

**UPDATE DAY ON EDUCATIONAL PSYCHOLOGY: NEW
CHALLENGES, NEW PRACTICES.**

**PSYCHOLOGY EDUCATION UPDATING DAY:
NEW CHALLENGES, NEW PRACTICES.**

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MESSAGE FROM THE ACADEMIC VICE CHANCELLOR.
METROPOLITAN University

**INAUGURAL CEREMONY
EDUCATIONAL Psychology REFRESHER Seminar: NEW CHALLENGES, NEW
PRACTICES**

PROF. MARY CARMEN LOMBAO

JUNE 2020

Good morning. Welcome to this Educational Psychology Update Day, an initiative of the team of professors of the Department of Behavioral Sciences and the School of Psychology of this, our house, your house, the Universidad Metropolitana. We are joined today by the Secretary General of our university, Prof. Mirian Rodríguez de Mezoa, the Dean of the Faculty of Sciences and Arts, Prof. Elvira Navas, the Dean of Research and Graduate Studies, Prof. Roberto Réquíz, the directors and professors of the School and the Department and a large group of professors, students and professionals from our university, as well as from other universities, which has us deeply excited.

Initiatives of this type deserve an extraordinary appreciation and recognition for those who originate them and for those who contribute to them, even more so in conditions of such restriction as those that have sadly become commonplace in our country, Venezuela, to which, as if that were not enough, the world situation is added on the occasion of the pandemic caused by covid-19, which has imposed totally unusual rules of survival and action, but which we have been able to overcome without stopping; for example, precisely this experience.

Thanks also to the more than 900 participants who also overcame their own barriers and committed themselves to join us and add value with their presence and contributions to this event, which I have no doubt will keep the public captivated and naturally interested in the variety of topics that will be discussed here around the central axis of Educational Psychology as an area of Psychology and its challenges in today's and tomorrow's society.

Let me make a general contextualization to our central theme that takes us back to past centuries, to remember Edward Thorndike in the last decades of 1800, who focused his work on the approach to the way in which the individual learns, with contributions to which is attributed the origin of Educational Psychology, a branch of Psychology that focuses on the subject's learning and the laws that regulate it. In the first decade of 1900, with the appearance of the *Journal of Educational Psychology*, Educational Psychology is referred to as mediation between the science of Psychology and the art of teaching. We cannot fail to mention some of those who came later and have been decisive in their contributions on the subject, such as Piaget, Steiner, Kolberg, Pavlov, Watson, Skinner, Bandura, Ausbel, Vygotsky, Bronfenbrenner, among many others who have continued to strengthen this area of knowledge.....

Over time, three essential aspects have gained strength, which are of interest to this professional field of psychology:

1. The empowerment of the impact of learning on the human being, a central theme of study of educational psychology since its inception.
2. The implementation of Vocational Guidance programs.
3. The design and implementation of programs for the prevention of social problems.

any of the three interventions mentioned above are aimed at working with the individual learner as the central actor and with the actors that are part of the network that serve the purpose: parents, peers, family, educators, educational institution managers, communities, public policy makers.

Now, at this moment, it is impossible not to mention the abrupt situation that is overwhelming the world due to its magnitude, disabling by its very nature solutions for its immediate control, that is, the Pandemic caused by covid-19, which has burst into the daily life of individuals and calls for professional responses from different fields, which accompany the daily work of the population, among them, the one that occupies us today and will occupy us throughout this week.

Undoubtedly, education and work, people's main occupations, have had to be exercised differently from one day to the next, whether or not they had the facilities, capabilities, motivations, resources and convictions required to do so, much less the preparation time that a paradigm shift of this dimension would have required at an attitudinal, behavioral and emotional level. Technology has been the key connector between individuals involved in educational or work processes, to continue advancing at a distance, trying to achieve the objectives. clearly it has not been the health situation of global impact, the cause

The world was already advancing in a vertiginous way in the incorporation of technology to more and more spaces of daily life and with greater force, but the measures of social distancing assumed in different latitudes of the world as an intervention against covid-19, have maximized the impacts. All this places a very high bar in the particular work of the Educational Psychologist.

Additionally, it is worth keeping in mind the crude reality called "Learning Poverty" by UNESCO and the World Bank (2019), organizations that show the results of longitudinal measurements on basic competencies in reading, writing and arithmetic in many educational systems around the world, which show that millions of children who go to school learn very little. But, in addition, access to schools for many, the less socially advantaged, the less well-off, is restricted and for others, it is inefficient in that it is a wasted opportunity, translated into results that are not sufficient to eventually become social welfare, which is the expected purpose for the progress of the individual in society and of society itself. It will therefore be up to us to take up the challenge of assessing the impacts that the social distancing measures, due to the public health crisis experienced in the world since the end of 2019 and with uncertain extension, will have on the learning indicators of the world population, which are already worrying.

It is worth posing a challenge for the first aspect of attention of Educational Psychology to which I alluded a few moments ago:

How do we enhance the effective learning of individuals of different ages, contexts, living conditions, access to technology, levels of preparation, motivation, emotional strength (self-knowledge, self-confidence, flexibility, frustration tolerance, self-control, among others) to face their own requirements or those formulated by society at this moment in history?

Well, moving on to the second aspect of attention of the discipline -remember: Vocational Guidance-, we have been observing for some time now, especially in the countries with the highest levels of development, that the boundaries of companies have begun to attenuate and traditional production patterns have been challenged by models of action in which the digital and the application of technology for problem solving has been in rapid and frank progress. We can see an evolution of the demands for work competencies, oriented towards advanced cognitive skills and socio-behavioral skills, as well as the adaptive capabilities of individuals, leaving to robots the performance of routine tasks, which can easily be solved through good coding systems.

Within this framework, another chain of challenges arises for educational psychologists, which I will again pose in the form of a question:

How can we enter into processes of measurement of skills, aptitudes, attitudes and interests in the individual, about professional fields perhaps still nonexistent, some imminent and in the making, -which in addition- probably as a result of the pandemic on the occasion of covid-19 could have an appearance sooner than foreseeable, which is already quite close? All this for the purpose of offering with success the accompaniment through Vocational Guidance processes.

Finally, with regard to the third aspect mentioned above as an area to be addressed by Educational Psychology -that related to the prevention of social problems-, the following challenges should be considered:

Given the growing inequality of the population in the world order translated into increasingly precarious standards of living for many, in whose environments of origin criminal activity represents a strategy for survival and is safe and sadly even valued for progress, or drug use encourages an escape from reality imaginary, fleeting and desirable for some in the face of so much adversity: how to enhance creativity and generate knowledge to design plans for the prevention of antisocial behaviors, particularly in our current Venezuela, in a process of deep and vertiginous crumbling of the system of values?

Undoubtedly, the above represent a minuscule sample of very complex challenges that the Educational Psychologist faces, but which it is necessary to understand and operationalize in order to search, prepare and offer the answers that society demands, some of which, by the way, are already underway as we will have the opportunity to see in this Conference, today made a reality precisely by the clarity, will and effort of our group of professors and special guests, who understand their role very well, have the capabilities and will to face it, also promoting a wide and necessary professional exchange to enhance the impact of the response.

In this event we will be focusing on the particularities that we are facing from this specialty in the new times, the complexities but also the opportunities offered by Virtual Education and its impact on the role of this expert in Psychology; the new skills to develop in advanced environments in those who learn and the best mediation for it; the preparation and orientation for the work of the future that is already present and the inclusion and diversity through learning; key issues for a better world.

As you know, the working modalities include lectures, symposiums and workshops from which we will be able to benefit in real time, but which will also be properly recorded and documented in order to be able to access the information after the event.

It only remains for me to wish you a very pleasant and enriching experience, many learnings from the contents that will be discussed and to thank with the specificity that corresponds to Prof. Pura Zavarce, organizer of this conference, Prof. Isamary Arenas, Head of the Department of Behavioral Sciences at the Universidad Metropolitana and the entire team of professors of this department, our dear Director of the School of Psychology, Prof. Elizabeth Cordido, the national and international speakers who have been willing to give us their wisdom, time and effort to enable us new learning and all the logistical and technical team of our orange house, a special mention to the national and international speakers who have been willing to give us their wisdom, time and effort to enable us new learnings. Elizabeth Cordido, to the national and international speakers who have been willing to give us their wisdom, time and effort to enable new learning and to all the logistical and technical team of our orange house - a special mention to the wonderful team of our Educational Innovation and Technology Unit (UITE) - that makes and will make this a great experience, of which I have no doubt.

All the best, and go ahead and enjoy the journey!

MESSAGE FROM THE DIRECTOR OF THE SCHOOL OF
PSYCHOLOGY. METROPOLITAN University

**INAUGURAL CEREMONY
EDUCATIONAL PSYCHOLOGY REFRESHER SEMINAR: NEW CHALLENGES, NEW
PRACTICES**

PROF. ELIZABETH CORDIDO SANTANA

JUNE 2020

I would like to express my appreciation to the professors who make up the Educational Psychology coordination team (Jasmín Sambrano, Irene Mouldous, María Enriqueta Aquique, Daniela Mendoza and carolina Yanes), especially to Pura Zavarce, who leads this excellent team, and to Ysamarly Arenas, head of the Department of Behavioral Sciences, for the responsibility, effort and commitment assumed in the planning and development of this *Educational Psychology: New Challenges, New Practices Update Day*.

The program of the day, speaks loudly and by itself, of:

- An Educational Psychology that incorporates the promotion of healthy human development in all educational environments; that assumes the welfare of the teacher and the student or trainee as one of its priorities and frames the study of the adolescent in the current of social leadership.
- From an Educational Psychology that invites us to respond to the continuum that characterizes human diversity, strengthening the attention and accompaniment of children and adolescents with diverse learning conditions, from the perspective of Human Rights; from the right to inclusion of the person with superior talent, to the person with autism spectrum disorder. And also the right of adolescents to approach their sexual education as co-participants and responsible for it, through the research-action-participatory methodology.

- Educational Psychology that transcends the school environment and expands its radius of action to Higher Education; that acts as an ally to organizational management; and that also responds to the challenges of virtuality and artificial intelligence of the 21st century, assuming from this complexity the learning, the processes of socialization and human interactivity, the formation of 2020 competences.
- And of an Educational Psychology that takes the principles and contributions of Positive Psychology and Theory U, to empower the conscience of the actors of the educational process; that proposes to understand the development of schooling in times of crisis and appropriates the challenge posed by UNESCO to become education.

In summary, this refresher course is designed from a conception of human development and from the role of the educational psychologist with a sense of perfecting the individual and collective potentialities of the members of the educational community and promoting their well-being.

Under this conceptual prism, the promotion, prevention and intervention actions, typical of this field of application, acquire a holistic and integral nuance that involves psychological processes and principles from a systemic viewpoint.

But there is a challenge that I would like to add to this journey. It is not a **new challenge**, but it is a **challenge** that, according to my experience in different areas of educational psychology, is not assumed with strength and constancy. Our professional effort is usually diluted in the daily action of the educational psychologist and the urgent surpasses the important. **The challenge is to assume** as part of the most important competencies of a psychologist, and in this case, an educational psychologist, **the attitude of investigating and reflecting** on his or her work in the different areas of his or her performance.

It implies, for example, systematizing successful psycho-pedagogical experiences, investigating the problems or difficulties encountered and proposing solutions based on research; evaluating the results and impacts of educational projects, innovations and proposals. Interrogate their realities and understand that the answers require an inquiry with a methodology, using the different research methods of psychology: quantitative methods, qualitative methods and within these the action-participatory research, case studies, descriptive studies.

In this case, it is about research oriented to provide elements for the reflection of this psychological work in education. Studies in which other social actors of formal or non-formal education participate as co-researchers. This investigative **work**, in the prevention or intervention **work** carried out by educational psychology professionals, is the best way to increase the effectiveness and credibility of professional practice, to nurture the development of

a more effective and credible educational psychology.

new substantive theoretical proposals and in-depth theoretical models used as reference frameworks.

Many times we say, the intervention is giving results and we do not systematize it to really demonstrate its impact. Many very positive ideas and actions get lost in the maze of everyday life.

On the other hand, it is important to disseminate this research so that they become models for other professionals in the field and feed, as I have already said, our psychological references. Gelso (2006) speaks of the **scientist-practitioner** as the professional who is able to act by evaluating his or her interventions, using the scientific research methods adopted by psychology.

Looking to the future, in Venezuela, the role of the educational psychologist should be oriented towards research and action to rebuild an education, described as very deteriorated, in the report of the United Nations High Commissioner, on the situation of human rights in Venezuela (July 4, 2019).

This context will require professionals who are more sensitive and committed to the situations and problems that we will have to face.

Thank you.

MESSAGE HEAD OF THE DEPARTMENT OF BEHAVIORAL SCIENCES. METROPOLITAN
University

**INAUGURAL CEREMONY
EDUCATIONAL PSYCHOLOGY REFRESHER SEMINAR: NEW CHALLENGES, NEW
PRACTICES**

PROF. YSAMARY ARENAS

JUNE 2020

It is a double pleasure for me to welcome you to the third day of the Educational Psychology Update Conference: New Challenges, New Practices. First of all, as Head of Department of Behavioral Sciences; and secondly, because it is very significant for me that these conferences, of such magnitude, take place in the university of which I am a member.

I would like to begin by telling you where the idea for this event came from.

Long before the pandemic, Professor Pura and I began to discuss the direction of the coordination of Educational Psychology that she heads, this also aligned to the processes of revision of the profile of the graduate and the curriculum in which the Metropolitan University finds itself. We soon found that research on the different aspects that make up the work of educational psychology have evolved in light of the rapid changes in society in recent decades: The update on the subject was a necessity.

From this point on, Prof. Pura coordinated a series of meetings with her team of professors and with experts from other institutions with whom we discussed topics such as: What does the school expect from an educational psychologist, which cases come to the clinic and which are actually addressed by the educational psychologist, what is the role of educational psychology in the communities, what is being done in other areas, what is being done in other areas, and very importantly, who can help us get these answers? And very importantly, who can help us to get these answers? Thus, the idea of the conference was born. We would hold round tables

We did not count on cCOVID-19, but we did count on a number of workshops with specialists and conferences with experts at the Metropolitan University. We did not count on COVID-19.

We went home. Everything changed and a decision had to be made: what should we do with the conferences? The simple thing would have been to postpone; however, there was an even clearer need that deserved attention, there was no longer only the question about the current educational psychology, now it was necessary to give an answer to educational psychology in the face of a pandemic, even more, in the face of a change of paradigm in education that, although it had been brewing, required a forceful, we could say, violent application.

Today we are in the third day of these wonderful days. We were not paralyzed, the organizing team led by Pura and with the support of the Educational Innovation and Technology Unit went ahead to raise academic debates, questions and answers to the future of the discipline.

Now, let's look at the other side of the coin. 18 countries, not counting Venezuela, more than 10 different professions and multiple positions and work institutions, are included in the more than 900 registered participants in this conference. These are impressive numbers that deserve our attention.

We could think that they are the result of an intelligent and efficient marketing exercise, but we would be leaving aside a variable that I consider to be angular: Desire. Desire of the organizers to make a high level event even with all the context apparently against, desire of the University represented in the Department of Behavioral Sciences and the School of Psychology to keep updated, desire of the workshop leaders and speakers to transmit knowledge and desire of the attendees to nourish themselves academically and occupationally.

Desire is the driving force, without it no action is possible. All these that I mentioned previously were present for each of us to make the decision to go ahead and be in a virtual room today. And perhaps the desire that moved us the most was the desire to make a link. Faced with being "isolated" at home, we looked for ways to connect with others, not just any others, but those with whom we share a particular interest, in this case, Educational Psychology.

I believe that the pandemic leads us to new desires and along new paths. In other circumstances we would be in an auditorium and not in a space at home in front of the computer. Certainly, confinement and social distancing lead us to look at new motives, new forms, -new challenges and new practices- but also to look at what was always there and that was left aside because of the speed, the vertiginousness of the day to day. It seems that the world has said we have to stop, take a minute to reorganize priorities, desires, styles of acting.

In particular, I believe that in many cases a new order is being forged for things, specifically in the field of education this is very noticeable with the rise of technologies, artificial intelligence, the inclusion of diversity, but the emphasis is also being placed on spaces that had been lost. For example, we have heard in the different presentations how isolation has brought back the parent-child relationship as the central and main element for education -responsibility that was relegated to full-day school during the week and homework at the weekend- also in psychotherapeutic and psychoeducational care in the case of children, the family reappears as a protagonist and not only as a support; personal wellbeing is again considered as fundamental for the bio-psycho-social development of the individual and education as a transversal axis of the life cycle and not only as a process destined to the classroom.

The change is a fact, it is up to us, from now on, to mesh what has been rescued, where the subject is once again the center of attention, with the new order that is so opportune and necessary that is being gestated in education. Being here, building new knowledge and new links, is the best way to begin.

Thank you.

MESSAGE COORDINATION OF THE EDUCATIONAL
AREA. METROPOLITAN University

**INAUGURAL CEREMONY
EDUCATIONAL PSYCHOLOGY REFRESHER SEMINAR: NEW CHALLENGES, NEW
PRACTICES**

PROF. PURA ZAVARCE ARMAS

JUNE 2020

It all began in an open, close and reflective conversation between two colleagues. Then, between face-to-face and virtual meetings, we continued maturing the ideas to begin to walk the path of making the desire to offer our grain of sand to build possibilities from the contribution of Educational Psychology a reality.

Making an event viable in times of covid-19 required broadening the mind, holding on to the inspiring purpose and opting for what I consider one of my greatest treasures: my relationships and affections. Among friends and co-workers, academic acquaintances of deep admiration, friends in life who are also colleagues, who were also co-workers in the past, adding those of recent encounter, the great team of the Educational Psychology Update Day: new challenges, new practices was assembled.

A team, made up of organizers, speakers, technicians and collaborators, whom I describe as full of knowledge, dreams and common desires, lovers of knowledge and excellence, generous in their dedication, curious questioners, with a sense of belonging, clear convictions and, above all, a great vocation for service.

What can blossom after appreciating this human quality?

I am totally convinced that the challenges in transit were maneuvered with excellence thanks to the creative approach, teamwork and the deep conviction of wanting to sow viable, guiding and protective alternatives. I feel deeply grateful and

The positive experience that defines this trajectory and its inevitable effect is concentrated in an expansive view of the future, full of dreams and possibilities. That look has already calibrated its focus: to reshape education and continue building ways to address the urgent educational and social challenges of our country and of humanity. This task requires a different and deeper level of awareness, possible from a place of greater empathy and open and generative listening, which requires suspending judgment, developing skills that lead us to connect with our essence, the essence of the other and from that space, connect with our environment.

Key expressions were emerging from the deliveries of all the speakers which may be outlining the Educational Psychology of the 21st century, aimed at generating psychoeducational environments and experiences oriented to:

- Strengthen virtuous character and emotional management skills, self-esteem, self-efficacy as factors of protection and well-being.
- To be open to diversity based on its recognition and deep respect. To create the necessary structures to provide the worthy and necessary accompaniment.
- To involve all the main actors of the psychoeducational event, in the specific locality, from a place that considers personalization, cooperation, empathic and compassionate connection, and solidarity.
- To be clear that where there is a trained person there will be a multiplier.
- Work in high values.
- to turn technology into a great ally to maximize psychoeducational management.
- Manage change as a process that enhances strengths and offers opportunities.
- to consider the quality of education with social relevance and a vision of human development.
- Investing in resilience for uncertain futures.
- Develop Exponential Thinking that favors a planetary conscience, resilient, accepting of diversity, ethical with clear limits, responsible, with capacity for self-management, with cognitive flexibility, emotional intelligence and influential leadership.
- connecting with Spirituality made aware from science

- Maneuvering from an awareness of human rights and knowledge.
- Promote Listening as the key to generate participation and servant leadership.

I would like to end by expressing my gratitude to all those involved from the dream, the intention and the realization. Everyone's contribution made it possible to reach the goal step by step:

Ysamy Arenas (Head of the Behavioral Sciences Department) and to the Educational Team, where I have the honor to belong: Carolina Yanes, Daniela Mendoza, Ma. Enriqueta Aquique, Irene Mouledous, Yosmar Campos, Jazmín Sambrano and Daniela Leal.

special collaborators: Sarai Escalona, Ma. Antonieta Angarita, Ana María Vernet and Elizabeth Cordero (Director of the School of Psychology).

Educational Innovation and Technology Unit (UITE), led by Sandy Medrano and his team: Gabriel Cuberos, Rainer López, Yely García, Ma. Andrea Silva.

To all the speakers at the event whose deliveries highlighted the character of excellence that characterized it: Diego García Álvarez, Irene Mouledous, Daniela Mendoza, carolina Yanes, Patricia Zavarce, Ana Matilde Catalá, Anthony Millán, Ma. Elena Garassini, Ma. Enriqueta Aquique, Adriana Rodríguez, chilina León and her MOIDI team with Ma. carolina Berrios, Marysabel Bottaro, Marianna Ferreira and Florangel chacón; Yosmar campos, Ma. Antonieta Angarita, Jasmín Sambrano, Neiva Hernández, Natalia castañón, Elena Franklin de Martínez, Iván Guerrero, Ricardo Arguis and covadonga chaves.

I would also like to express my gratitude to the Academic Vice Rector, Dr. María del Carmen Lombao, who from the first moment was open and willing to collaborate, believing in the relevance of the event and in the deep commitment that activities such as these imply for all participants. Likewise, to all those who made it possible to honor in the five tributes significant personalities for UNIMET and for Educational Psychology: the Dean of Research and Academic Development, Prof. Roberto Réquíz, Prof. Alida cano, Dr. Lya Feldman, Dr. Ma. Elena Garassini, Prof. Elena Martínez, Prof. María Elena Lorenzo, MSc. Milena Pérez, Prof. Olga Galarraga and Prof. Nancy Gutiérrez.

Finally, my infinite gratitude to all those who believed in the opportunity of the event and registered for it, making it possible for what has been built to reach us and for the knowledge shared to be multiplied by each of its participants.



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MONDAY, JUNE 29, 2020



PAPER 1:

EDUCATIONAL PSYCHOLOGY PROMOTING HEALTHY HUMAN DEVELOPMENT.



MSC PURA ZAVARCE ARMAS * MSC Pura Zavarce ARMAS *
MSC Pura Zavarce ARMAS

* B.Sc. in Psychology, School Psychology and MSc. in Educational Psychology.

Human Development (University central of Venezuela). Family Therapy Specialist (center for couples and Family Development, USA-Fundana). NLP Practitioner by Dr. Richard Bandler. Certified Life coach by ILC Academy. Diploma in Psychoneuroimmunology (Universidad de Los Andes - creating Health). Training in Mindfulness with MSC. Josefina Blanco Baldó. coordinator Educational and Teaching Area (Dept. of Behavioral SCIENCES, Universidad Metropolitana). Line of research in Psychological Well-being, Emotional Intelligence, Attachment, Optimism/Hope and Forgiveness. Founder and President of the Venezuelan Society of Positive Psychology (SOVEPPOS), member of the Board of Directors of the Venezuelan Society of Psychoneuroimmunology (SVPNI), member of the Spanish Society of Positive Psychology (SEPP), member of the team of specialists of Tu Terapia en Línea (TTL) and Aliada de Mujer WOW. Co-author of book chapters published by SOVEPPOS and Editorial ALPHA on topics related to well-being, forgiveness and attachment. Private practice for adults oriented to integral recovery, strengthening and reconstruction of the life project, in individual and couple context.

Educational psychology is currently defined as a bridge discipline between psychology and education, with its own object of study, methods, theoretical and methodological frameworks. It is of an applied nature in that it is not limited to describing and explaining the object of study, but also aims to develop procedures to modify it (coll, 2005).

As for its object of study, it focuses on the *changes* that occur in the mind as a consequence of the help provided by other minds in educational contexts, with the purpose of



ensure that the knowledge and values of a culture are transmitted to new generations (coll, 2017). From this perspective Educational Psychology is oriented to:

- Produce theoretical knowledge that helps to understand and explain the changes.
- Develop general intervention procedures and designs to facilitate planning and guide them in the desired direction.
- to build practices to address problems and/or difficulties that arise when changes or their orientation is not the desired one.

The psychoeducational nature requires studying and explaining human behavior in educational contexts and situations, as well as a multidisciplinary approach. Consequently, the field of work of the educational psychologist is broader than School or Instructional Psychology (coll, 2017). The training of the educational psychologist requires considering the development of competencies to manage changes in formal educational contexts (School Educational Psychology) and educational contexts linked in an important way to people's lives and the needs of today's world (Educational Psychology).

Understanding the role of Educational Psychology as an enhancer of healthy human development requires, in addition to the delimitation described above, to consider the complexity of the problem, which means the unfolding of multiple crises in the world today and their impact, aggravated by the covid-19 pandemic. These crises show three types of important ruptures: Spiritual Division (Disconnection of the Self with the Self), Social Division (Disconnection of the Self with the other) and Ecological Division (Disconnection of the Self with nature) (Scharmer, 2009). In Venezuela, the generalized depression of the Educational and School System reported in the 2020 Report on the follow-up of the Venezuelan School Educational System stands out.

The proposals are oriented towards the urgent creation of very different economies capable of facilitating socially just and ecologically sound futures (Tapia, 2020), reshaping the educational to prototype ways to address urgent social challenges (Scharmer, 2017), developing greater awareness of high values (Barrett, 2016) and that these constitute the healthy character of people (Seligman, 2011), construction of Management and Public Policy Spaces to make viable a *pedagogical change* considering the important needs of the country and the national educational community (Bravo, 2020); demanding that emerging social forms come from an ethic that values Health, Life and Democracy, considering that post-pandemic changes should focus on: improving public health systems, investing in science, activating solidarity and teamwork, fostering environmental improvements, encouraging local industry and trade, promoting reconstruction plans and global aid with an ecological approach (Tapia, 2020).

How can Educational Psychology contribute to the change demanded by the global and national reality? A proposal invites to enrich its methodology (Research-Action-Participation) with procedures and techniques that allow the fundamental actors to access a deeper awareness, empathic listening, greater connection, open hearts and people, generative dialogues (not reactive), generative ecosystems (cooperation) and work from a shared consciousness. Likewise, it is urgent to project its performance as an Educational Psychology that enhances the protection factors and healthy resources of people, leveraging on the knowledge of the Psychology of human development and the Psychology of well-being, in order to promote the necessary changes that help to overcome the adversity that the complexity of the crisis forces. Also the indispensable construction and strengthening of the necessary factors of protection and recovery, through the teaching-learning process in the different areas of human development and educational contexts. Cultivation of the present state, construction of language and healthy emotional management, conscious practices of positive emotions (positivity) and character traits that strengthen, creation of healthy bonds, involvement in life, awareness of purpose and determination are essential (Zavarce and Garassini, 2011). Finally, to generate theoretical knowledge, elaborate general intervention procedures and designs that help to build approach practices that favor conscious human development, connected with the self, with the other and with the planet, proper of the new order.

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PAPER 2:

GROWING STRONG: EDUCATION, PSYCHOLOGY AND STUDENT WELFARE. A HEALTHY INTERWEAVING. URUGUAY EXPERIENCE



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The purpose of this paper is to reflect on the multiple benefits that can be generated by interventions designed within the framework of positive psychology applied to education. In this sense, the Growing Strong Program is a training instance oriented to character, emotional and wellbeing education through experiential workshops for high school students. At the operational level, it consists of a cycle of workshops for each school year, namely: first, second and third year of high school, each workshop has a support session, which are based on a character strength so that during the three academic years the 24 character strengths of Peterson & Seligman's proposal are studied.

Therefore, the central objective is to communicate the structure of the Growing Strong Program, its effects and correlates in the student and personal life of participants. At the level of results

quantitative indicators, the Growing Strong Program has shown to be effective in increasing statistically significant of psychological well-being as conceived in the PERMA model and generalized self-efficacy under a quasi-experimental methodology with a pre and post design in



a sample of 24 students, (García-Álvarez, 2018). Subsequently, the program has shown efficacy in the statistically significant increase of psychological well-being and self-esteem, as well as statistically significant decrease of depressive symptoms through a quasi-experimental methodology with pre and post design with a sample of 160 first, second and third year high school students, (García-Álvarez & Soler, 2019). Likewise, qualitative correlates have been explored in a sample of 590 adolescent users of the program accounting for the development of human virtues and especially the top 5 most developed strengths: self-control, social intelligence, gratitude, courage and open-mindedness showing examples of subjective experiences in the school, personal and interpersonal functioning areas.

It is concluded that psychoeducational interventions based on character strengths such as the Growing Strong Program have a positive impact in generating changes in different spheres of students' lives. Further research on the evidence-based benefits of educational interventions based on positive psychology is recommended.

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SYMPOSIUM 1: Diversity IN THE CURRENT CONTEXT

SUMMARY:

ATTENTION TO DIVERSITY: NEW ACTIONS FROM PSYCHOLOGY AND EDUCATION "ATTENTION TO GIFTEDNESS IN 2020".



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Giftedness is a condition characterized by a superior intellectual level, which has a direct impact on all the different areas of a person's development. Terman (1925) states that 2.2% of the population is referred to as gifted. However, it is common to find that these people, who have a higher than expected development, do not receive special attention from society. This is due to a false belief that they are self-sufficient and do not require particular care (Tourón, 2000). However, this is not true and they do have special needs due to their diversity. As a consequence, throughout history, more attention has been given to diversities that imply some disadvantage, such as those that are below the average in the normal distribution curve of intelligence, while this group of people has been forgotten because they exceed that average (Pérez and Valadez, 2010).



This is a fundamental issue in the development of society, every human being has a talent that can make him/her stand out and generally goes unnoticed due to lack of understanding on the part of the environment. It is therefore of utmost importance to know the subject of high intellectual abilities in order to enhance the great talents hidden in students, children and family members. It can be said then, that giftedness is present in a recurrent way in our environment and many times it goes unnoticed. People with a high capacity have an enormous potential to develop a great talent if they are given the right help to develop it. In different countries around the world, this issue has been addressed in different ways. Those countries that are more developed have a special modality to attend to these people from the educational area, modifying the curricular planning with measures that are adjusted to the person and his or her capacity. This may be aimed at integrating the gifted child into a regular classroom with some special support or additional assignments, or it may be aimed at separating the child from the regular classroom to group him/her with his/her peers and provide more advanced educational attention. However, many other countries, such as Venezuela, still do not have this special support for diversity in high intellectual abilities.

Currently, Venezuelan children with this condition must attend regular classrooms without the flexibility of curricular adjustment adapted to their abilities. However, they can still benefit from the support of the Órbita CI 130 program, which provides these children with the opportunity to attend extracurricular tutorials on a variety of subjects according to their interests and motivations. While this can motivate children to enhance their abilities, it is important that institutions take action to include this group of children in the classroom. Y How can we expect an adequate development from these people if they have no support from educational institutions, teachers, specialists or governmental institutions, due to simple ignorance of the subject?

In view of the great lack of knowledge about the subject raised by Vera and Yanes (2017), it is intended to expose the existing gap between the appropriate measures for the attention to this diversity and those currently applied. Added to this, it is important to highlight the great adversity that now presents the confinement to reason of the COVID-19 for the application of such psychoeducational measures in gifted children. And, finally, to delve into the expectations for future challenges after confinement.

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SYMPOSIUM 1:

Diversity IN THE CURRENT CONTEXT

SUMMARY:

ATTENTION TO DIVERSITY: NEW ACTIONS FROM PSYCHOLOGY AND EDUCATION.



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Attention to Diversity has represented a great challenge in recent years, due to the increasing prevalence of conditions such as Autism Spectrum Disorder (ASD), Intellectual Disability (ID) or Attention Deficit Hyperactivity Disorder (ADHD). This makes it essential to design therapeutic programs, public policies and curricular adaptations oriented to these needs.

From the point of view of psychology, the psychoeducational approach has played a leading role in the care of neurodevelopmental disorders. In the case of Intellectual Disability - ID-, conceptualized as a disorder characterized by limitations in intellectual and socio-adaptive functioning, interventions have been focused on teaching practical and functional skills that allow the person with ID to meet social demands; this involves both the use of cognitive-behavioral techniques within the office, and the psychoeducation of the people who make up the individual's environment, thus allowing not only to acquire the functional skill, but also to maintain and generalize it (Yáñez, 2016).

When referring to Autism Spectrum Disorder, a disorder that involves failures in communication, social interaction, sensory processing and repetitive behavior patterns, the intervention has been oriented to the use of visual aids in any teaching process, the structuring of stable and predictable environments, the use of visual aids in any teaching process, the structuring of stable and predictable environments, and the development of a more effective and effective teaching method, as well as the use of visual aids in the teaching process.

establishment of error-free learning patterns, decomposition of tasks into smaller steps, organization of free time, effective communication and functional analysis of behavioral problems (Equipo Deletrea and Artigas, 2004).

Regarding Attention Deficit Hyperactivity Disorder (ADHD), intervention guidelines from Psychology have included the use of behavioral modification techniques, cognitive techniques such as self-instructions, modifications in the environment to improve executive functioning and cognitive stimulation tasks (Yáñez, 2016).

The aforementioned intervention strategies had been implemented in the face-to-face modality. However, currently the world continues to be held back by the COVID - 19, which has definitely brought significant changes in the care of people with these conditions. The novelty of this situation implies considering several aspects when carrying out psychological interventions:

- The impossibility of developing face-to-face interventions, the personal and temporal scale of the phenomenon: the entire population is affected, for an unpredictable time and with equally unpredictable consequences.
- The community and public health dimension: the need to ensure that the virus is contained and that health recommendations are followed).
- The limited evidence base available for interventions in this context: this makes it difficult to develop empirically supported interventions and requires extrapolation to other contexts and experiences (University Clinic of Psychology UCM and Psical UCM, 2020).

Based on the above, psychological interventions for Neurodevelopmental Disorders during the pandemic have changed dramatically in their methodology, some of the most significant changes include:

- The use of video calls through virtual platforms (Google Meet, Zoom, Whatsapp...) to make remote interventions for both the person with Functional Diversity and their family members.
- Support of parents or caregivers as co-therapists to facilitate the practice of therapeutic strategies. This involves parents observing the process, keeping a record of the sessions and paying attention to the content and dynamics of the sessions. In the face-to-face context, many specialists and family members often limit the intervention to the office and the patient-therapist interaction. Undoubtedly, virtuality has brought with it a greater commitment on the part of family members to be able to generalize the skills learned to other contexts.



- Intervention more oriented to the use of psychoeducation (counseling to family members and teachers), to facilitate the understanding of the dimensions of the disorder, the consequences it generates in behavior, the changes that can develop as a result of COVID 19 and training in basic principles of intervention. Confinement has impacted emotionally and behaviorally on people with Neurodiversity: it has increased the level of activity in people with ADHD, it has developed obsessive behaviors in people with Autism related to the virus, it has generated

Finally, although the changes that have been implemented in psychological interventions as a result of the pandemic imply a great challenge, these represent a range of opportunities to innovate with different strategies, conduct further research to evaluate the effectiveness of distance interventions and, above all, the empowerment of the people who make up the environment of the individual with Functional Diversity, with strategies that allow maintaining and generalizing more and more the skills that are acquired in the therapeutic process. This makes it relevant that even when we return to the face-to-face, many of these elements are maintained with greater frequency in the daily practices of Psychology.

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SYMPOSIUM 1:

Diversity IN THE CURRENT CONTEXT

SUMMARY:

INCLUSION OF CHILDREN WITH FUNCTIONAL diversity IN MAINSTREAM EDUCATION IN VENEZUELA AND THREE PARADIGMS DO we CARE...OR DO WE CARE?



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of Development in the UCV and Specialist in Management of Educational Institutions. She has completed several academic training courses: Positive Psychology I and II, M.K. Gandhi in Action and Project Hikola, Leadership U for Social Change. She has participated in several researches in the area of developmental psychology and education. She is currently working on the line of research aimed at inclusion of children with ADD in mainstream education. She recently concluded the design of the Proposal "Enhancing Meaningful Learning of the Mathematical Logic process in the Initial age" for the Orbit Organization CI-130 and the Creative Math Olympiads, 2019.

The inclusion of children with functional diversity in mainstream education with an appropriate educational intervention is fundamental for the improvement of the quality of life of these infants as they can learn from their peers who have a development within the normal curve average, however, for this to occur they need adequate learning conditions (Rangel, 2017).



This same author states that such intervention in the conventional classroom will allow them to improve their social knowledge, communication skills and have a self-regulated behavior adapted to the environment.

For Comin (2012), the inclusion of a child with functional diversity such as a child with Autism Spectrum Disorder in a regular classroom will allow him/her to develop tools and skills to develop in his/her environment, as well as to reduce his/her communication and social difficulties.

In Venezuela, there are interesting efforts and movements in the area of educational inclusion. In the 1970's, educational attention to people with some kind of difficulty began. In 1976, a document called "conceptualization and Policy of Special Education" is published, where the bases that govern the social integration of people with special educational needs are supported (Arenas, 2016).

In the 1980s, Venezuela marked a historic moment in special education, after the enactment of the Organic Law of Education (LOE), which establishes that Special Education is a modality of the Venezuelan education system. This Law opens ways to specify a social integration for people with special needs, guaranteeing the exercise of their rights and respecting their individual differences in the Educational System with a quality education that responds to their individual needs (Romero, 2009).

The LOE in the Venezuelan legal framework is strengthened by the Disability Law and the Organic Law for the Protection of Children and Adolescents (LOPNNA), which contemplate and support the importance of the right to inclusion of all individuals in society and therefore in education.

The inclusion of children with disabilities in mainstream education in the face of three paradigms Do we care...or do we care?, the central theme of this paper, arises from the individual and shared vision of three important variables that, from my point of view, have presented three scenarios to schools and, therefore, to teachers in the process of educating children with disabilities in a regular classroom.

The first paradigm that concerns us and that we are dealing with from the Preunimet Early Education Center, a research space of the School of Education of the Universidad Metropolitana, arises from the moment in which the LOE establishes the inclusion of children with special needs in regular schools, closing the special schools that had been created to serve this population. as expressed by Figueroa (2015, cited in Rangel, 2017), this began to represent a great challenge for conventional education in Venezuela, where it became imperative to apply an Educational Model according to the needs of the

The conditions for students with disabilities should be at the same level as for regular students and teachers should be trained to provide quality services for this reality.

In this regard, how have we dealt with it? Three important researches have been carried out, the first one Seemann (2018), on the experiences of preschool teachers in the inclusion of children with Autism Spectrum Disorders in the C.E.I. Preunimet; **the** second one Polanco (2020), which explores the experiences of parents with children with Autism Spectrum Disorder, included in conventional classrooms in the C.E.I. Preunimet and the most recent one still in progress, carried out by Irene Mouldous and Gabriela Guerra for this education and research center and María Isabel Pereira for Autismo en Voz Alta. The objective of this Research-Action-Participation is to give an answer to didactics, with the Design of an Inclusion Educational Model for conventional education.

In the first two investigations, teachers and parents agreed on the need to respond to the pedagogical approach to children and in the third one, the aim is to address this need, generating the design of an educational model of inclusion in conventional education for children with disabilities, which has been called PEIDI, which stands for Programa Educativo de Inclusión (Educational Program for Inclusion).

The second paradigm arose as a result of the COVID-19 pandemic, which affected all countries in the world and led all schools to abruptly change from face-to-face education to distance education.

Particularly in Venezuela, as of March 16, the suspension of face-to-face educational activities throughout the country was established; therefore, strategies had to be generated to continue with the education of Venezuelan children, adolescents and adults. For this reason, the plan called: "Every Family One School.

From C.E.I. Preunimet a program is designed to address distance education called "Preunimet in your home to culminate the school year 2019-2020" where the PEIDI of children with ADD are included.

The following didactic and care strategies were applied with the parents of children with Autism Spectrum Disorder:

- They were given virtual training on how to organize structured didactics for the activities.
- how to structure spaces and routines.
- how to establish a circle of success



- how to handle some possible behaviors that could occur during the activities.
- Parents were provided with a channel for constant remote counseling and support.
- They were trained to handle the learning audit instruments.
- The children's performance was observed daily through videos sent by parents.
- Parents' experiences of this distance education experience were collected.

It was not possible for the children to continue with their support therapies at a distance in some cases, the specialists were not prepared to give sessions that were not face-to-face and, in others, the parents were not convinced of the effectiveness of these therapies at a distance. This is a great challenge to be solved by this area therapist, since these children require this support in order to continue advancing in their education and the return to school is not a reality at the moment.

The third paradigm we are currently facing is "Safe return to school", a situation that affects all students equally, but in particular we must take into consideration children with ADD because the strategies to be applied must respond to the characteristics that accompany them and that are presented differently in each one according to their level of commitment within the spectrum. For this we are relying on the UNESCO Guide (2020), developed with the support of UNICEF and Save the Children for "Safe Return to School. We are currently making the necessary adaptations to ensure the protection of all children, including those with ASD.

The strategies that we are currently designing strategies for safe approach based on the aforementioned guide and that we can share at the moment are:

- Evaluate the condition of the physical plant and make the necessary visual adaptations.
- train teachers and parents with strategies for safe transition back to school.
- Make adaptations of suggestions expressed in the guide "Safe Return to Schools" that respond to the characteristics and conditions of children with disabilities specifically for us ASD.
- Evaluate with specialists the health conditions that these children should have and in particular taking into account the allergies they suffer from and their immunological condition.

Within the same framework of action, three investigations have been designed with the support of students of Education of the Unimet, with the purpose of collecting the experiences and opinions of the parents and teachers of the Preunimet C.E.I. with the initial distance education and the third one referred to the needs of educational technology that these populations have with the purpose of being able to approach with greater success and more planning an initial education at a distance.

Responding to all these paradigms is the great challenge that we have to address in schools with the participation of the entire educational community and with the support of psychology. The solutions are not completely ready and we have to build them. We have to make things happen, to add to a resilient reconstruction of our children through education.

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WORKSHOP 1:

STRATEGIES AND RESOURCES TO protect YOURSELF IN TEACHING.



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In the field of educational psychology, there has been a revitalized interest in studying teachers' well-being, especially emphasizing the working conditions in which they carry out their praxis. According to Ramírez (2006, 2019), the teaching malaise in Venezuela and even in Latin America is of long standing due to the various difficulties that afflict the profession, among them: labor resources, rights and salaries, accreditation and evaluation systems among other elements, as indicated by Huertas and Dávila (2020), which come to include the multiple disrespect and violence towards teachers in the work context. Therefore, the objective of this workshop is to generate a space for reflection and learning oriented to the development of personal resources and strategies that can be implemented in teaching as a way to protect and promote the well-being of teachers.

In this virtual training space, a brief tour will be made of the personal resources that research on the promotion of teachers' mental health has pointed out as having greater functionality, such as: emotional regulation, *engagement*, character strengths and others that we will study



(García - Álvarez et al. 2020). In addition, we will analyze the contextual cues indicated by Huertas and Dávila (2020) that can promote teacher well-being.

Some strategies will be discussed, such as collaborative spaces for teacher work, implications in teacher training and a glimpse of teacher professional learning communities as a strategy to be used in the heart of educational management.

It is hoped that this workshop will contribute to the noble vocation of teaching by empowering them to be promoters of change and mental health, despite the fact that on many occasions a conscious trade-off must be made between the hygienic factors of teaching and the motivational factors of the job.

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TUESDAY, JUNE 30, 2020



PAPER 3:

THE EDUCATIONAL PSYCHOLOGIST IN THE NEW TIMES



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According to Shulman (cited in coll, 2017), there are different characteristics typical of the professional practice of the Educational Psychologist, among them, the uncertainty and non-routine nature of the professional activity, the multiplicity and diversity of the scenarios where the practice is carried out, as well as the need to learn from one's own experience, not remaining in a series of theoretical knowledge that, although considered necessary, at the same time insufficient.

To illustrate the above, we start with the personal story of the speaker, whose professional experience led her to "become" an educational psychologist. Starting from her degree in



Psychology,

behavioral clinical mention at the UCV, passing through its need to incorporate in its

This has allowed him to enrich and adjust his professional practice, until, based on the needs evidenced in the different contexts and realities in which he has worked, he has considered the urgency of moving from a traditional, reductionist and simplistic vision of educational psychology to a complex, systemic and human perspective.

As Ossa (2016) points out, referring to Educational Psychology, the current sociocultural conditions, as well as the same disciplinary development have raised the need to contemplate a vision that understands human development in its multiple interactions, as well as to value the systemic and interactional perspective of the educational psychologist together with the understanding that the educational space is a complex field and therefore requires more comprehensive views that account for our most human characteristics such as the solidary interconnection of phenomena with each other, uncertainty and contradiction.

For some time now, the global reality has been demanding a change of focus, paradigms, beliefs, values, priorities, but now it is imminent and impossible to avoid. It is here, from the painful but transforming experiences that we are living as a planet, where Educational Psychology is faced with a series of not minor challenges, but at the same time with a wonderful opportunity to exert a transforming influence on the different actors it touches, students, teachers, parents, principals, community, who in the end are the heart and soul of this transformation.

We have to start from such basic challenges as modifying the perception of threat that educational psychologists represent within educational institutions, inherited from the pathologizing and stigmatizing vision of traditional psychology, going through a rethinking of the concept of success and achievement orientation that we handle as a society and that we impose on our children and youngsters, in addition to the need to, coining the term used by Doyle (2020) in his book *Untamed*, "tame them" honoring the need to adapt to the environment, from a rigid, inflexible perspective based on fear, manipulation and disrespect for human dignity.

In conclusion, it is established that the fundamental objective of the Educational Psychologist of the new times is to participate in the rescue and incorporation, through the stimulation of awareness, of those traits such as compassion, kindness, gratitude, acceptance, tenderness, humility, empathy, management of uncertainty, adaptation to change, tolerance, the need for integration and sense of belonging, sensitivity and a long etcetera, which in the end are what make us human.



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[Que es y que hace el psicologo educacional Una mirada critica para una propuesta compleja.](#)

PAPER 4:

COPING WITH *Homeschooling* DURING THE PANDEMIC. STRATEGIES FOR FAMILY ACCOMPANIMENT.

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The pandemic of covid19 has brought a series of challenges in parenting contexts, increasing risk factors in families and decreasing protective factors. *Homeschooling* adds to the stressors present in homes with children and adolescents, and can generate Parental Burnout Syndrome. This implies recognizing the symptoms and seeking help in a timely manner.

Confinement, added to the additional stressors that afflict Venezuelans, become great challenges that make it imperative to leave the comfort zone, which requires a process of acceptance and adaptation to a new reality, a process that is best carried out by people who think flexibly, are creative, resilient, develop personal resources for emotional self-regulation, and are aware of the importance of practicing healthy and healthy habits.



self-care strategies so that from their own wellbeing, they can offer wellbeing within their family environments and be able to find a sense of transcendence.

In this context, the family accompaniment has consisted in making visible the advantages and disadvantages of *Homeschooling* and to assume that home and school become allies working as a team.

Key aspects to consider in order to promote harmony and well-being in the family environment are highlighted: routines, environments, strategies and quality interactions that are viable psychoeducational resources to empower fathers, mothers and responsible adults in the transition of this "adversity" from an "opportunity" perspective.

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PAPER 5:

USE OF ARTIFICIAL INTELLIGENCE IN THE PLANNING OF PERSONALIZED EDUCATIONAL INTERVENTIONS FOR THE IMPROVEMENT OF SELF-CONTROL OR SELF-DETERMINATION.



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Based on the correction scale by the refined regression method (DiStefano et al 2009), of the Spanish adaptation of the Tangney et al 2004) self-control scale, created by Millán, Rincón, D'Aubeterre, Trabucco and Mebarak (in the process of publication), an expert assistant (Nilsson and Marín, 2001), based on the discrete-event simulation method (Ross, 1999) was constructed to estimate the levels of self-determination or self-control that a person can obtain, according to systematically varying scores on the factors of: Inhibitory Discontrol, Desire for Self-Control and Perceived Self-Control and with this, to identify which route of action would imply less effort for the student to achieve an improvement in his/her.

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level of self-determination or self-control. This software is able to identify: 1.1) the type of intervention to be recommended (non-intervention, prevention, promotion or recovery), 1.2) the

o the factors to be intervened to achieve a more rapid change in the level of self-determination or self-monitoring, 1.3) the direction of intervention (reinforce or extinguish) required on each identified factor and the magnitude of intervention (very high, high, medium, medium, low, very low), 2) Group participants according to their personal recommended intervention profile and thereby: 2.1) Identify the number of pre-existing similar intervention groups in the assessment group, 2.2) Relative size of each group, 2.3) provide information for the human analyst to prioritize the intervention priority of the groups according to: intervention type and group size. This approach is similar to the one presented at the Colombian Congress of Psychology (Millán et al 2019), but with the difference that the variable to predict, is not an external criterion to the test, but it is the total score or second level factor. The reason for this lies in the multiple uses that the construct of self-determination or self-control has had, ranging from: being a constituent element of psychological well-being (Seligman, 2011), to being a predictor of academic performance (Duckworth and Seligman, 2005).

In line with the above, self-control or self-determination refers to the regulation of thoughts, feelings and actions, by own will, to achieve a long-term goal, when other short-term goals are present, which compete with it to capture the attentional, emotional and/or behavioral impulses of the individual (Duckworth and carlson, 2013; Duckworth and Steinberg, 2015; Tangney et al 2004). Different strategies have been developed to promote it in students; some based on frustration management or tolerance (Martinez, 2019) or boredom (Sanchez, 2019), others based on inhibitory response control (Aydumune et al 2019) others based on growth mindset methodology (Duckworth, 2013), which "is an idea developed at Stanford University by carol Dweck, and is the belief that the ability to learn is not fixed, that it can change with effort" (Duckworth, 2013, min. 04:49). Burnette et al (2013), have linked the latter to the promotion of student learning and resilience and more recently, Garcia et al (2019) have used it to improve cognitive, emotional and behavioral self-regulation.

The problem with these strategies is that they are guided by the logical scheme of the universalization principle and, therefore, apply the same activity to all individuals, although "this approach presupposes something that in itself is not justified, namely that all subjects [...] are functionally equivalent" (Eysenck, 1989). According to Gladwell (2004), the search for universal principles was characteristic of 19th century science and much of the 20th century, "Psychologists, medical researchers and economists were all interested in discovering the rules that govern the way we all behave" (Gladwell, 2004, min 03:33). But that changed, as the great revolution in science in the last 10 to 15 years has been the transformation from the search for universal principles to the understanding of variability.



(Gladwell, 2004). Therefore, today in science, management and philosophy, we speak of the principle of targeting instead of universalization (Guariglia, 1988a; Guariglia, 1988b and Ocampo, 2008), we speak of precision medicine (Collins and Varmus, 2015) or personalized medicine (Vieta, 2015) and personalized psychological interventions (Millán et al. 2019); under these principles is that we parameterize the algorithms of our expert assistant, thus seeking to maximize the effectiveness and above all the efficiency of the intervention programs that are planned based on their results and with this, help educational psychology professionals to achieve with less effort in their work to improve the levels of self-determination or self-control of university students. Different case studies are presented at individual level, to illustrate the personalized recommendation, for example: 4 cases of university students in which all of them required a mild recovery intervention, as they had low levels of self-determination; however in the first of them, the recommendation assumed that the intervention was made in the 3 factors extinguishing inhibitory lack of control, at the same time that the desire for self-control and perceived self-control should be reinforced. Case 2 required intervention on only 2 factors: reinforcing perceived self-control and extinguishing inhibitory dyscontrol. Case 3 also required the intervention of 2 factors, but this time it would be to reinforce the desire for self-control, while also reinforcing perceived self-control. Finally, the last illustration case required the extinction of inhibitory dyscontrol and the reinforcement of the desire for self-control. In this way, it is possible to plan the type of intervention required according to each case, in the case of individual planning, or to group people according to how similar their intervention profiles are.

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WORKSHOP 2: STRATEGIES AND RESOURCES TO protect YOURSELF IN TEACHING.



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Virtual Education or Virtual Learning Spaces (VLE) are increasing their training offer and credibility among their users, although there are still many criticisms of their implementation and the role of their main actors: teachers and students.



Muñoz (2008) states that the current teacher plays new roles: he/she is the mediator between the contents to be taught and the student, he/she is the one who will put into play the necessary strategies to ensure that

The learner can access knowledge, since information is fully accessible in today's digital age. Burbules (2004) challenges us by defining EVA as challenging spaces for creativity, problem solving, communication, collaboration, experimentation and research, and emphasizes the importance of fostering interest, motivation, imagination and, above all, interaction and socialization as essential educational resources.

Fainholc (1999) points out that interactivity in distance education is fed by three essential sources: the content of didactically processed texts, that is, the elaboration of materials, the tutorial actions that motivate and help the student to maintain and fortify his self-direction, the personal and collaborative didactic work with other students, which in teams of presence in virtual classrooms united synchronously through technology amplify the pedagogical commitment. as can be seen, the concept of interaction is quite complex. Gilbert and Moore (1998) define interactivity as a reciprocal exchange between the technology and the learner and all the opportunities for interaction that the instructional design and the platform where it is hosted allow.

On the other hand, there are currently virtual tools that allow teachers to generate interactivity among students and between him and his students. One of these applications is Pear Deck with which we will develop this workshop synchronously with the participants using the Google Meet platform that allows screen sharing, chatting, raising hands, as well as creating all parallel meeting rooms that allow regrouping the participants, who are initially in a general room, in small groups that allow them to socialize and get to know each other, in exchanges with small groups promoting greater interaction and mutual knowledge.

Pear Deck is a web-based application for schools and teachers offered by an educational technology company that allows you to create interactive lessons. Through online PowerPoint presentations via Google Slides, interactive questions can be incorporated to enable formative assessments with students in the classroom using any electronic device.

Lesson design using the Pear Deck for PowerPoint online application allows you to design a new lesson or incorporate interactive activities into an existing OneDrive presentation by creating custom activities or questions. Text, numerical response, multiple choice and web slide questions can be used to engage students.

Once the lessons are created in the classroom the teacher can start their presentation and students will join their Pear Deck session from any device with a web browser, while combining with any virtual platform, such as Google Meet. As you advance your slides, students will respond to your questions. The answers from



students are shown anonymously on the teacher's classroom projector, so instead of worrying about getting the right answer in front of their peers and teacher, they present their ideas safely and anonymously, discussing and learning from each other.

In conclusion, we point out that virtual education is presented as a challenge and an opportunity to generate interactions and socialization among people who, interested in learning something in common, are not in the same physical space. Our proposal in this workshop is the joint use of the Google Meet platform and its possibilities of interaction and socialization in combination with the Pear Deck application to generate the greatest amount of interactions and enjoy virtual socialization.

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WEDNESDAY, JULY 1, 2020



PAPER 6:

ADOLESCENTS TODAY: BUILDERS OF SOCIAL LEADERSHIP.



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The purpose of talking about Adolescents as builders of social leadership is to make known the great capabilities of our young people and the possibility for them to go through this period of their lives enhancing their well-being and emphasizing healthy conditions, thus breaking with the stigmatization they have been subjected to for years.



Adolescence is known by all as a period of great changes. It is recognized by science since, on the one hand, biology considers it the stellar phase of neurological and endocrine maturation; pedagogical sciences highlight it as the most fertile stage for the acquisition of fundamental knowledge, skills and competencies; and for the social sciences, it is the anchor point for the construction of free, resilient and democratic societies.

This perspective of positive development is based on different theoretical models, among which Bronfenbrenner's (2002) and the importance he gives to the interrelationship between the developing person and his environment; Richard Lerner's Theory of Positive Adolescent Development (Lerner & Lerner, 2013), which explains the importance of understanding, educating and involving the young person in productive and meaningful activities, which allow him/her to develop personal competencies as protective factors against the possible emergence of psychological and behavioral adjustment problems and the significant learning of Ausubel (1968) who proposes the importance of integrating new knowledge to the already acquired in order to build new meanings.

In 2011, the civil association Grupo Alpha, thanks to the contribution of private enterprise, developed the **Robles del Futuro** youth program, a training proposal that provides scholarships to young people between 13 and 18 years of age to accompany them for 2 years in the development of skills.

and citizenship, based on the positive conception of the

The program is based on three fundamental components: experiential learning, the development of a personal goal plan and the construction of a team-based social enterprise.

For its part and since 2017, the program "**Adolescent Positive Development: building a youth in well-being**", endorsed by the Venezuelan Society of Positive Psychology, offers young people in the same age range, the opportunity to recognize and value personal tools that allow them to go through a healthy adolescence by developing self-confidence, recognizing their own competencies and skills, strengthening personal bonds with others, valuing and forging character and experiencing empathy and compassion, as a starting point for personal growth and well-being and further generation of common good.

The objective of these extracurricular trainings is to develop leaders of positive influence, people who assume responsibility for their own growth and well-being, with the intelligence to work in teams and act as agents of change when the situation demands it. This is framed in a didactic scaffolding to raise the enthusiasm and motivation of the participants.

Finally, and from our experience as trainers of young leaders, we want to achieve a paradigm shift, in which the shortcomings of adolescence are not highlighted, but on the contrary, it is considered an ideal period to germinate the first-line citizen that our societies require.

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PAPER 7:

DEVELOPMENT AND schooling IN TIMES OF CRISIS.



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The impact of cCOVID-19 opens up opportunities to ground global educational mandates by forcing us to review the way we raise and educate and organize ourselves to "Learn to become" in times of crisis (UNESCO, 2020), which requires both adapting personal and professional management to new times and working collaboratively and interdisciplinary with a shared north in order to join efforts to strengthen the socio-educational fabric in each locality/organization and family.

To contribute to this collective challenge, we introduce the rationale and progress of the MOIDI Program Educational Application (León, 2018, 2020), a support to answer three key questions to face the current challenges: why it has taken us so long to put into action the educational paradigm shift, what we can do and how to achieve it.

- *The delay in putting* global educational mandates *into action* is partially explained by the dispersion of scientific-technical contributions on human development, learning

The discontinuity between regular and special education programs and non-formal educational organizations in the community; diversity understood as clinical pictures when we are all different and the need to align the skills demanded by the digital era and how to give greater socio-cultural relevance to the professional practice according to the environment where we provide services.

- Addressing *what to do* requires broadening the view to understand and contextualize the process of human development as proposed in the *Integrating Model of Human Development* (León, 2007), in this event focusing on the Educational Application of the MOIDI Intervention Program where the eight areas of child development are associated with the four pillars of education of UNESCO and the curricular areas of early and primary education, which requires linking the national curriculum with development and the experience of each center.

This requires collaboratively agreeing on an institutional script, in the form of cumulative checklists to be improved with experience, which provides greater coherence and allows for monitoring the effectiveness and efficiency of the evaluation, planning and educational management processes, organized along four lines of learning: initial personal social formation that is linked to primary social sciences; relationship with the environment that is linked to primary mathematics and natural sciences; initial communication and representation that is linked to language and, finally, knowledge of the body, although not contemplated in the current curriculum of initial education, which is linked to primary sports.

- To advance in *how to achieve this*, it is proposed to: a. review the adequacy of the elements of the educational quality gear in each organization/community (Kagan, 2013) and prioritize the needs to be satisfied based on the strengths and opportunities identified; and b. orchestrate the educational process through the synchronization of management personnel with their baton: the institutional PEIC; teaching staff and specialists following two scores: cumulative learning profile/expected competencies. orchestrate the educational process through the synchronization of the management staff with its baton: the institutional PEIC; teaching staff and specialists who follow two scores: cumulative profile of expected learning/competencies by grade and the School and Community Coexistence Agreement; staff members of which musicians assume their share of participation and an institutional script that gives coherence to pedagogical management based on the Educational *Integrating Model*.

At this historical juncture, faced with the challenges of the 21st century of the digital era, it is urgent to adopt a flexible posture of reflection-action-reflection-reflection-action to incorporate changes, but this requires having a solid conceptual frame of reference that facilitates sharing goals and being multiplying agents of a collaborative and interdisciplinary action plan



aimed at strengthening the socio-educational fabric of the environment, building better bridges between organizations of

formal, non-formal and informal education provided by the families of each community, a triad that shares the responsibility of providing a 5-star educational service to the new generations and contributing to the realization of the personal and professional life project that we all deserve.

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SYMPOSIUM 2:

MANAGING EDUCATIONAL quality THROUGH INTEGRAL HUMAN DEVELOPMENT: OUR EXPERIENCES.

TEAM OF CONSULTANTS OF THE MOIDI PROGRAM. ADVISORS OF DESARROLLO INTEGRAL S.C. (VENEZUELA): ESP. MA. CAROLINA BERRIOS (USA), LIC. MARYSABEL BOTTARO (SPAIN), LIC. MARIANA FERREIRA (SPAIN), DR. FLORANGEL CHACÓN (VENEZUELA) AND DR. CHILINA LEÓN (VENEZUELA).



MARÍA CAROLINA BERRIOS * ESP.

* Degree in Psychology (CAB University), Specialist in Organizational Development (UCAB) and organizational coach (IESA). certified MOIDI Kkit (ADINs.C-CARACAS). She has worked for more than 15 years as an organizational consultant for ADIN s.c., since 2010 she coordinates the planning and execution of the organization's training events. consultant of the current ADIN team. s.c and Tutor of the Virtual Educational Center MOIDI eLearning. She has been a professor of professional practices in the undergraduate psychology program at UCAB for the subjects Research Methodology, School Psychology and Seminar of Degree Work. Experience as a school psychologist in popular schools in Venezuela and academic tutor for children, adolescents and adults in the United States.



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* Degree in Psychology (UCAB-CARACAS) with a Diploma in Teacher Training from the U-CARACAS). MOIDI Kit certified (ADIN s.c. caracas). 22 years of experience in private and organizational consultation. Author of programs to promote socio-affective skills in children, stories and children's songs. Extensive experience in group dynamics and coordination of schools for parents. In public and private institutions of regular and special education. Internal consultant in educational centers in Venezuela and Spain. External consultant of the team of the psycho-educational firm Asesores de Desarrollo Integral s.c. Tutor of the Virtual Educational Center MOIDI eLearning.





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DR. FLORANGEL CHACÓN * DR. FLORANGEL CHACÓN * Dr. FLORANGEL CHACÓN * Dr. FLORANGEL CHACÓN

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DR. CARMEN CHILINA LEÓN * DR. CARMEN CHILINA LEÓN * Dr. CARMEN CHILINA LEÓN * Dr. CARMEN CHILINA LEÓN

* D. in Psychology (UCAB-CARACAS) with a Master's degree in Child Development (Institute of Education, University of London) and PhD from UCAB. Author of the MOIDI Intervention Program and related models introduced in her book "*Secuencias de desarrollo Infantil integral*", book chapters and articles in refereed journals. Director- Founder of Asesores de Desarrollo Integral s.c., a firm that since 1992 offers training services, consulting and products aimed at enhancing integral development and in 2017 creates the MOIDI eLearning classroom to accompany the implementation of the product of her professional, academic and research activities as a Retired Full Professor at UCAB, active in postgraduate and research (CIFH-UCAB), national and international lecturer.

This symposium shares the balance of the authors' experiences on the strengthening of educational quality that contribute to face the current challenge of "Learning to become" (UNESCO, 2020), based on the activities carried out by the psycho-educational firm Asesores de Desarrollo Integral s.c. in different entities of Venezuela, and with the participation of different types of schools, GO's and NGO's. In these organizations, the vision and methodology of the Educational Application of the MOIDI Intervention Program (León, 2018; 2020) has been put into action with the goal of satisfying the needs of those who request the service, by giving greater evolutionary, educational and socio-cultural relevance to their management, contributing with one of the pieces of the educational quality gear: formative consultancies (Kagan, 2013).

These activities contribute to the achievement of Sustainable Development Goal N° 4 (UN, 2016): quality education, through the implementation of our Methodology in the Educational Application of the MOIDI Intervention Program (acronym for Octagonal Integrative Model of Child Development) (León,1995), which focuses on empowering the organization to:

1. Incorporate the MOIDI Vision in its implementation of the country's curriculum and/or when planning its training activities by adopting the parameters of the Integrating Model of Human Development as a frame of reference (León, 2018).
2. Organize and document cumulative development and learning indicators as a script to monitor the quality of management and the achievement of expected learning/competencies in initial and primary education. To this end, the entry and exit profiles of the groups/grades to which it provides educational services are concatenated and organized along 4 lines of learning: personal social formation in early education, which is linked to social sciences in primary education; relationship with the environment, which is linked to mathematics and natural sciences in primary education; communication and representation in early education, which is linked to language; and finally, knowledge of the body, although not contemplated in the current curriculum of early education, which is linked to sports in primary education.



3. Encourage collaborative and interdisciplinary work among all members of the organization, incorporating their families, specialists and promoters of non-formal education organizations in the community,
4. Manage change as a process that enhances collective and individual strengths and offers opportunities for all,
5. Promote an adequate organizational climate that allows the creation of a sense of belonging and commitment to the organization and, finally;
6. It offers opportunities for the integral development not only of the students but also of the adults who carry out their life project in the organization.

The experiences in applying the MOIDI Methodology in formal education contexts, both regular and special and in non-formal education, confirm the importance of accompanying the change processes with external consultants through training consultancies. In this experience, the keys to success in strengthening educational quality can be summarized as follows:

- To give prominence to human talent in all phases of the process, through continuous training plans that promote collaborative teamwork, both intradisciplinary and interdisciplinary, so that all are agents of change, take ownership of their role as leaders and are actively incorporated into the decision-making process in the organization and its community.
- Systematize and document processes and actions aimed at optimizing quality practices to ensure their sustainability over time.
- Maintain a collaborative work oriented to the achievement of consensual goals.
- Incorporate technology as a support tool for the achievement of organizational objectives and the strengthening of the competencies of its members, taking advantage of intergenerational gaps.
- Incorporate adaptive strategies to reduce resistance to unforeseen changes, taking into account the pace and style of the organization's members and their natural environment.
- To link the socio-constructive processes of integral human development with the competencies of the 21st century, and;
- To take advantage of the digital era to strengthen the socio-educational fabric in the locality, to be and to form happy and competent people.

The school/educational psychologist emerges as a key professional in the process of educational paradigm change facing humanity, but he/she must broaden his/her vision, take greater ownership of evaluation, planning and educational management and give priority to his/her role as an internal advisor or consultant who works as a team with the board, teachers, parents and external specialists to achieve the objectives of the organization and contributes to monitoring the curricular adaptations agreed upon to meet the educational needs of children who require specialized services. In our experience as external consultants, these elements have been a key element in promoting a sense of belonging in the organization, respecting the roles of each team member and their leadership, adapting pedagogical management to the environment to a greater degree and contributing to monitoring the achievement of the competencies necessary to face the challenges of the 21st century.

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WORKSHOP 3:

PSYCHOEDUCATION AS AN ALLY IN THE CONSTRUCTION OF THE LIFE PROJECT AND A PILLAR IN THE MANAGEMENT OF ORGANIZATIONS.



Msc. YOSMAR CAMPOS *

Bachelor's Degree in Psychology and Specialist in Counseling in Instructional Psychology (Universidad Central de Venezuela). Master's Degree in Business Administration (Universidad Metropolitana), with diplomas in Clinical Cognitive Therapy and Mental Health, in Applied Neuropsychology (Universidad Metropolitana), and in Management of service companies (cENDEcO - Universidad Metropolitana). Experience in counseling processes in university and organizational psycho-educational environments, with emphasis on vocational-professional development at individual and group level. Professor in the organizational line (Dept. of Behavioral Sciences, UNIMET), and dedicated to private practice with adolescents and young adults.

The general objective of the workshop is to provide an updated approach to the relevance of psychoeducational intervention for the achievement of key competencies that are indispensable for the approach of the life project of individuals, from whom resilient and effective performances are expected once inserted in organizational contexts that, in turn, live in complex and changing environments. THE specific objectives of the workshop are: (a) to reflect on organizational management related to the development of human talent to foster individual and organizational resilience and (b) to identify the implications of psychoeducational interventions in resilience.

By highlighting the transcendence of psychoeducational counseling as a practice that contributes to empowering human groups and institutions, in socio-community and organizational spaces, it is pertinent to emphasize two approaches closely linked to psychoeducation in the latter environment: key competencies and trends in talent management (Pacheco et al., 2015).

In 2006, the European Parliament and the Council of the European Union adopted the recommendation on key competencies for lifelong learning. Key competences are defined as those that all individuals need for their personal fulfillment and development,

their employability, social integration, sustainable lifestyle, success in living in peaceful societies, healthy way of life and active citizenship, and that result from learning processes of formal (in institutional contexts), non-formal (in groups proposed for that purpose) and informal (self-learning or resulting from socialization processes without learning purpose) type throughout life and in all contexts, including the workplace (Pacheco et al., 2015).

Based on the above, it is pertinent to provide an approach to the proposed guidelines for talent management presented in the *Global Human Capital Trends 2020* report, published by Deloitte Insights (2020), a private professional services firm. The report highlights the importance at a tactical level of renewing the skills of employees, due to the relatively rapid obsolescence of these skills given the accelerated pace of change in the dynamics of the environment, but also highlights the reduced investment made in programs of this nature at a global level. In this scenario, the proposal of Deloitte Insights (2020) is that the approach to employee development should consider both the dynamic nature of work and the dynamic potential of people to reinvent themselves in the short and long term, in order to develop organizations more effectively, thus highlighting the importance of psycho-educational interventions in resilience in this context.

Resilience, understood as the capacity to maintain adaptive functioning of physical and psychological functions in critical situations, is the result of a dynamic and evolutionary process that varies according to the circumstances, the nature of the situation, the context and the stage of life, and that can be expressed in very different ways in different cultures or environments (carretero, 2010).

Psychoeducational interventions that promote the construction of the life project highlight the necessary emphasis of such interventions in early stages of development in order to enhance the flourishing of key competencies, which will allow the successful management of transitions in the labor market and will be of necessary consideration in the governance of organizations oriented to healthy functioning.

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THURSDAY, JULY 2, 2020



PAPER 8:

THEORY U, EDUCATION AND TRANSFORMATION OF CONSCIOUSNESS. CHAPTER UNIMET



MARÍA ANTONIETA ANTONIETA ANGARITA SERGENT

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THEORY "U". TRANSFORMATION OF CONSCIOUSNESS THROUGH EDUCATION FROM THE INDIVIDUAL TO THE COLLECTIVE.

Theory U, created by Otto Scharmer (2007) from the School of Business at the Massachusetts Institute of Technology MIT, offers a method to visualize future options in the midst of volatile, uncertain, complex and ambiguous environments, in which reflection and self-knowledge are pillars for the transformation of consciousness. It proposes to foster empathic and generative listening that allows the individual to connect with himself and his context, overcoming limiting paradigms and visualizing future actions (from "ego to eco-system"). Global disruption requires new conscious leadership, paradigms and actions built together, respecting and accepting differences without judgment. He bases his statements on authors such as Varela: (individual awareness), Kurt Lewin (Social Field Theory) Joseph Jaworski (Full Presence) Ed Schein (Organizational Development) Peter Senge (Systemic Thinking). One of Scharmer's main purposes, to overcome the immense disconnection of humanity, focuses on the transformation of the University, a thesis developed in his article:



Education is the lighting of a flame: how to reinvent the 21st century university. Scharmer (2018, cited in Borges 2018).

Why talk about Consciousness Transformation in Venezuela?

The aspiration to rebuild individual and collective values is an urgent task in Venezuela. We are in the most complex situation in 100 years of history, Venezuela has seen the destruction of its capacity to progress, has suffered the degradation of its institutions and this has generated systemic violence that has frayed the social fabric. To get out of this deep crisis we need leaders who listen empathetically and who are able to motivate, point out paths, understand, interpret reality and consequently generate transcendent actions for the reconstruction of capacities, institutions and social fabric.

Since 2016, more than 300 leaders from more than 40 civil society organizations have been trained in Venezuela using the U methodology to influence the transformation of consciousness and the reconstruction of the social fabric. Today, Proyecto Híkola, in alliance with the Metropolitan University, the NGO Opción Venezuela and the NGO Respuestas al Desarrollo, is included in the worldwide community of Theory U *hubs* at the *Presencing Institute*. From February to June of this year, UNIMET's Dean's Office of Sciences and Arts participated in the *Societal Transformation Lab* Program and in the GAIA program: *Global Activation of Intention and Action*, from the *Presencing Institute*. Likewise, 45 young people are currently being trained in the Social and Political Leadership diploma program at UNIMET and students of the competencies in Action course are focusing their entrepreneurial action using some Theory U tools.

Theory U as a learning experience involves five stages: 1) co-initiation: creating a common intention, 2) co-feeling: observing and perceiving, 3) Mindful Presence: focus on the present, 4) co-creation: making exploratory prototypes, 5) co-evolution: incorporating what is new in the ecosystem. Content related to the topic of values is included, based on Richard Barret's model and the individual strengths test proposed by Martin Seligman and other authors. Through a plan of theoretical-practical sessions, the program starts by declaring an intention to change, awareness exercises and listening and conversation practices at 4 levels: a). Downloading: Solitary listening to confirm one's own paradigms, it is the space of disconnection. b). Factual reality: Open-mindedness: recognition of the other with different ideas, but without openness to change and new possibilities. c). Empathic: Emotional openness, emotional connection and recognition from feeling. d). Generative: Opening of the will, access to the intention without judgment, connecting the highest possibilities of shared future, through images, metaphors and bodily sensations in absolute communion with the other, respecting diversity.

Personal transformation and awareness of individual and collective values is the origin of social transformation. The road to the recovery of Venezuela is long, we will move forward with leaderships capable of listening deeply and visualizing a future in which all Venezuelans have access to opportunities and training to become agents of their own lives. Thanks to UNIMET in its role as custodian of the fundamental values of society, together with other institutions of civil society, it has been possible to expand this training of emerging leaders. Theory U can be adapted with local content as an effective instrument for generating resilience through universities and educational institutions in general. All this immense village of Venezuelan agents of change is part of the new level of consciousness that will continue to expand and become visible locally and globally from the university. In the midst of the systemic and painful disruption of our country, for 4 years we have managed to inspire conscious leadership to contribute to the reconstruction of the social fabric in Venezuela and we will continue to do so by coordinating inter-institutional support with all sectors. Now more than ever we need to make this mesh of transformation of consciousness grow.

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PAPER 9: 2020 COMPETENCIES IN 4.0 ENVIRONMENTS



PhD. JASMIN SAMBRANO RANDALL

* D. in Psychology of Learning, City University Los Angeles, California). Degree in Psychology (UCAB), Musician (Lino Gallardo, Sistema de Orquestas), Music Therapist (Universidad de la Plata, Argentina) and Ethnomusicologist (UCV). Postgraduate in Clinical Child Psychology (Ival, Avepane), Andragogy (Instia) and Group Dynamics (Instituto de Psicología Humanista). Ontological coach (Newfield Group, Chile, U.S.A.). University professor (UNIMET). Trainer and lecturer in companies and national and international institutions. Yoga Instructor. Master Practitioner of NLP and Lozanov Method (Lozanov Institute, Washington). Specialist in book publishing (UCV). Broadcaster. Writer (20 books: Alfa Venezuela, Alfaomega Colombia and Mexico, Grijalbo Spain). Poet (First Biennial Award Juan Beroes, ULA).

The challenge of the 21st century is to maintain success with the three most profound forces currently influencing us: Speed, complexity and uncertainty.

The speed with which events change and happen, the complexity of the growing sophistication of the culture and the uncertainty that these changes produce. This requires new skills, the development of the ability to learn faster and faster, enough flexibility to adapt to change, and a lot of self-confidence to deal with uncertainty. For this reason, educators and scientists have been working to enable us to process information, remember and create more fluently, unlocking more and more of our potential, and making the arrival of the future a reality.

The exciting exploration of our possibilities led many specialists to design strategies and provide tools to make us more efficient in the learning process and in other important moments of our lives, such as decision making,

We are able to make the best use of the capabilities with which we were endowed at birth by solving situations and, in general, in our performance in multiple life experiences.

Let's start then:

Do you know that no matter how old you are, if you start using your brain **right now**, you can become a super learner?

Do you know what you learn to think?

Do you know that intelligence is folded up inside you and can be deployed?

Do you feel ready to accept the challenge and become a true 21st Century being?

The marriage of neurophysiology and pedagogy has resulted in the possibility of developing and applying strategies that "unroll" the immense potential of the brain, disciplines such as superlearning, suggestionology, multiple intelligences, music therapy, the development of thinking skills, among others, have contributed to making the learning process more friendly, becoming more agile, flexible, full of joy and efficiency and in environments that are more efficient.

4.0 it becomes more evident that we all really do have immense potential to develop.

That is the challenge, agility, disruptiveness, transcomplexity and humanized technology that spices up the new spaces to be covered now that the future has caught up with us.

Learning is a wonderful adventure that lasts a lifetime.

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PAPER 10:**DIALOGUING IN THE CLASSROOM: PARTICIPATORY ACTION RESEARCH TOOLS FOR COMPREHENSIVE SEXUALITY EDUCATION.**

NEIVA HELENA HERNÁNDEZ CORDERO

* Degree in psychology, professor at the Universidad Metropolitana (UNIMET) with extensive experience in design and implementation of community interventions aimed at vulnerable groups (children, adolescents, caregivers and teachers), from the perspective of social-community psychology, rights and gender; mainly addresses issues related to Comprehensive Sexuality Education for youth and adolescents. She develops two lines of research, one focused on Sexuality and Culture, and the other on Social Responsibility and Community Interventions. Thesis student of the Master's Degree in Social Psychology at the UCV and is awaiting her graduation. Founder of the NGO Family and Sexuality (FAMSEX).

**MO THER FR CLASS TOOLS OF RESEARCH - ACTION
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M:

PARTICIPATORY FOR COMPREHENSIVE *sexuality* EDUCATION¹

Educational institutions are a crucial part of human development, not only from the point of view of obtaining programmatic content, but also as a space for socialization that allows students to consolidate or discuss learning established from their primary nucleus (Berger and Luckman, 2003); it is a space where we relate with our peers and discuss various topics that are part of our affective development: conversations about love, relationships, and sexual relations. All these talks were part of

¹ This work is the result of a field research/intervention carried out jointly with the students of the professional practices of SOCIAL-COMMUNITY Psychology of the Metropolitan University of Caracas, who took the subject in the academic periods 2017 to 2020. To all of you, thank you.

our sexual education, and generated a series of meanings around sexuality, which would be transmitted to other people later on.

Thus, the proposal to work on the topic of sexuality in educational institutions arises. My purpose with this paper is to generate a critical reflection on the way in which sexuality is taught and to present a proposal of approach based on comprehensive sexuality education [EIS]; understanding that sexuality is an intrinsic aspect of the human being and is constructed in the process of socialization (World Health Organization, 2010). I have developed this position based on some tools of Participatory Action Research [PAR] (Montero, 2006): its phases and its educational, participatory, ethical and political character were part of the intervention.

We approached the educational institutions through the familiarization phase, where we delved into ideas, beliefs and taboos that local people had regarding sexuality, trying to do so without judging or stigmatizing; through reflective discussions, participatory observation, autobiographical methods, body maps and group dynamics focused on the process. Then, we were interested in the detection and prioritization of needs and resources, emphasizing the voice of the participants and the tools they had to solve their problems. Subsequently, the systematic evaluative discussion allowed everyone to debate the learning process and the appropriation of the topic. Finally, in the socializing communication of knowledge, the work carried out by internal and external actors during the intervention was made visible.

The tools taken from the PRA allowed us to consider sexuality from an integral perspective and thus be able to respond to the needs of the institutions and recognize, together with the internal agents, what were the main barriers and requirements to talk about sexuality, what made it difficult for young people to feel comfortable asking about the topic, what beliefs supported the myths that violated the sexual and reproductive rights of the students. In this way, we were able to establish strategies with the institution, where the voice of the students prevailed. With the latter, we observed how they appropriated their rights, took responsibility for their bodies and acted as agents of change by reproducing the information with their peers and representatives.

Working from this perspective allows us to maintain horizontal relationships with young people, sharing their experiences, fears, concerns and life projects in relation to family planning, as well as making risk situations visible. It highlights the importance of having adult allies within the institution, who could provide information and support on the subject.



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WORKSHOP 4: THE GREAT CHALLENGE OF "BEING BRILLIANT".



MSC CAROLINA YANES PANTIN

* Degree in Psychology from the Universidad Metropolitana in Caracas, Venezuela, with postgraduate studies in *Mental Health: Childhood and Adolescence Clinic* at the University of León, Spain. She currently works as a psychologist in private practice and specializes in giftedness and high intellectual abilities, being this her line of research. Since 2020, he has been teaching in the educational area at the Universidad Metropolitana. She has attended several congresses presenting her line of research as a speaker, highlighting her presentation at the III Congress of Qualitative Methodology held in Lisbon, Portugal.

Lewis Terman (1925), documents that giftedness is a condition that accompanies 2.2% of the world's population. It is understood as the intellectual capacity that exceeds what is expected for a person's development according to age and context. Currently, we have begun to see the great importance of knowing and attending to this condition. However, there is still a long way to go. Until recently, only the diversities that were at the left end of the normal distribution of intelligence were the protagonists in being attended to because they were seen as disadvantaged (Pérez and Valadez, 2010). as a consequence, high intellectual abilities had been forgotten to the point of being mistreated, due to false beliefs or even due to simple ignorance. Vera and Yanes (2017), expose that the biggest problem lies in society and its ignorance about the subject. This group of exceptional people require particular attention and measures adjusted to their personal abilities. The present workshop aims to deepen the knowledge of high intellectual abilities, their main characteristics, associated behaviors and the measures to be taken to address them from the educational and psychological perspective. At the end of the workshop, participants will be able to know and recognize a gifted person in different environments, identify the measures that are appropriate to their level and meet the particular needs of that person. To achieve the objective, strategies and questions of reflection, introspection and creativity will be carried out to learn to identify the characteristics of the gifted and create strategies to manage them in the classroom, at home or in other psycho-educational environments. From



In this way, it is projected to advance in the goal of raising awareness about the importance of knowing and adequately managing diversity. In addition, to encourage Venezuelan society to take the step to adjusted inclusion for exceptional people who do not fit into the traditional education system.

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FRIDAY, JULY 3, 2020



PAPER 11: VIRTUAL EDUCATION. CHALLENGES 2020.



DR. NATALIA CASTAÑÓN

* Full-time professor at the Metropolitan University (1993-), Head of the Department of Didactics (2002-), Head of the Department of Humanities (2014-), General Manager of the Online Learning Center (2014-2016), research professor. Tutor of more than 40 undergraduate, master's and doctoral theses. Publications in fourteen (14) national and international refereed journals and books. Participation in thirty-four (34) national and international congresses with refereed papers. Advisor and/or consultant for more than forty (40) national and international educational projects (World Bank, IBM, PDVSA, Dividendo Voluntario para la comunidad, Procter & Gamble, Sanitarios Maracay, Universidad Metropolitana, Fundación CISNEROS, Alcaldía de Chacao, among others). Leader of 5 national and international research projects (conicit, Alfa Program of the European Community, Universidad Metropolitana, among others).

After the covid 2019 crisis, the education sector does not escape the need for transformation, change and adaptation. Questions such as: how will we be protected in educational institutions in relation to the pandemic, what is the socio-educational impact of students and their environment, or is the education sector prepared to massify distance education, are some of the questions that millions of people around the world are asking and where there is a lack of answers.

This presentation will address three areas: the digital structure, digital tools and the purpose of educational institutions.

In relation to the digital structure, it is not currently required a physical structure accompanied by its endowment in material resources, it is imperative the use of platforms that allow training, interaction and learning. In addition to the conditioning of equipment and connectivity access of individual teachers and students.

As far as digital tools are concerned, 75% of teachers do not have even the basic skills to manage their course information which implies, in addition to the mastery of software, converting the classic educational space into videos, digital forums, a



greater practicality and continuous connection, which translates into the need for training and updating.

Within this framework, it is agreed that the purpose of the Educational Institutions has to be reviewed with the willingness to generate a greater investment in the sector, search for talents that can set up a learning process and focus on society.

The challenge lies in Virtual Education, since it is the one that points towards a true democratization of education where an open system is contemplated that can reach a large scale that implies the reinvention in practice, of teachers and Educational Institutions (De La Rosa, 2020).

The real challenge points to super digitization, to find the way for that creation that does not yet exist. In this sense, it is important to consider focusing on the following elements:

1. connectivity: ensure that all educational actors have the necessary intelligent equipment as well as a high internet connection.
2. Digital metacognition: understanding how much is mastered and what remains to be achieved (Sigman, 2020).
3. Platform: know the different platforms that exist and which one adapts to the teaching and learning process that is being facilitated.
4. Digital tools: refers to the benefits of technology such as videos, audios, networks and means of educational interaction.
5. Evaluation: the creation of a digital tool that allows the monitoring of continuous evaluation.

Addressing these five focuses in an integrated and in-depth manner means urgent work in the education sector.

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PAPER 12: EDUCATIONAL PSYCHOLOGY IN HIGHER EDUCATION.



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The purpose of the lecture is to present theoretically and in practice, the objectives of Educational Psychology as well as the various functions and roles that an educational psychologist can play in the university context. Many authors agree that this professional is qualified to perform detection, evaluation, diagnosis, treatment, selection, orientation, counseling, training, research, design and promotion of programs in different contexts.

Good and Brophy (1996) point out other objectives of this discipline such as instructional design, personality and aptitude development in students and teachers, knowledge and management of learning theories, teaching methods and techniques, motivational strategies, and skillful classroom management such as the evaluation of results.

Sacristán Romero (2006) summarizes the functions and roles by stating that the educational psychologist must study the needs and deficiencies in order to have the opportunity to improve the quality and effectiveness of the educational process.

As an illustration of the above, I will make brief comments about my professional career. Upon obtaining my degree in Psychology, at only 21 years of age, I had the challenge of starting the Psychology Department for high school students and their teachers at a



private school of Caracas. After ten years, I became part of the founding team of the National Scholarship Program Gran Mariscal de Ayacucho, in order to select and guide applicants to pursue undergraduate and graduate studies in various national and international universities. This experience opened the doors to the world of Higher Education.

I joined the Metropolitan University in 1976 in the School of Education. I designed a specific admission system for its students, as well as subject programs for different professorships that I taught for 20 years and tutored a variety of undergraduate projects. When I finished my Master's degree, the authorities offered me the position of Director of Admissions, a position I held for 8 years, promoting the university and carrying out research to improve alternatives for the admission and continuation of students. At the end of the nineties, I completed two diploma courses in new technologies applied to education and in teaching skills, which allowed me to design and evaluate one of the first courses supported by a technological platform. As part of the coordination of a new educational model for the university, I dedicated several years to teacher training and my doctoral thesis consisted of the design and evaluation of a blended learning program for the development of teaching skills in teachers at Unimet (Franklin de Martínez, 2011).

In 2001, three of us, three psychologists and colleagues, joined forces to carry out the demand study, the design of the curricular proposal and the economic and financial feasibility study of the Psychology program for the Universidad Metropolitana (Franklin, Lombao and Sepúlveda, 2001), which began in 2004 with me as Director, a position I held for 10 years until I considered that I could hand over the position to another professional from the excellent teaching team that had been formed. As a full professor I have taught several subjects: Introduction to the career, Educational Psychology, Developmental Psychology, Research Methods, Undergraduate Work Workshop and Undergraduate Work Defense, the last two under virtual modality. I have also been involved in the creation of inter-institutional agreements, seven diploma courses and three postgraduate specializations.

From 2013 to the present, I am a conventional teacher in this career and tutor of several undergraduate projects. With a group of thesis students, I conducted a follow-up study of the first one hundred graduates of the Bachelor's Degree in Psychology to obtain their opinion about the training received as well as the opinion of employers about their professional quality, which allowed to know many positive aspects in the training, but also important aspects to be strengthened (Di Girónimo, Martínez and Franklin de Martínez, 2014). Two lines of research have interested me in promoting, the first on the evaluation of psychoeducational processes at the institutional level and a more recent one, on the psychological development of twins and twins to provide guidance to the family and school.

In conclusion, I thank the Universidad Metropolitana for all the opportunities and work challenges offered, as well as the continuous support to enrich my academic training, which has favored a motivating and satisfactory career path to perform various functions and roles as an educational psychologist at the institution.

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SYMPOSIUM 3:

CONTRIBUTIONS OF POSITIVE EDUCATION TO EDUCATIONAL PSYCHOLOGY



DR. RICARDO ARGUIS REY * DR. RICARDO ARGUIS REY

* He is a teacher of therapeutic pedagogy, with a degree in psychology and a doctorate in pedagogy. He has worked for more than 30 years in the educational field, alternating periods as a teacher in the classroom, along with other professional stages as a consultant and teacher trainer. His main work is at the Instituto de Educación Secundaria "Santiago Hernández" in Zaragoza, Spain. He is the coordinator of the Sati Team, a working group in Zaragoza (Spain) that, since 2009, is dedicated to the study and promotion of positive education with students in early childhood, primary and secondary education. In October 2010, this team published on the Internet the program "Aulas Felices" (Happy Classrooms), the first manual in Spanish language aimed at working on positive education with students from 3 to 18 years old. In November 2012, the second manual was published on the Internet.

updated and expanded edition, and its English translation was published in December 2014. The program is free and freely distributed, has become an international reference in the field of positive education and its effectiveness is being experimentally validated through various researches. It can be downloaded at <http://educaposit.blogspot.com> Ricardo combines his current work as a teacher of therapeutic pedagogy in a public high school, together with his activity as a lecturer, consultant and researcher in the field of positive psychology applied to education, both in Spain and abroad. he collaborates with several universities as a guest lecturer, and has given numerous conferences and workshops in Spain, as well as in Argentina, Canada, Chile, the United States, Mexico, Peru, the Czech Republic and Uruguay. He is a member of the International Positive Psychology Association (IPPA) and the Spanish Society of Positive Psychology. Since January 2015, he is the representative in Spain of the International Positive Education Network (IPEN). In addition, since August 2017, he is a member of the board of directors of the Education Section of IPPA, where he co-leads the area of Research and Practice in Positive Education. In July 2019, she received the "Positive Educator Impact Award", given at the 6th IPPA World Congress (Melbourne, Australia), in recognition of the impact of her long-standing work in the dissemination and application of positive education internationally.

POSITIVE EDUCATION: CURRENT OVERVIEW AND IMPLICATIONS FOR EDUCATIONAL PSYCHOLOGY.

Traditionally, education has focused on the acquisition of academic content by students, but for several decades there has been an interest in including the development of well-being or happiness in students. Childhood and adolescence are key stages in human development, and

numerous current studies point to the importance of promoting the development of well-being and happiness in students.



well-being in classrooms as a means to combat the increasing rate of mental health disorders in those ages (Waters, 2015).

Positive Psychology can be defined as *the scientific study of what allows individuals and communities to thrive*. This current emerged in the United States in the late 1990s, with the aim of complementing traditional psychology, generally focused on the study of human behavioral pathologies. The aim was to promote a more global understanding of human beings, including not only their deficits, but also the traits and conditions that allow people to achieve a fuller life. At present, Positive Psychology is an extensive international movement, led by prestigious researchers from all over the world, and characterized by a rigorous scientific approach that is promoting research and application in areas such as health and well-being, psychotherapy, education, promotion of social organizations and positive institutions, etc.

Positive Education is one of the many current applications of Positive Psychology, and can be defined as *an education aimed at enhancing traditional academic skills along with well-being, based on the scientific foundations of Positive Psychology*. Positive Education promotes various areas of intervention: social-emotional education, tutorial action, education in values or character education, etc. It is a discipline that can contribute a large number of proposals to Educational Psychology, such as: scientific models of well-being or happiness as a reference for classroom work, the development of character strengths, *mindfulness*, emotional and social skills, resilience, growth mindset (Dweck, 2006), determination (Duckworth, 2016), self-determination theory (Ryan and Deci, 2017), etc.

Regarding the effectiveness of Positive Education, we already have some studies that offer very encouraging data (Durlak et al 2011; Waters, 2011; Adler, 2016). These investigations coincide in pointing out that promoting well-being in the classroom can not only increase student happiness, but also improve learning and academic success.

In summary, Positive Education constitutes an important reference point for Educational Psychology today. Education should not only be based on traditional academic content, but should also include skills to promote well-being. Current research in this field shows that Positive Education programs can promote both well-being and learning. Therefore, educating for happiness is not a waste of time, but a moral obligation for educators, families and society as a whole.



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SYMPOSIUM 3:

CONTRIBUTIONS OF POSITIVE EDUCATION TO EDUCATIONAL PSYCHOLOGY



DR. COVADONGA chaves*.

D. in Clinical Experimental Psychology from the Complutense University of Madrid (2014) and Master's degree in Clinical and Health Psychology (2009) from the same university. In 2013, she did a research stay at the University of Connecticut and in 2015 she received the award for the best doctoral thesis by the International Positive Psychology Association (IPPA). For two years (2014-2016), she was research director of the Institute of Happiness Sciences at the Tecmilenio University (Mexico) and professor of Psychology at the Francisco de Vitoria University (2017-2019). Currently, she is assistant professor doctor at the Universidad Complutense de Madrid. She belongs to the PROMOSAM network (PSI2014-56303-REDT),

which brings together researchers and clinicians with the aim of contributing to the promotion of research in mental health. collaborates as director of TFM in the Master of General Health Psychology at the Francisco de Vitoria University and the International University of Valencia. has several scientific publications and more than 30 oral communications in national and international conferences.

POSITIVE EMOTIONS: THEIR CONTRIBUTION TO THE EDUCATIONAL PSYCHOLOGIST'S WORK

If we take into account the rise of emotional problems among young people and the scarce increase in the levels of life satisfaction of students in recent decades, it seems necessary for emotional education to be a fundamental part of the agenda of schools and educational centers (WHO, 2005). Positive Education challenges the traditional paradigm of education that, beyond academic achievement, the well-being of students and their ability to live a fulfilling life is a goal in itself (Seligman et al 2009). In recent years, several initiatives have emerged to incorporate effective interventions for the promotion of positive emotions in the classroom.

According to Barbara Fredrickson (2001), positive emotions are just as important for evolution as negative emotions and complement the former. Positive emotions, such as joy, love, inspiration, optimism or pride, promote openness and personal development. A clear example



is children's play. Thanks to the positive emotions that children experience during play, they learn and train an openness and personal development.

The positive emotions are a series of physical, social and psychological skills that they will be able to use in real life, and that will allow them to grow intellectually, socially and psychologically. Although positive emotions may seem transitory or ephemeral, their effects on a personal and social level can be observed in the long term. In her theory of broadening and building resources, Barbara Fredrickson (2009) suggests that positive emotions broaden our attention and expand our range of vision. This allows us to build lasting internal resources that indirectly prepare us to deal with adversity in the future (Tugade and Fredrickson, 2004).

Today we have a large body of scientific evidence that points to the many favorable consequences of experiencing positive emotions. For example, people in a more positive emotional state are more creative and solve problems more easily. Positive moods generate more flexible, less rigid ways of thinking. They also have positive effects on behavior, since they motivate us to achieve objectives and goals. On the other hand, positive emotions allow us to connect with others. There is a close relationship between positive affect and social interaction.

The benefits of implementing practices to promote positive emotions in the classroom are widely supported by scientific literature (Durlak et al 2011). This presentation will review the research on existing emotional education programs, as well as the main practices that have shown positive results. Examples of the activities, strategies and pedagogy employed will be presented and the main focus will be on the effectiveness of these interventions in preventing future psychological problems, as well as promoting enjoyment and engagement in school. It will also be discussed how these strategies can be implemented through a comprehensive pedagogical model that encompasses the entire educational institution.

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SYMPOSIUM 3: CONTRIBUTIONS OF POSITIVE EDUCATION TO EDUCATIONAL PSYCHOLOGY



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of the Diploma Tools to Promote Happiness of the Ibero-American University Corporation in Bogota. Content expert and virtual teacher of the Masters in Positive Education and Positive Leadership at the Tecmilenio University of Monterrey-Mexico. Professor of the module of Positive Education and Emotion Management in the diploma course "Tools for the XXI century teacher" certified by Logos International University. Member of the Resilio research team at Universidad Javeriana-Bogotá. Consultant and facilitator of workshops and support programs as a professional volunteer for the Keralty Foundation (experiences with the Association of relatives of the Alzheimer Foundation and EPS Sanitas), professional volunteer for the care of families and adults of the Colombian Association of Diabetes, professional volunteer in orientations for the care of migrant families in La casa del Migrante de Bogota and comparte por una vida colombia, columnist for La Gran Aldea in the section Bienestar y migración (Welfare and migration). Advisor in educational, family, organizational and community projects in the area of welfare and mental health. compiler and author of books and chapters. The last three authored books for 2018: Psicología Positiva y comunicación no violenta (Manual Moderno-Bogotá) and ¿Cómo acompañar a mi hijo adolescente desde sus fortalezas? (Ediciones Paulinas-Bogotá), for 2020: Desarrollo Positivo Adolescente (Manual Moderno-Bogotá).

CHARACTER STRENGTHS: THE CORE OF POSITIVE EDUCATION AND ITS CONTRIBUTIONS TO THE WORK OF THE EDUCATIONAL PSYCHOLOGIST.

Character strengths constitute the transversal axis that supports the cultivation of the five elements considered in the theory of Well-Being (PERMA); they are the pathways that allow us to develop the virtues or essential characteristics most valued by moral philosophers and



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religious thinkers.

Character and its associated strengths are considered to be the overall result of positive traits that have emerged throughout history and cultures, considered universal and as the core of the good life. The VIA classification of character strengths is based on extensive research establishing the presence of six (6) virtues (Wisdom and Knowledge, Courage, Humanity and Love, Justice, Temperance/Moderation, and Transcendence) and twenty-four (24) virtues (Wisdom and Knowledge, Courage, Humanity and Love, Justice, Temperance/Moderation, and Transcendence).

(24) paths (strengths) to achieve them, present in all human beings and cultures, developable and important for their own value and not as a means to an end (Peterson and Seligman, 2004).

From Positive Education, which is the application of the findings of Educational Psychology to the Educational field, and the creation of models that allow educational institutions to develop the well-being of all the actors of the educational community, the development of character strengths is a fundamental tool. The educational psychologist, together with the teachers and the management staff of the institution, are the managers of the educational processes for the students and their families, an element that makes essential the training in this area, the personal work in the identification and conscious use of their strengths and the design of strategies and activities for the development of these strengths in their co-workers (teachers), students and parents.

In reference to research studies that show the development of character strengths of teachers, parents and students, and their impact on well-being, we find important contributions. As an example of studies on character strengths and teachers, we can cite the research of the University of Granada team on character strengths and teaching effectiveness (Perandones et al 2014; Herrera et al 2019). In reference to character strengths and students we find a large number of studies referring to their impact on performance and their relationship with other areas such as resilience or emotions, carried out at all levels of the educational system mainly in young university students. As two references on the topic of strengths in children, we can cite the work of Alejandro castro and his team in Argentina on character strengths in children (Grinhauz and castro, 2015) and the work of Carmelo Vázquez and his team on character strengths in adolescents (Giménez et al. 2010). as a reference to the topic of strengths and parents, we can cite the work of Mary Reckmeyer and her team from the Gallup group in the USA (Reckmeyer and Robison, 2016) and Lea Waters in Australia (Waters, 2017).

as two examples of the use of strengths in the creation of Positive Education models we can mention the Aulas Felices program created in Spain that develops character strengths and mindfulness (Arguís et al 2012) and the model of the Geelong Grammar School (IPEN, 2017), an Australian school that was one of the pioneers in introducing Positive Education.



Positive in the classroom and includes character strengths in conjunction with the five components of PERMA and positive health.

In conclusion, we can point out that the use of character strengths as a fundamental axis in the design of Positive Education models and as an essential element for self-knowledge and development of well-being is supported by scientific research that allows its characterization and describes the benefits of its use. For Educational Psychology and the educational psychologist, who must work with all the actors of the community, it is imperative their conceptual knowledge, their personal development and the management of strategies to create programs on character strengths.

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SYMPOSIUM 3: CONTRIBUTIONS OF POSITIVE EDUCATION TO EDUCATIONAL PSYCHOLOGY



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* He has a Bachelor's Degree in Psychology and a Master's Degree in Education from Universidad Tecmilenio, an institution where he has worked as a professor in social sciences courses at the high school and professional levels, mentor for high school students and leader of the Student Wellness and Development program at the national level. Currently, he works in the area of Academic Design of the Institute of Happiness Sciences of Universidad Tecmilenio, where he has developed several courses and interventions of Positive Psychology applied to Education and Organizations, so that people learn and implement strategies to help them increase their level of well-being. Her life purpose is to design learning experiences in order to help people to learn and implement strategies that help them increase their wellbeing.

develop academic and wellness skills to apply in their daily lives.

POSITIVE EDUCATION AND E-LEARNING. CONTRIBUTIONS TO EDUCATIONAL PSYCHOLOGY

The Internet, as a technological tool, has opened up the landscape for action to promote wellness, and the development and/or adaptation of positive practices and programs that help individuals and groups thrive is becoming increasingly common. An Internet-based intervention for wellness facilitates information and promotes behavioral change through programs that are theoretically based, self-directed, interactive, tailored to the user, and provide a variety of multimedia tools (Ritterband et al., 2003; cited in Vella-Brodrick & Klein, 2010); they even favor the sharing of positive experiences through social networks, such as the "three good things" exercise adapted in an application via Facebook (Munson et al 2010; cited in Schueller and Park, 2012) or the emergence of mobile applications such as *Happify* or *SuperBetter* that help people to develop positive habits through informative or playful resources.

Some research (Vella-Brodrick & Klein, 2010; Schueller & Park, 2012) has shown that online wellness interventions (such as using character strengths, counting good things, gratitude



visitation, among others) are not only good for generating healthy behaviors or promoting personal development, but have also been effective in treating

some symptoms of clinical pictures of various disorders or health behaviors, such as stress reduction, depression, smoking cessation, among others. That is why, starting with wellness education at an early age has two important effects (Waters et al., 2017):

1. Improves learning, specifically, through participation in programs that promote social-emotional learning and participation in wellness interventions, such as strengthening relationships, emotional management or the use of strengths, to name a few.
2. Increases mental health, for which the school plays a key role as an enabling institution from the preventive path, focused on reducing the incidence of psychological disorders in children and youth; and the promoter path, aimed at increasing satisfaction with life and positive states.

Given this evidence, the advantages of developing positive practices virtually will be described, instructions will be provided to implement three positive practices online and one of the virtual tours of well-being, which are part of the Positive Museums program of the Tecmilenio University, will be presented as a teaching strategy integrated into the course of Principles of Well-being and Happiness of higher education students of the Tecmilenio University and as an experiential experience in the Happiness 360 Forum of the Institute of Happiness Sciences, in such a way that both students and external visitors to the institution are invited to virtually tour the museum and its spaces from a perspective that favors the knowledge and practice of positive emotions and other important elements that can have a constructive impact on their well-being.

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WORKSHOP 5:

GUIDING POSTULATES FOR PSYCHOLOGISTS AND EDUCATORS IN THE CARE OF AUTISM SPECTRUM DISORDER .



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The objective of the workshop is to understand the main guidelines and strategies used in the psychoeducational care of Autism.

Autism Spectrum Disorder is a neurodevelopmental disorder that becomes evident in the first three years of life and involves failures in 4 major areas (American Psychiatric Association, 2014; Garzón et al., 2004; Yáñez, 2016):

- Language and communication: in the components of form, content and use.
- Social interaction: this includes failures due to both deficits and excesses and/or inadequacies in socialization.
- Flexibility: generating rigidity of thinking, interests restricted and repetitive behaviors.
- Sensory: hypo and hyper sensitivity to stimuli.

Its prevalence has increased considerably in recent years, with the latest prevalence rate estimated at 1 per 54 births (Centers for Disease Control and Prevention, 2020).

This condition has a great number of nuances that go far beyond the social concept of Autism; although there are general areas that are commonly affected.



in all people with Autism, it is important to take into consideration the variability of the characteristics in each case, because within Autism each person is UNIQUE.

Likewise, it is very common that the development of people with ASD in different environments (family, school and social) is considerably influenced by the difficulties they face to interact properly, make sense of the information that comes to them through the senses, use language to communicate and even organize themselves properly to interact with others. Undoubtedly, they must constantly face school, family and social spaces with very little structure, overload of sensory stimuli and high demands of communication skills, which produces negative consequences such as anxiety and frustration, even manifesting itself through inappropriate behaviors (e.g., tantrums, hetero and self-aggressiveness).

Based on the aforementioned characteristics, intervention in Autism Spectrum Disorder is not a simple task and the particular characteristics of each case must always be taken into consideration. However, there are guidelines in which the care of this condition should be framed:

- Individualization of the teaching-learning processes: taking into account the strengths and needs of the case and placing special emphasis on aspects related to personal autonomy, social relations, communication skills and other affected dimensions (Aguilera, et al., 2007).
- Structure of the environment: involves reduction of environmental demands, temptations and provocations; anticipation of changes, structuring of time and organization through visual cues (visual agendas, behavioral cues, etc) (Equipo Deletrea and Artigas, 2004; Yáñez, 2016).
- effective communication: includes the use of visual support (lists, pictograms, calendars...) to facilitate understanding (Equipo Deletrea and Artigas, 2004; Yáñez, 2016); as well as clear and explicit instructions, avoiding vagueness and ambiguities.
- Error-free learning guidelines: involves breaking down tasks into smaller steps and "offering all the necessary aids to ensure success in the task presented, gradually fading out the aids offered" (Equipo Deletrea and Artigas, 2004, p. 65).
- Use of reinforcers and elements of interest to the individual: to motivate learning.
- Adaptation of behavioral techniques: taking into account the significance of the problem and functional analysis, first determining why the behavior occurs.

- collaboration between parents, professionals and school: facilitating teamwork and generalization of learning (Yáñez, 2016).
- Explicitly teaching social skills: skills such as knowing how to interpret a look, adjusting the tone of voice to emphasize the message we want to convey, respecting turns during conversational exchanges, etc., will require clear and explicit teaching (Equipo Deletrea y Artigas, 2004).

The psychoeducational interventions oriented under these general guidelines and added to the individuality of each case, will allow favoring the teaching-learning process in the person with ASD.

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TRIBUTES

TRIBUTE TO PROFESSOR LYEZER KATÁN Barú

ROBERTO RÉQUIZ.

DEAN OF RESEARCH AND ACADEMIC DEVELOPMENT
METROPOLITAN University

Good afternoon.

I would like to begin this presentation by thanking the organizers of the Conference on Educational Psychology Update: New Challenges New Practices, and especially Professor Pura Zavarce, for inviting me to say a few words to remember such a special man as Lyezer Katán. I would also like, from the Dean's Office of Research and Academic Development, to extend our congratulations and recognition to the School of Psychology and the Department of Behavioral Sciences for this initiative to hold such a significant event for the dissemination of knowledge and exchange among researchers in Psychology, Education and related areas.

The purpose of these simple words is to pay tribute to an illustrious, outstanding and beloved member of our community: Professor Lyezer Katán Barú, who left us physically on April 3, victim of the pandemic that is currently subjecting humanity to a painful test, and that has claimed and claims every day, thousands of lives on the planet, without so far having found a way to stop it.

The loss of Professor Katán was compounded by the death of his wife, Lydia, just a week earlier, also a victim of the coronavirus, adding even more pain to this dramatic circumstance that deeply moves the unimetan community, and which, of course, constitutes a brutal blow to Nohemí, carlos and José, their beloved children, to whom we send our feelings of affection and solidarity.

Professor Lyezer Katan was born in Istanbul, Turkey, on June 25, 1941, at a time when humanity was shaken by World War II. When he was just a seven-year-old boy, in 1948, fleeing the devastation of that tragedy, Lyezer arrived in Venezuela with his family and his family.

family, to embrace these lands as his new homeland, where he would sow his talents and loves, to contribute to the growth of our country.

As a member of a modest family in economic terms, but of infinite wealth in the valuation of principles and above all of education, Lyezer completed his studies and in 1965 graduated with a degree in Chemistry from the Faculty of Sciences of the Central University of Venezuela.

In the professional field, for Professor Lyezer Katán, classroom teaching and research would occupy his total dedication and extreme commitment. In 1966 he joined the School of Chemistry of the UCV as an instructor professor where he had a long and fruitful academic career. In 1969 he obtained his Ph.D. from the Sorbonne University at the French Petroleum Institute, in the area of catalysis.

as a member of the academic staff of the Universidad Central de Venezuela, was a pioneer in the development of research in the production of catalysts for petroleum refining processes. The most important products of his research are collected in 27 publications in peer-reviewed journals and in proceedings of national and international congresses. He was tutor of more than 30 undergraduate and graduate degree works. During that time he was president of the Venezuelan Society of Catalysis and later president of the Iberoamerican Society of Catalysis. He was also a member of the technical commissions of the conicit, jury evaluator of research projects and graduate work. He was also a pioneer in the establishment of the university-industry relationship by achieving strong links with the national oil industry to carry out basic and applied research projects in the development of catalysts for the production of naphtha and other derivatives. He was, for several years, director of the School of Chemistry at the UCV, and in recognition of his contributions to research, one of the laboratories was named after him. Lyezer left his mark on his Alma Mater.

Professor Lyezer Katán arrived at the Universidad Metropolitana in 1992, after receiving the benefit of retirement at the UCV, to participate in the creation of the Directorate of Research at UNIMET. It was not an easy task, because at that time research activity was just incipient.

There, one of his first initiatives would be the creation of a collegiate body that would support him in the analysis and conceptualization of a system of incentives for professors to engage in research and publication. This led to the creation of the Research Advisory Committee, which became the key piece, his great and strong support, as he himself said, for decision making regarding Unimet's research objectives and policies. This joint work with the commission has resulted in multiple products that form the basis of most of the programs of encouragement and recognition to professors for their dedication to research, intellectual creation and educational innovation.

The following: the figure of the Research Professor, the various funding programs of the Directorate, Mirai, our repository of research activities, the Academic Awards and the congress of Research and Intellectual creation of the Metropolitan University, or better known, within our university, as "the congress of Katán".

Practically from the time of his entry, he held the position of Director of Research and Development, where he demonstrated his institutional commitment and passion for the search and dissemination of scientific knowledge, not only in our university, but also for the benefit of the country. Since its first edition, Lyezer held the position of President of the Congress of Research and Intellectual Creation and on several occasions served as Editor of the Journal *Anales*.

Lyezer was a man with a kind and respectful character, who knew in detail the meaning of doing quality research, with high ethical principles that always guided his daily work. He was a complete academic, upright and correct in his actions, who was criticized on many occasions, and often heard comments such as, "...Professor Katán does not accept this work, he tells me that this is not research, it is too difficult what he is asking me".... Although he listened to these criticisms, they did not change the way he acted. Lyezer knew he was right. On repeated occasions, the same professors who criticized him later acknowledged that his demands sought nothing other than quality, excellence.

The *Annals of the Metropolitan University Journal* held a very special place at Lyezer. He was always on top of all the details to try to get it published on time. From receiving the articles, writing to the authors, reviewing the manuscripts, sending the articles to arbitration, sending the issue of the journal to the designer and even fighting with Alfredo Rodriguez either to remind him not to use the paper that was destined for the printing of *Anales* (something that never happened) or to insist that the corresponding copies be printed. He did not rest until the corresponding issue of *Anales* was published, a rest that did not last long because almost immediately he began to work on the next issue of the Journal. The Congress of Research and Intellectual Creation was another of the issues to which he devoted most time and effort when it was due. Pending of all the details from the initial call for papers to the realization of the event. Foresighted to the extreme as he was, he always had everything prepared well in advance. In fact, before the quarantine began on March 13, all planned activities related to the congress were up to date. The congress was scheduled to start on May 22, i.e. 2 months later. Lyezer could not conceive that things would not be ready in advance and that possible adverse situations would not be foreseen. Particularly important to him were the academic awards for research productivity and educational innovation. He put a lot of effort into these awards, always making sure that the right jury was appointed in time, and that the professors were selected in a timely manner.

He was very careful with the documents submitted for evaluation, always being very rigorous in their preservation and that they were only reviewed by those who actually had to do it. On the day of the awards ceremony, his face reflected both satisfaction for the work accomplished and pride and respect for the awarded professors.

We will forever remember his strength of spirit that made him tireless in the face of new initiatives to nurture the academy. His kindness, gentleness and exemplary citizenship will be a legacy that will live forever in his disciples, classmates, friends and colleagues.

As far as I knew, outside of academia and family, Lyezer was passionate about three things. Horseracing: in fact, he even owned a racehorse. The sea - he actually loved the beach. Dominoes: he was a great domino player, becoming a champion in different tournaments.

The Metropolitan University and the country lost a great man, an exemplary citizen, a great director, an excellent research manager, a tireless worker for the promotion, encouragement, support and recognition of everything related to research activities and intellectual creation of our institution. Miriam Benhayón, Alfredo Rodríguez and Mary Guerrero know that they miss him immensely. Personally, I also lost a friend, a person from whom I learned a lot and with whom I shared common concepts and criteria about the University. That person with whom it was not necessary to invest too much time to convince him about new ideas that would strengthen the university, because he was always willing to build. In our conversations, the favorite topic was of course research, seen from multiple angles; our greatest concern: how to increase the productivity of the University.

Universidad Metropolitana was honored and privileged to have had the knowledge, professionalism and dedication of Professor Lyezer Katán for 28 years, whose achievements and contributions fill us with pride and satisfaction. We will always miss him and are very grateful to him.

TRIBUTE TO PROFESSOR JOSEFINA FIERRO

ALIDA CANO DE FAROH.

RETIRED PROFESSOR, Universidad CENTRAL DE VENEZUELA

I was asked to write a biographical sketch of Professor Josefina Fierro, unfortunately I have very little biographical information, so what follows is based on my memories and admiration of someone who has always been a role model in my professional life.

Josefina Fierro was born in Cumaná and as a teenager she came to Caracas where she attended high school at the Andrés Bello High School; she then entered the Central University of Venezuela in the School of Philosophy where she was one of the first women graduates in this discipline; her teaching vocation led her to teach philosophy in high schools in Caracas, where many of her students were older than her.

To continue her education she traveled to France where she studied psychology and psychopedagogy. At the Sorbonne she was taught by Jean Piaget, whose theory made her become an in-depth student of Piagetian genetic psychology, which from then on contributed to her transmitting her knowledge to all her students. As a funny anecdote we remember that in our School of Psychology she was frequently called "Madame Piaget".

Upon her return to Venezuela, she joined the teaching staff of the School of Philosophy at the Universidad Central de Venezuela and from there, first the Psychology section was formed in 1956 and later, in 1958, the school, where she was co-founder along with a group of professors and where Professor Guillermo Pérez Enciso was the director. Professor Fierro exercised multiple functions at the UCV. During the long time in which, always present, she exercised in an excellent way all the roles she assumed.

She was director of the School of Psychology, and at the end of her tenure, she assumed the chair of School Psychology from the beginning of the renewal of the curriculum in 1970, which created the different options for graduating from our school.

Professor Fierro's work transcended the limits of the UCV and contributed greatly to the development of preschool education in the country. Many of the improvements in this educational area were due to her advice, both in private and public education, since she was the creator and advisor of programs for the integral development of preschool children, with a Piagetian and systemic approach. Her most important concern was always to provide an excellent educational formation to the little ones of our popular classes. Her contributions to psychology were also remarkable; she can be considered the pioneer of school and educational psychology, as well as developmental psychology. She wrote many articles and essays on these subjects and coordinated the creation of the Master's Degree in Psychology of Human Development.

He received institutional and governmental awards for his recognized contributions.

His memory is always in my mind as someone who had an admirable speech; listening to one of his classes was a gift that conveyed a deep knowledge of the subject and, above all, a thorough reflection on any problem. His reflections influenced his students to develop critical and analytical thinking that contemplated all the possible variables that influence a problem, before making hasty judgments that lead us to make mistakes.

For all of us who knew her, Professor Josefina Fierro is an icon of psychology and preschool education in Venezuela.

TRIBUTE TO PROFESSOR NUSIA FELDMAN

LYA FELDMAN.

PROFESSOR AT THE Universidad SIMÓN BOLÍVAR

First of all, on behalf of my mother and my entire family, I would like to thank the Coordination of the Educational Area of the Department of Behavioral Sciences and the School of Psychology of the Universidad Metropolitana, represented by Professor Pura Zavarce in collaboration with María Elena Garassini, for the initiative to pay a well-deserved tribute in this space to my mother, Prof. NUSIA FELDMAN, to recognize her valuable contribution to the development of Psychology in general, to Educational and School Psychology in our country. I will now give a brief review of her professional and academic activity.

My mother was born in Balti, Romania on September 17, 1934. Her father Meir Katz was a merchant and her mother, Sonia Polonewski, was a housewife and a master piano player. He has an only brother named Jaime who has been living in Israel for some years. In August 1948 they arrived in Venezuela like many Jews, fleeing the horrors of the Holocaust and settled in Caracas.

He began his high school studies at the Andrés Bello High School. At that time she was 13 years old and entered the second year of high school. She always remembers her first day of class at that school. Dionisio López Orihuela, director of the high school, took her by the hand and while they were walking to the classroom he told her: "Here we have no class differences, no differences of race or religion". Those words stayed with her forever.

He made excellent friendships with his classmates and teachers. Some of those friendships remained for a long time.

In 1953, she married my father, Moisés Feldman, a psychiatrist with whom she had a beautiful marriage and 6 children. She currently has 15 grandchildren and 13 great-grandchildren.

Despite having a large family, it did not prevent her from developing professionally in a brilliant and outstanding way. She entered the Central University of Venezuela (UCV) and graduated with a degree in Psychology in 1960 and was part of the first class of Psychologists of Venezuela. Between the years 61 and 62 she studied subjects of the Postgraduate Course of School and Clinical Psychology as well as the Seminar of the Doctorate in Psychology dictated by Dr. Alberto Merani. In 1969, he entered the Postgraduate Course of Clinical Psychology at the UCV and in 1972 he obtained the degree of Clinical Psychologist.

She has always been a person who has liked to be very updated and prepared in her field of work, hence throughout her professional life, she took numerous courses to expand her knowledge both in Venezuela and abroad related to the field of School Psychology, Clinical Psychology, Learning Difficulties, Attention Deficit, therapeutic procedures of various approaches with emphasis on family and couple therapy. She was also very interested in the field of Positive Psychology being one of its pioneers in Venezuela. She has always told us in her family about the resilience she had to develop from a very young age to face the vicissitudes and difficult moments she and her family lived through as Jews during the Second World War.

For more than 50 years she has been dedicated to health care in both the public and private sectors. He dedicated himself to this with a lot of passion and love until 6 years ago, attending children, adolescents and their families.

In parallel, she also developed an academic career. She became a professor at the School of Psychology at the UCV, specifically she worked in the School Psychology DEPARTMENT where she held coordination positions on several occasions, was coordinator of the Department of School Psychology and later Head of that department, member of the Council of the School of Psychology. She coordinated different subjects such as Early Intervention, Intervention Techniques in School Psychology, Stimulation of Human Psychological Development, among others.

She tutored more than 30 theses at both the Bachelor's and Master's levels. Although she retired from the University in 1985, she continued for several years teaching, collaborating with the Department of School Psychology and tutoring theses.

Throughout her career she has had the opportunity to participate as a guest lecturer at congresses, conferences and courses to broaden her knowledge both in Venezuela and abroad in the areas of school psychology, specifically with regard to learning difficulties, attention deficit and hyperactivity, clinical psychology, family and couple therapy. In total he has participated as a lecturer in more than 80 scientific events.

He also has 35 publications including national and international peer-reviewed journals and book chapters.

She has played a leading role in the creation of the Venezuelan Society of School Psychology, of which she was its president and founder from 1978 to 1983 and in which she has always been closely linked. She has also been an active and founding member of other scientific societies such as the Venezuelan Society of Clinical Psychology, Venezuelan Society of Family Psychology, Federation of Psychologists of Venezuela, Venezuelan Association of Psychotherapy (AVEPSI), Venezuelan Society of Health Psychology, Venezuelan Interdisciplinary Society of Behavioral Medicine and the Venezuelan Society of Positive Psychology.

In addition, throughout his professional and academic career he has received countless national and international distinctions.

However, I do not want to end this review without highlighting the most outstanding virtues of my dear mother, which are her human qualities and her personal and social sensitivity. My mother is a very special mother, grandmother and great-grandmother, loving, dedicated, discreet and very generous. Likewise, her support and unconditional love for my father has always been present even after his departure. In addition, she has demonstrated without a doubt her love and commitment for Venezuela, which she has always felt as her homeland. Hence his permanent desire to contribute and collaborate.

This is a very heartfelt recognition for her and the whole family. Thank you very much.

TRIBUTE TO PROFESSOR ALIDA CANO DE Faroh

MARÍA ELENA GARASSINI

PURA ZAVARCE

ELENA FRANKLIN DE MARTÍNEZ

MILENA PÉREZ

MARIA ELENA LORENZO

GRADUATES OF THE METROPOLITAN University

Alida is an integral woman. We know her as a mother, teacher, friend, tutor, and in all areas of life and academia. I have the joy of having met Alida at the Central University when more than 30 years ago we walked the corridors of the School of Psychology of the UCV in wonderful exchanges about psychology applied to education in classrooms, in practice schools, and in research and projects that sought the improvement of all the actors of the educational communities. That intense relationship from years of study led me to call her my academic mom. We discovered together at a graduation celebration, where she and my biological mother met, that they had studied fifth year of high school together.

Many years of friendship, of shared joys and pains too, in family mourning, have made Alida represent for me the greatness of the professional woman, and the wonders of educational psychology, in the hands of intelligent and compassionate people.

What a joy and happiness that Venezuela, the UCV and educational psychologists can always count on you. I love you very much.

Your Academic
daughter. Maria Elena
Garassini

Dear Alida:

Making possible a space to honor you represents one of my great satisfactions in this event. It is made more special by the possibility of doing it with friends and colleagues who share the same respect, admiration, affection and your influence in our lives. I met you as a student when I was only 20 years old, and you were a fundamental pillar in the consolidation of my vocation and sense of life. Lover of knowledge, generous in your dedication, patient and kind in your treatment, creative and flexible in your opportunities, optimistic about the future, believer in the potential of your students, willing to give emotional support when we need it, demanding and mediator in the learning and development of our competencies. Today as a teacher I follow your example, I am inspired by it to continue one day at a time, fertilizing and sowing the value of our profession in each of my students and in everything I do with passion, ethics and a great sense of service. That is your legacy and I feel very fortunate to have received it from a great woman like you.

Pura Zavarce Armas

Dear Alida

I had the joy of meeting you when I was studying for my master's degree in Psychology of Human Development at the UCV and you were a professor of several subjects. I was struck by your solid training together with a gift of openness, warmth and simplicity, a rare combination that is not easy to find. I asked you to be my thesis tutor and you did not hesitate for a second in giving your consent and there were several occasions when you invited me to your home to work together in an impressive library that clearly showed your dedication to psychology. When we decided to carry out the proposal for the Bachelor's Degree in Psychology at UNIMET, you were a very important academic support and an unconditional ally until it was approved. I can not fail to mention the pleasant evenings with your thesis students, accompanied by delicacies prepared by you with great love. Thank you for everything, you are a beautiful example of a woman to follow.

Elena Franklin de Martínez

Around 1985, when I was a student of School Psychology, I began to study the Venezuelan Educational System with Professor Alida CANO. I was enthusiastic about the contents of that class, but above all the passion, depth, critical spirit and humanity with which Alida taught us. Alida was not a soft teacher, no. She was not. She was demanding with the quality of the work we had to produce. A demand that challenged and encouraged us to be more rigorous with ourselves. Alida's active participation in the teaching work at the University

Central de Venezuela (UCV), made me coincide with her many times. She taught me in the Master's program, she was my colleague in the School of Psychology, she advised me many times when I had to take steps in the profession, but, above all, together with other greats of this profession, she guided me with her criteria, ways of doing, and with her advice for the practice of Educational Psychology. Today, this event gives me the opportunity to thank him for his teachings and his passion for education and psychology. Those teachings and that passion have guided my professional practice. I am sure that there are thousands of us who can thank Alida CANO today.

Milena Perez

I want to send a special greeting to Alida, Alida has been a source of inspiration for me personally and professionally. Alida is love, is perseverance, is truth, is humility. From my heart. Thank you Alida

Maria Elena Lorenzo

**TRIBUTE TO PROFESSOR ANA
VIRGINIA BUSHELL**

NANCY GUTIÉRREZ

OLGA GALARRAGA

METROPOLITAN University

Much has been written about friendship. According to Cicero, friendship, after wisdom, is the most valuable good. It is a clear, disinterested feeling, which is not born from the search for what is useful, but from a natural inclination that unites people. These words give support to what we could say to honor our dear Ana Virginia Bushell, who departed to other heavens in recent days. Virginia, as we knew her, was a good companion, a warrior, tenacious, persevering and firm, focused on her goals and brave, always brave, bravery that she showed until the end in her fight against the evil that afflicted her.

Under her strong and vigorous character was hidden a sensitive soul that she tucked in very well, perhaps to protect herself, but that surfaced every time she perceived a hurry or a need. We noticed the energy in her daily statements, but at the same time, we understood her strong and vigorous character. Virginia leaves us many pleasant moments that will remain in our memory and will gladden our soul. We will remember her as a good friend, courageous companion and brilliant colleague with whom we shared many years and for which we thank life today.

Fly high, Bushell.

Nancy Gutiérrez and Olga Galarraga

