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# Breaking boundaries, weaving knowledge: education at the Argentine Cultural Institute.

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## Title

### **Breaking boundaries, weaving knowledge: education at the Argentine Cultural Institute**

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#### 1. Introduction: The Imperative for a New Educational Paradigm

The digital era has triggered an unprecedented transformation in education. Digital technologies and e-learning are no longer mere supplements but are central to redefining how knowledge is created, shared, and acquired. These tools offer a spectrum of modalities that enhance educational quality, provide unprecedented flexibility, and democratize access for students and teachers across different regions, breaking down geographical and technological barriers.

The COVID-19 pandemic acted as a global catalyst, accelerating a shift towards "emergency virtual education." This period, while challenging, revealed both the immense potential and the critical shortcomings of current digital education models. It highlighted that simply digitizing traditional methods is insufficient. As noted by Suárez-Guerrero (2024), the convergence of education and digitalization must aim to expand the boundaries of learning, not just replicate them online.

At the Argentine Cultural Institute, we recognize this pivotal moment. The demand for innovative, inclusive, and critical educational models is clear, as evidenced by surveys within the tertiary education community in San Luis (Appendix I). This proposal, "Breaking Boundaries, Weaving Knowledge," outlines a concrete pedagogical framework for 2026. It moves beyond reactive measures to proactively design an educational experience that is integrative, student-centered, and prepared for the demands of a constantly evolving digital world.

## 2. Foundational Pillars: From E-learning to Disruptive Education

Our proposal is built on two interconnected pillars:

### 2.1. E-learning as a Democratic and Collaborative Space:

E-learning revolutionizes education by enabling ubiquitous and personalized learning. It fosters interaction and collaboration on digital platforms, a phenomenon termed the "platformization of education" (Suárez-Guerrero, 2024). This approach:

Promotes Autonomy: Students develop self-directed learning and time management skills.

Enhances Engagement: Interactive resources (videos, simulations, forums, gamification) make learning dynamic and improve the understanding of complex concepts.

Enables Personalization: Teachers can adapt materials and methods to individual student needs (Quiroga, 2022).

Facilitates Continuous Assessment: Digital tools allow for dynamic monitoring and immediate feedback, creating a more effective and personalized learning process.

### 2.2. Disruptive Digital Pedagogy:

We embrace the concept of disruptive education, which introduces radical changes in teaching practices through Learning and Knowledge Technologies (LKT). Inspired by the work of María Acaso (2013) and the concept of "disruptive technology" (Bower & Christensen, 1995), this pedagogy seeks to:

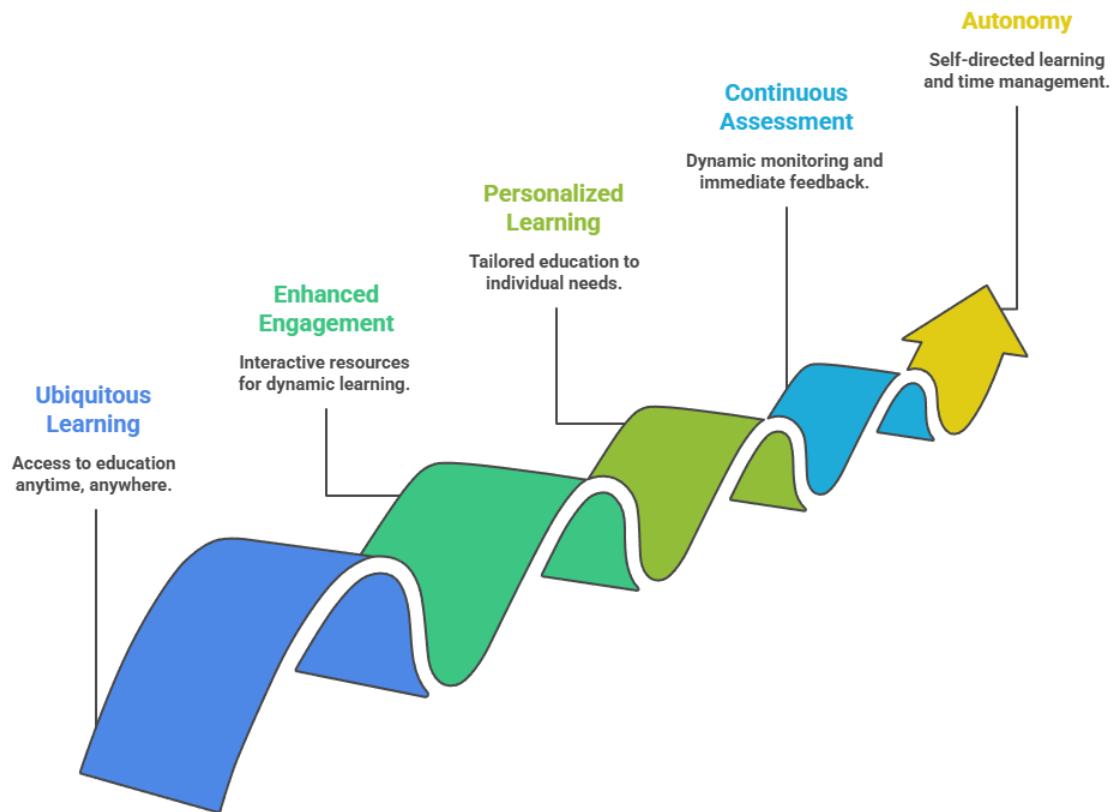
Redefine the roles of teacher (as facilitator and guide) and student (as an active, creative, and critical protagonist).

Shift from a culture of knowledge transmission to one of co-creation and experience.

Integrate evaluation as a continuous process, using rubrics and digital portfolios that capture complex skills like collaboration and critical thinking.

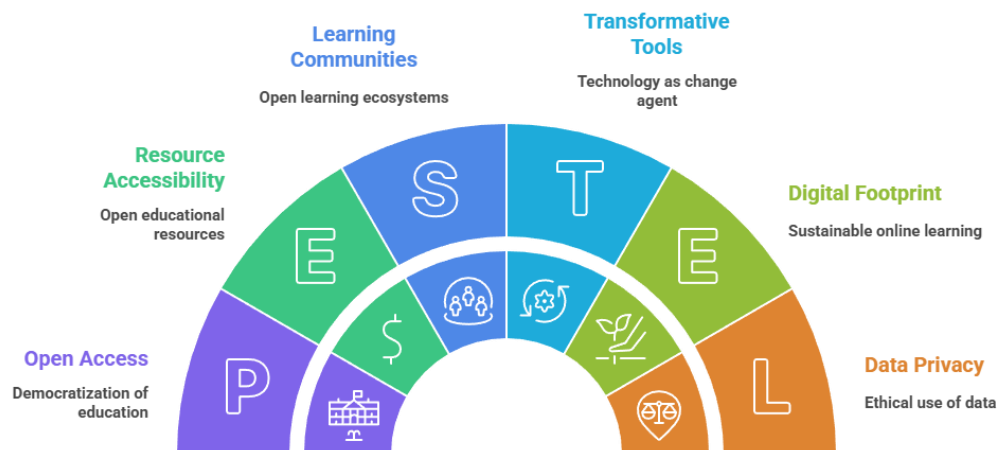
This is not about using technology for technology's sake, but about a profound pedagogical innovation that coherently integrates epistemological foundations, educational objectives, and didactic sequences (Edelstein, 2011).

## Achieving Personalized E-learning



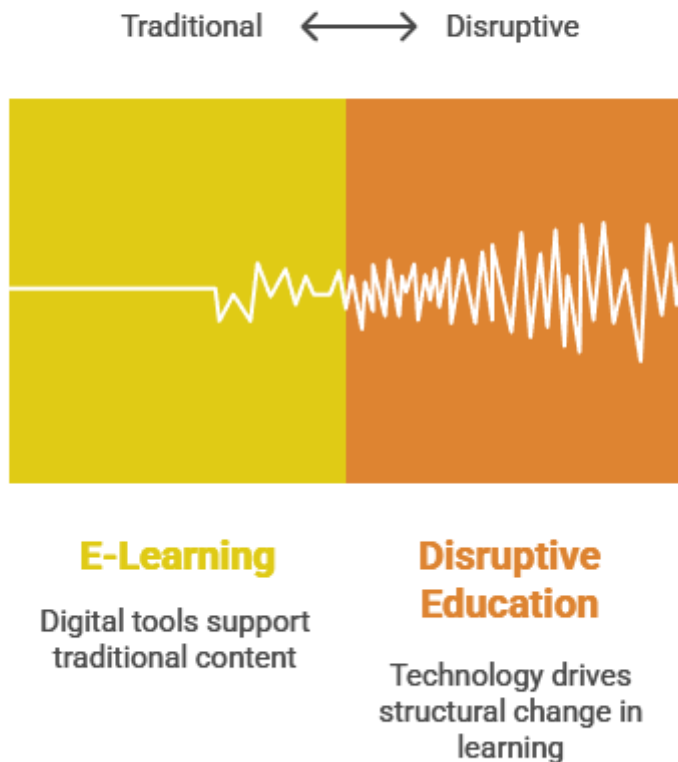
Made with Napkin

## E-Learning vs Disruptive Education



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## E-learning evolves from support to structural change.



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### 3. General and Specific Objectives

#### General Objective:

To develop and implement a disruptive pedagogical approach at the Argentine Cultural Institute, based on current digital technologies, that fosters transformative teaching practices, aligns with the demands of the current context, and promotes inclusive, flexible, and student-centered learning.

#### Specific Objectives:

To analyze the advantages and challenges of digital platforms in educational contexts, with emphasis on their impact on personalized learning and the democratization of knowledge.

To co-design an integrated pedagogical model with educators, based on innovative methodologies (PBL, gamification), to promote active, creative, autonomous, and collaborative learning.

To evaluate the feasibility and impact of the proposed model through a pilot implementation, identifying optimal parameters and strategies for its consolidation and scaling.

### 4. Methodological Design: A Participatory and Qualitative Approach

La metodología que sustenta este proyecto se inscribe en un paradigma interpretativo-crítico y utiliza un enfoque cualitativo, reconociendo que la innovación pedagógica en contextos digitales es un fenómeno complejo, situado

y socialmente construido. El diseño metodológico se estructura en **tres fases secuenciales**, que combinan diagnóstico teórico, co-diseño participativo e implementación evaluativa

The complexity of this pedagogical innovation requires a methodology that deeply understands the educational phenomenon in its context. We will adopt an interpretivist-critical paradigm and a qualitative design structured in three phases:

#### Phase 1: Critical Diagnostic Analysis (Q1 2026)

Technique: Systematic literature review and document analysis (Bowen, 2009).

Action: Critical examination of theoretical frameworks (Acaso, Suárez-Guerrero, Edelstein), reports from the PNFD, and academic literature on platformization.

Goal: To build a solid theoretical foundation and diagnose the current landscape, identifying gaps and opportunities to underpin the design of our approach.

#### Phase 2: Participatory Co-Design (Q2 2026)

Technique: Co-creation workshops and focus groups.

Action: Formation of a working group with secondary and higher education teachers from the Institute to collaboratively design pilot teaching sequences.

Goal: To ensure the proposed model is relevant, contextualized, and practical, integrating the direct experience of educators from the outset.

#### Phase 3: Pilot Implementation and Feasibility Assessment (Q3-Q4 2026)

Technique: Instrumental case study (Stake, 1995).

Action: Implementation of the co-designed model in selected courses. Data collection through non-participant observation, semi-structured interviews with teachers and students, and analysis of digital artifacts (forums, projects).

Goal: To assess feasibility, identify optimal operational parameters, and gather evidence on the model's strengths and limitations. Data analysis will follow the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985), using triangulation to ensure rigor.

### 5. Expected Findings and Innovative Contributions

Based on the preliminary analysis, we anticipate the following findings and contributions:

**Bridging Theory and Practice:** The project will create a tangible bridge between the theories of disruptive pedagogy and their practical application in the specific context of the Institute.

**Teacher as a Key Agent of Change:** The participatory design will empower teachers, transforming them from mere implementers to co-creators of the educational innovation.

**A Critical Model of Platformization:** We will move beyond uncritical technology adoption, developing a model where digital platforms are subordinated to clear pedagogical objectives.

**Development of Qualitative Assessment Tools:** We will design and validate rubrics and portfolio systems that capture 21st-century skills, moving beyond traditional quantitative metrics.

### 6. Conclusions and Vision for the Future

"Breaking Boundaries, Weaving Knowledge" is not a simple technological update; it is an invitation to an educational rEDUvolution (Acaso, 2013) at the Argentine Cultural Institute. We conclude that:

**Pedagogy Leads, Technology Follows:** The success of this model depends on a profound rethinking of pedagogical practices, redefining roles, and intentionally integrating technology to foster autonomy, collaboration, and critical thinking.

The Human Factor is Central: Ongoing, meaningful professional development for teachers is crucial. Training must focus not only on digital skills but also on disruptive pedagogical methodologies.

Assessment Must Evolve: We commit to developing assessment systems that value the learning process, using qualitative rubrics and portfolios that reflect the complexity of the skills developed.

Towards a Hybrid Ecosystem: The ideal model integrates digital and face-to-face moments in a complementary way, prioritizing human interaction and ensuring that technology serves meaningful pedagogical projects.

For 2026, the Argentine Cultural Institute has the opportunity to position itself as a leader in innovative education. This proposal lays the foundation for building a dynamic, relevant, and transformative educational community, prepared to weave knowledge in the digital age.

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