is a thesis addressing the impact of blindness and low vision in early childhood\(^6\). It examines how children with visual impairments can acquire school knowledge and feel safe in the daily dynamics within regular classrooms. It is proposed to implement reasonable adjustments to reduce the educational gap and improve the teaching process through intentional and enriched pedagogical experiences and scenarios. This research follows a qualitative perspective, considering all relevant perspectives valuable.

From this empirical research, the Universal Learning Design (UAD) is identified as a tool with transformative potential for deaf students seeking to acquire competences in written Spanish. The DUA, as a theoretical and practical framework, aims to provide learning opportunities tailored to the needs and skills of all students. In the context of higher education, the implementation of the SAD in the teaching of Spanish for deaf students involves considering different aspects.

In the conclusion of this review, research and intervention projects are highlighted as essential elements of the master's degree in inclusive and intercultural education. These fields are positioned as fundamental pillars to promote equity and diversity in educational and sociocultural contexts. In this regard, intervention projects play a crucial role in proposing and implementing concrete initiatives aimed at strengthening these underlying principles. These projects not only reflect the commitment to the principles of equity and diversity, but also contribute significantly to the advancement of knowledge in this field.

One of the most prominent intervention approaches focuses on the development of educational materials that are inclusive and intercultural. This aspect is essential to ensure that resources used in the teaching process are accessible to all students, regardless of their cultural background or specific needs. Research such as García's (2020) has highlighted the importance of creating teaching materials that reflect cultural diversity and are sensitive to different forms of learning.

In addition, teacher training in the field of inclusive and intercultural education is presented as an essential component for the success of any intervention project. Finally, the development of inclusive and intercultural educational policies is high on the agenda of intervention projects. These policies not only establish a normative framework, but also

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\(^6\) Thesis entitled: "Consequences of blindness and low vision in early childhood" elaborated by Ariadne Viviana Gil Velásquez, as part of the virtual master's program in Inclusive and Intercultural Education of the University Corporation Minuto de Dios.
influence the institutional culture of schools and educational communities in general. Research such as García, Buenestado and Ramírez (2023) have explored the effectiveness of different policy approaches in promoting more inclusive and culturally sensitive educational environments.

The first project under this perspective has as its main objective the construction of narratives from the situated knowledge of five women who meet in the city of Guadalajara de Buga, Valle del Cauca (Sánchez, 2020). Victims of forced displacement and other forms of violence stemming from the armed conflict in Colombia, these women share their life stories in a focus group. The uniqueness of their experiences lies in the development of processes of resilience and resignification, mobilizing knowledge to achieve reconciliation with themselves and their environment.

The work is based on the evocation of memory to give new meaning to the past in the present. The ruptures generated by the conflict are identified and the social and intercultural contributions of these women are explored, despite the difficult circumstances lived and the drastic changes inherent to them. The research adopts a qualitative and participatory action (IAP) approach, based on the mobilization of knowledge (Chacín, González, & Peñaloza, 2020). The instruments, created specifically to capture expressions during discursive dynamics and through semi-structured interviews, reflect this methodological perspective.

This project stands out for its inclusive and intercultural approach, focusing on a group of female victims originating from various geographical regions of the country. These women, marked by a process of interculturality and transculturality due to their forced displacement, are in Guadalajara de Buga, giving rise to encounters that influence their interculturality.

In a second research/intervention project, the objective is to promote intercultural dialog and empowerment through the use of orality in the eighth grade of the Mojarras Educational Institution in Colombia. The problem identified is the lack of a pedagogy that allows students to develop intercultural dialog and understanding. The project will use qualitative research methods, such as interviews, observation and focus groups, to collect data on students’ cultural appropriation and implementation of intercultural practices in the school. The results will serve to develop pedagogical strategies that foster intercultural dialog and empower students to analyze and transform their environment. The project draws on concepts such as interculturality, critical interculturality, otherness and oral tradition to guide the research and implementation process. The research will contribute to understanding how to strengthen Afro-Colombian culture and promote intercultural understanding in educational settings.
5 CONCLUSION

This study has provided a revealing insight into the perspectives and approaches of the students of the virtual Master's Degree in Inclusive and Intercultural Education of the University Corporation Minuto de Dios. By focusing on the Research II and III periods, our commitment was to explore the "frontier" fields of study, where inequalities and differences, influenced by power dynamics, generate tensions that foster an enriching interaction of ideas and perspectives. The use of a qualitative approach, with instruments such as pedagogical reflection circles and documentary analysis, allowed us to obtain a deep understanding of the individual perceptions of students and how these influence their educational and cultural practices.

The results revealed that the students of the Master's Degree in Inclusive and Intercultural Education not only approach these issues from a theoretical perspective, but also apply them in a significant way in their academic, daily and life projects. The interaction in the "frontier" fields of study has led to an environment where tensions and differences become catalysts for the enrichment of ideas and the collective construction of situated knowledge. In addition, the importance of reflective pedagogical practices is highlighted as a valuable tool to deepen the understanding of inclusive and intercultural education.

This analysis not only contributes to the local understanding of inclusive and intercultural education in the Latin American context, but also provides valuable perspectives that can be extrapolated to various educational and sociocultural contexts. The research sheds light on the need to further explore and promote these approaches, recognizing the inherent complexity of "frontier" fields of study and the richness they can bring to educational and cultural transformation.

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