

## Empathic Interactions in Multigrade Schools: A Strategy for Developing a Didactic Subject of Learning

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### Abstract

*The present work, entitled Empathic Interactions in the Multigrade School: A Strategy to Develop a Didactic Learning Subject, intends to understand the "empathic interactions" that favor the learning dynamics of the students of the Bajo Retiro Unitary Campus of the Vereda El Retiro, in the department of Huila-Colombia to develop didactic learning subjects. To meet this objective, it proposes to identify, describe and interpret these social interactions and thus establish their function in the different learning dynamics. These actions are aimed at providing a solution to the difficulties that must be overcome by the unitary rural teacher who attends students of different grades and ages in the same space.*

*This document had its origin in the creation of an ethnographic narrative by the author-teacher in situ, in which the following categories of take-off were established: "multigrade rural education", "empathy" and "social interactions between students". In the search for the "State of the art", pedagogical and contextual structures were found that energized the teaching and learning processes in rural multigrade schools, in the international, Latin American, national, regional and local educational panorama. Likewise, theoretical elements were identified that helped in the delimitation of the "Problem Statement".*

*In addition to the above, the "Critical Theoretical Apparatus" was configured from the establishment of the take-off categories and the inquiry into the "State of the Art". Thus, the epistemological research stance was established, that is, a pedagogical tendency of a dialogic constructivist type with an axis in collaborative learning. In addition, a preliminary approach to the methodology was made from an ethnographic perspective where it is put in dialogue with the constructivist paradigm and the qualitative approach.*

*What is expected with this research is that the results will reveal the strategies to develop didactic learning subjects, which constitute the social empathic structures and favor the learning dynamics in rural multigrade schools, as a tool that facilitates the teaching work and the social ethical formation of the student. In other words, through reflections on the use of didactics as a social science, it will be intended to transform multigrade training scenarios into means of meaningful training opportunities, where students are autonomous in their learning based on empathic relationships with their peers.*

**Keywords:** *Multigrade Rural Education, Empathic Interaction, Didactics as Science, Collaborative Learning, Didactic Subject.*

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## **1. Introduction**

Empathic interactions in multigrade schools have been little addressed by the research trends studied at the international, Latin American, national, regional and local levels, as will be evidenced later in the state of the art. Empathic interactions are considered fundamental for the construction of knowledge in the multigrade classroom, as they establish the way to approach reality and favor learning environments in these rural training spaces. The way in which multigrade classroom research teachers observe and reflect on pedagogical work will determine the influence of postmodern constructivist theoretical currents that will allow empathy to be configured from the ethnographic perspective to understand how empathic interactions favor learning dynamics in a multigrade context, this context being the fourth part of rural educational establishments in Colombia. It is necessary to take a look at the educational potential that is presented in these areas, blurring the series of difficulties that have been constantly addressed by different researches.

### **1.1 Problem statement**

The educational spaces of rural multigrade schools in Colombia are characterized by their shortcomings: lack of pedagogical and technological resources, areas of difficult access, improvised training of teachers in new school methodologies, in general administration of a distant school, adoption of a pedagogical model with more than forty years of validity without its relevance being reevaluated, the absence of in-depth research that reflects on the relevance of their educational frameworks; Challenging dynamics for the single teacher who works in the same space with up to six different grades. These realities were revealed by different authors and research groups reviewed in the "state of the art".

An example of these multigrade rural spaces in Colombia is the rural unitary headquarters of the village of El Retiro in the department of Huila. There it was identified through teacher observation that students interact with each other regardless of the ages or grades to which they belong, contributing in some way to the enrichment of their social relationships and facilitating the achievement of their academic achievements. This situation, which is generated outside the teacher's planning, is what this research aims to understand.

The possible causes of these interactions are based on the way multigrade classrooms are organized. They are usually arranged in horizontal rows that stimulate concentration and hold the attention of the learners. However, due to the space between rows, students move around in the classroom, favoring relationships of affection, respect for differences, collaboration, so that each one has and fulfills their responsibility and helps others in their learning process.

As a consequence, students receive and provide reinforcement, they are configured as independent subjects, they support and give security to their classmates, collaboratively structuring their learning processes as a response to their needs at times when the unitary teacher must guide in unison such varied pedagogical activities.

Due to the above, this research aims to understand the empathic interactions that favor learning dynamics in multigrade rural classroom scenarios.

#### **1.1.1 Research Question**

How do empathic interactions favor the learning dynamics of students in the multigrade school of the Bajo Retiro Unitary Campus in the village of El Retiro, Huila?

## 2. Objectives

### 2.1 General objective

To understand the "empathic interactions" between students, which favor the learning dynamics in the multigrade school of the Bajo Retiro Unitary Campus, Vereda El Retiro, Huila. Colombia.

### 2.2 Specific objectives

- ✓ Identify the types of empathic interactions that occur among research participants.
- ✓ Describe the empathic interactions that are privileged in the multigrade classroom and that mobilize the learning dynamics in the research participants.
- ✓ Interpret the empathic interactions of the students that favor the development of the didactic subject in the multigrade classroom.

## 3. Methodology

The method used for the elaboration of the article was the prism, which allowed to guide the evidence-based document management on the accumulated knowledge from the categories of research interest, that is, the search, identification and selection of relevant research.

The instrument used for the recording and analysis of information was the Specialized Analytical Summary Sheet on Education (RAE), which helped to organize the information based on three guiding questions: What is called rural education? What is the theoretical, conceptual and practical interest of the rural context you are addressing? Which authors or theories predominate in the study? Which research methodology is favored in the published study?

Articles from different research were analyzed in the following databases: Dial net, Redalyc.org, Google scholar, Scopus and Web of Science, where the most relevant research is stored, that is, that has been verified by expert peers and is considered to be of high academic quality: 7 research in scielo.org , 3 research in the RIUCM, 13 digital books on Dialnet, 48 research articles on redalyc.org, 12 research articles on web of science, 8 research articles on Scopus and 72 scientific articles on Google Scholar, for a total of 163 research projects addressed from 2018 to 2023.

In addition, two tools for the bibliometric analysis of research in scientometrics and bibliometrics were privileged, these were the statistical software R and VosWiewer, with the aim of visualizing the data obtained. To carry out the implementation of the aforementioned databases, we started from the take-off categories and mixed them with other key concepts as follows: "rural education and challenges", "rural education and challenges", "multigrade education and social interactions", "multigrade education and problems", "multigrade education and empathy", "multigrade education AND social interactions".

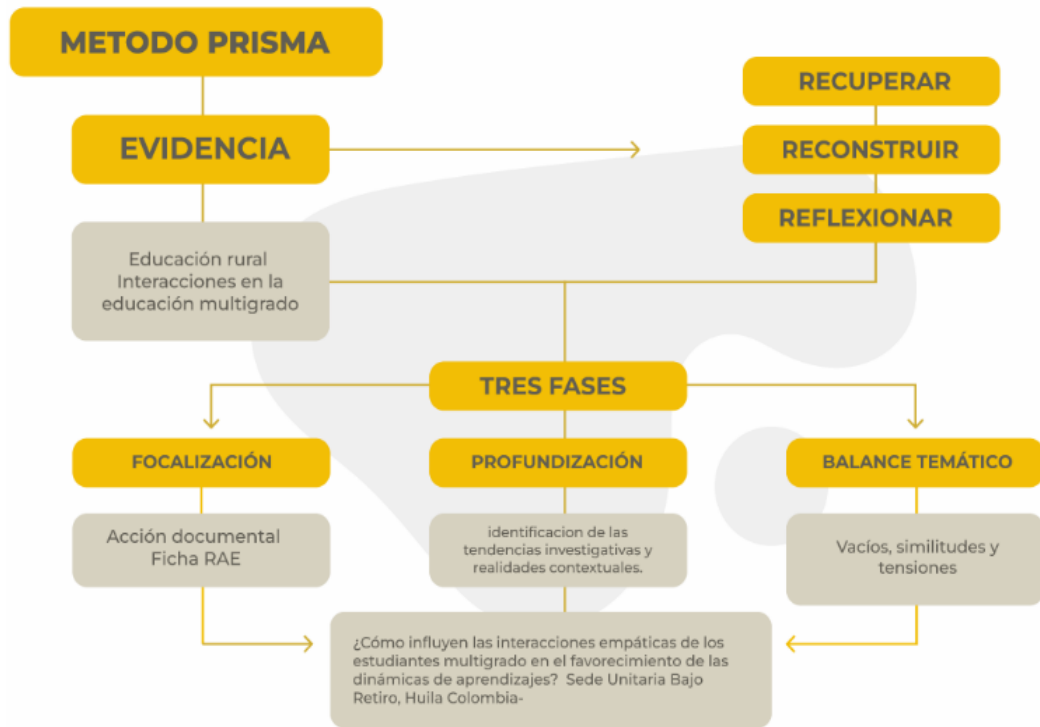


Figure 1. Prisma Method for Documentary Review

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Figure 2. Trajectory for the systematic review of the bibliography for the state of the art.

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## 4. Results

The present research aims to answer the question: How do empathic interactions favor the learning dynamics of students in the multigrade school of the Unitary Headquarters Bajo Retiro of the Vereda El Retiro, Huila?, began with an autoethnographic account of the author teacher when she described the activities carried out and observed in her day to day work in the rural multigrade classroom. And from there, the categories of investigative take-off with which the state of the art was approached emerged.

To develop the theoretical framework, a relational circuit of the categories supported in the state of the art was proposed, with the categories that emerged in the analysis of the same, from whose relationship it is expected to base the theoretical understandings that will guide the answers to the question previously formulated.

### 4.1 First Category of Theoretical Analysis.

For this research, the following concepts were identified that support the construction of the theoretical referent, in what implies the understanding of the forms of communication and participation of students in social interactions.

#### 4.1.1 Social interactions in the multigrade classroom. A way to learn about the forms of communication and participation of students in multigrade schools.

It is important to define key concepts about the topic of study, such as: classroom interactions, types of classroom interactions, empathy between students, types of empathy, multigrade schooling, didactics as a social science, collaborative learning, and constructivist learning theories; In this research, we will try to dialogue with the founding and contemporary authors, and thus try to understand the theoretical context from which the multigrade school will be enunciated.

##### 4.1.1.1 Social Skills from Classroom Interactions

Jerome Seymour Bruner, an American professor, psychologist and pedagogue noted for his important contributions to learning theories, explained in his book *The Process of Education* (1963), the need to teach based on motivation and interaction between the student's prior knowledge and that of his peers, under the dynamic accompaniment of the teacher. In this way, the research assumes the importance of the role of the teacher as an active agent that has an important influence on the way students construct knowledge and interpret reality.

In addition, in her experience as a multigrade teacher, the researcher was able to observe that social and cultural conditions allow students to understand reality in a meaningful way. Currently, approaches have emerged very much along the lines of what Jerome Bruner proposed, an example of which is embodied in the book *The Processes of Communication and Language. Fundamentals and Practice* (2000) by Víctor Miguel Niño Rojas, which states that, as far as knowledge is concerned, it is not a mere more or less faithful reflection of the external world, but an apprehensive mediatization that results in the interaction of the subject with objective reality, through the signification of language, within which social participation is inherent. That is to say, from Niño's approaches, it is understood that knowledge is a construct in which the objective, the subjective and the social fit, made possible by the linguistic signs with which students communicate. In addition, the author adds that the social dimension is not opposed to the individual, but rather the authentic one, since: "in the encounter with the other is the very essence of human nature" (Niño, 2000, p. 5). Based on the above postulates, the importance of social interactions is recognized as natural relationships that are enriched in the culture of which they are a part. Thus, knowledge in the multigrade classroom is constructed as a result of social interaction among its members (students, teachers, parents).

In addition, Víctor Miguel Niño Rojas examines communicative competence as part of the cognitive structures that enable children to educate themselves about the world,

interact with it, and discover meaning. He states that "Today thinking is developed by making the most of daily experience, in the learning of science and culture, in social interaction and, of course, by exercising intelligence" (Niño, 2000, p. 57). In this way, theoretical support was found that links social interactions with significant cognitive processes in students.

In 1976, Jerome Bruner proposed the theory of scaffolding to explain that, as the student gains skills, the teacher withdraws his help, giving him more control and responsibility. Thus, these approaches resemble the reality observed and experienced by the author of this thesis, who from the multigrade rural educational space, detects that the construction of knowledge and the training of students in the dynamics of inter-grade collaborative work, where they assume leadership roles, providing support and academic guidance, they also promote social skills such as tolerance, love and respect for the diversity of thoughts and conditions, which, regardless of age, are favorable for learning environments that motivate students to stay and enjoy their moments of life in school (Bruner, 1976).

Jerome Bruner rooted his postulates in Lev Vygotsky's theory of the zone of proximal development, in which students are presented with challenges or "scaffolding", seeking to make them capable of performing tasks autonomously. Following the postulates of Lev Vygotsky in his book *The Development of Higher Psychological Processes* (1996), the zone of proximal development is nothing more than: "(...) the distance between the actual level of development, determined by the ability to independently solve a problem, and the level of potential development determined through the resolution of the problem" (Vygotsky, 1996, p. 133-134). The zone of proximal development allows us to trace the immediate future of the child, pointing out not only what has been evolutionarily completed, but also what is in the process of maturation. When Vygotsky refers to "proximal development", he is referring to a scenario that is enhanced in the realities of the multigrade classroom, to the impulse that older students in age and grade exert on younger ones, an impulse that encourages active participation, security among them and that at all times the younger student assumes challenges beyond what is outlined in the boundaries of his curricular plan. In multigrade spaces, the teacher constantly seeks to make the student's work more advanced than what is pre-established for the degree, where the actor surrounds in an attitude of appropriating challenges that allow him to be highlighted and praised among his peers, the social environment of which he is a part. The essential feature of the postulates of this research is the notion of social interaction, which makes the multigrade classroom a propitious scenario for the study of social interactions that favor learning dynamics.

Following the postulates of Jerome Bruner, in his book *Mental Reality and Possible Worlds* (1996) he stated that, "reality does not reside in the thing, nor in the head, but in the act of discussing and negotiating about the meaning of those concepts" (p.17). That is to say, for Jerome Bruner, the student must not only observe, imitate, interact, but must also learn to discuss and defend a position of thought that can be expressed through defensive argumentation of his way of interpreting reality, as a necessary conflict to generate criteria and learning.

In 1997, Jerome Bruner expanded his theoretical approaches in his book *Education, the Gateway to Culture*, in which he took up social aspects that facilitate understanding of the influence of "social interactions between students" (p. 54). There it proposes the use of tools and resources that are based on cooperation between groups and, from there, work on language, communication between equals, exercises of freedom of opinion and thought, which are fundamental aspects for the social and personal development of students. The relevance proposed by the author to the aspects of personal development based on social development is considered important, where students will not only develop academic and communicative skills, but will also learn to live in community, respecting the basic aspects of coexistence as a way of preparing for life.

Jerome Bruner's valuable ideas were taken up by psychologist and university professor Albert Bandura (1987) in his theory of social learning. In it, he expanded on Jerome Bruner's postulates by stating that students also learn from the behavior of their parents, teachers and classmates; and not only the topic presented in class. In other words, the student absorbs models of behavior and social skills from their environment in the same space of coexistence, without being focused exclusively on the acquisition of academic knowledge. Indeed, Albert Bandura agrees with Jerome Bruner when he explains that social interactions, especially in educational spaces "(...) they may be generating an imitation effect on attitudes and values, such as empathy, solidarity, among others." (Bandura, 1987, p.58).

At this point, Albert Bandura leads to the reflection of the behavior of the multigrade classroom teacher, who, due to the management of so many students, has understood that with the good attitudinal and behavioral example, he teaches more than with words, referring to the social aspects. That is to say, a teacher who is patient, empathetic, who understands the students because they characterize them from their family nucleus, who assumes himself as part of them, who works on the floor with them, colors, laughs, tells funny personal stories, listens to them, constantly dialogues with parents, demonstrates a sense of belonging and commitment, arrives motivated at school, He executes projects for the progress of the community, he dances with them, he talks to them about how positive studying has been for him, he gives them affection and respect, surely, his students will try to imitate him.

Lev Vygotsky was interested in studying the way in which social interaction leads to higher psychological functioning, where learning is the product of a social activity and not just a process of individual realization: "This perspective places the active subject at the center of attention in his interaction with other subjects, with elements that in turn allow transformations within him. that is to say, their psychic and physical modifications." (Vygotsky, 1996, p. 71). These postulates show that, theoretically, there is support for what has been observed in the multigrade classroom. There are modifications in the mind, brain, body, and emotions among children when they interact socially.

More than seventy years later, Rosario Cubero, a leading professor in the Department of Developmental and Educational Psychology at the University of Seville, takes up the postulates of Lev Vygotsky in her book *Constructivist Perspectives, the Intersection between Meaning, Interaction and Discourse* (2005), stating that: "(...) Vygotsky's works correspond to dialectical constructivism, where the source of knowledge is located in the continuous interaction that occurs between people and their social context of development." (Cubero, 2005, p. 172). The prominence of constructivism in the multigrade educational scenario to understand how knowledge is produced in the classroom is understood as the dialogic social construction among students, which allows them to make sense of and conceptualize the realities of their environment. According to Cubero and Vygotsky, the social context is fundamental for knowledge to be given, and from the research it is privileged, as a building nucleus in the first place, then, it is built individually according to the interpretations assumed by each student. In this way, discussions of meaning and significance will be presented from the positions apprehended and thus, develop social skills as beings in formation, willing to learn and yield when necessary.

However, Jean vy's perspective was presented in the book *The Social Genesis of Piaget-Vygostky Thought* (2000), in which Anastasia Tryphon and Jacques Voneche propose fundamental principles by explaining that Piaget-Vygostky thought was not immune to the role of social experiences. According to them, Jean Piaget saw interaction with peers as an ideal forum to help children decenter their thinking and thus be able to move it away from a particular egocentric vision. This perspective on Jean Piaget was also addressed by Rosario Cuberos, who stated that Piagetian theory has an endogenous constructivist position, characterized by the internal construction of knowledge structures

based on previous ones, that is, that the place where the construction activity is carried out is the individual. The environment provides opportunities for situations of assimilation, imbalance and change, but the activity is carried out in the subject.

Jean Piaget's intervention and Rosario Cubero's interpretation allowed us to understand more broadly the role of social interaction in the production of knowledge. Not only does he assimilate individually, but this scenario allows him to unbalance the reality that he already took for granted and change his internal construction as many times as necessary. Social interaction is important to make sense of what you think you know. Likewise, Jean Piaget defines the set of organized schemas that give rise to the child's mental structures, where the processes of assimilation and accommodation are transformed and self-regulated, which is nothing more than the incorporation of new information into the mental schemas, which adjust to the way they see reality.

The multigrade school will be recognized as a central place where the nascent psychological processes, functions, and abilities of students are fostered. In this sense, it is important to note that both Jerome Bruner, Albert Bandura, Lev Vygotsky and Jean Piaget, as founding authors, share similar perspectives with other more contemporary authors such as Rosario Cuberos.

Along the same lines, another outstanding contemporary author on the subject is César Coll, who presents the social interactions between students from an affective-relational perspective, which in addition to structuring academic learning, defines the socio-affective relationships that will provide tools for students to incorporate themselves into warm, affectionate social relationships and open communication. Next, the authors' postulates about social skills and interactions in the classroom will be established through the graph.

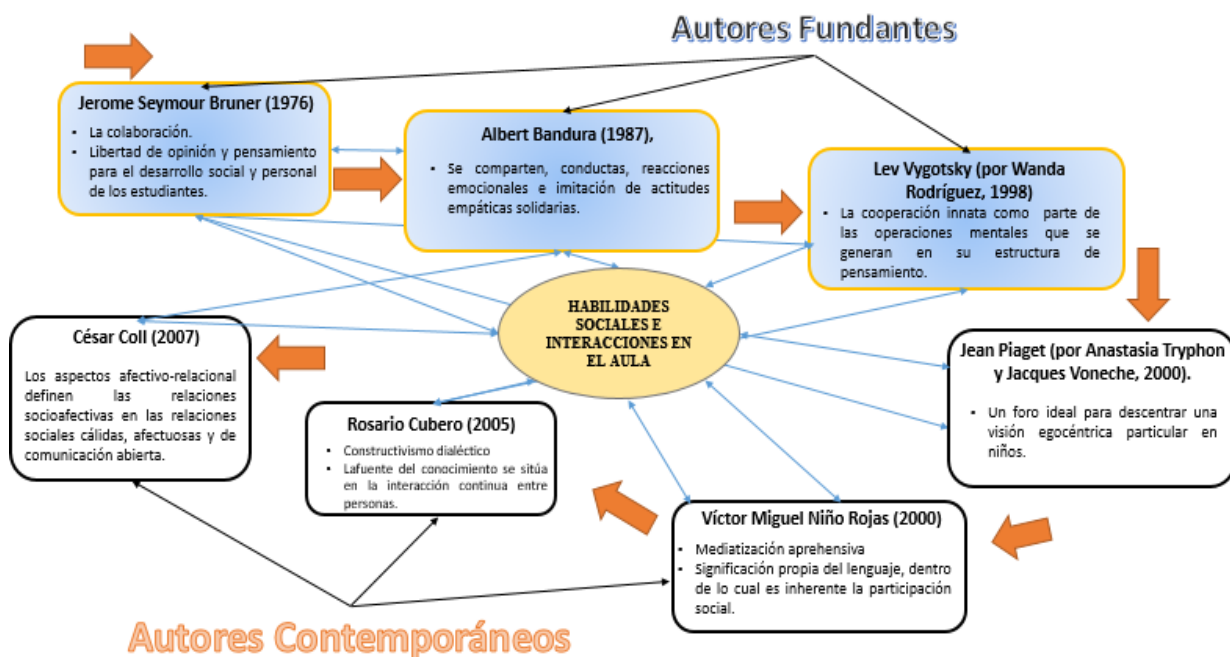


Figure 3. Social Skills and Classroom Interactions

Note: Self-built (January 2023). In the original language of Spanish

Finally, for the category "interactions in the classroom", we will work under the postulates proposed by Mario Ramos Carmona (2016), to try to understand how this type of relationships occur between students and which of them have been observed in the context of the occurrence of the research. In his book *Interactions in the Classroom*,



Mario Ramos makes the following classification of the types of interactions that occur between students in educational spaces: collaboration or competition, empathy or rejection, autonomy or dependence.

#### 4.2 Second Category of Theoretical Analysis

In addition to the notions that were explained in the previous approaches, the following concepts are also identified that support the construction of the theoretical reference, in what implies relationships between empathic interactions and collaborative dialogic learning environments, in such a way that they allow us to identify how these are related and which of them favor the learning environments in the multigrade classroom.

##### 4.2.1 Empathic interactions as mobilizers of collaborative dialogic learning environments that are shaped by life experiences in rural areas.

Edward Titchener, quoted in Pablo Olmedo Carrillo and Beatriz Montes Berges (2009), stated that the word empathy comes: "etymologically from its Greek root *epathón*, to feel, and from the prefix *εν*, an inseparable preposition that means within". It was Titchener who first translated the term from English (Empathy) into German (*Einfühlung*) and it came to mean "to feel by entering into the other, to penetrate." (Olmedo & Montes, 2009, p. 175).

From its beginnings, this concept linked "empathy" with the inner feelings that vibrate with the feelings of the other, in fact, throughout German Romanticism, this term acquired aesthetic and artistic connotations. However, Theodor Lipps examined a more psychological connotation, showing that: "The *Einfühlung* is a kind of identification, of projection, of penetration of the sentient being of the observer, into the object of contemplation; It is the state of the soul that awakens in me and that I feel in objects." (Lipps, 1924, p. 2). For this reason, it was thought that the people who were most linked to the concept of "empathy" were artists, who had to internalize their characters from a very personal feeling.

In contrast, Francine Deutsch and Ronald Madle (1975) recognized empathy as a cognitive process, referring to the ability to understand another person's thoughts, feelings, and perspectives, without necessarily feeling what they feel. It is a definition that involves understanding what motivates or excites the other without the need to feel the same. From this point of view, Mario Alonso, almost 50 years later, comes close to the postulates of Deutsch and Madle when he states that students feel understood and respected by their peers when they feel safe and comfortable in the classroom: "This can reduce stress and anxiety, which can help improve mood and overall emotional well-being" (Puig, 2008, p. 15). In the multigrade context, this type of empathic interactions between students and teachers arises as a way of sharing, understanding and accompanying emotional processes from early childhood. With the skills acquired from empathic interactions, a boomerang of personal and group well-being is promoted, which generates positive learning environments.

From the postulates of Puig, an expert in neo-leadership and creativity, who has dedicated his life to exploring the impact that mental processes have on the deployment of our talents, levels of health, energy and well-being, and through his books: "Living is an urgent matter"; "Reinvent yourself. Your Second Chance" and "Your Three Powers. To achieve a healthier, more prosperous and happier life", theoretical positions framed in empathic relationships were established. In them, the author demonstrated that in physical recreation and recreational activities among multigrade students, intelligence, memory, learning capacity, sense of well-being and relationships with others are enhanced, which is justified, since physical activity increases neuroplasticity in an area of the limbic system or emotional brain called the anterior cingulate. (Puig, 2019).

However, thanks to this experience of the author of this doctoral work as a multigrade classroom teacher, the above approaches are considered very much in line with reality.

When you understand the reasons why the other person thinks and acts in a certain way, in some way there is a resonance between what a person is feeling and what I feel (Puig, 2008). Defining "empathy" from a pedagogical perspective, specifically applied to "multigrade classrooms", is not so simple, because we are used to looking for cognitive explanations for everything. However, being in the multigrade classroom as a researcher allows us to observe and be part of the processes of transformation within the students, by facing their fears and discovering in social interactions, their strengths and possibilities that perhaps alone could not detect and potentiate them.

In this way, the student who feels truly pleased in his classroom, accepted and respected, will be motivated to bring out what remains hidden and unexplored within him. Thus, the magnifying glass was placed from the research to the empathic interactions that favor learning environments in multigrade classrooms, which is generally not a qualifiable or measurable issue, such as the ability to listen to the partner, self-control in the face of differences, wisdom, leadership, courage, respect for the diversity of thoughts, compassion or other virtues that are the result of empathetic social interactions and that so often mark success in the lives of students, determining the quality of human being that acquires firmness in adulthood when they develop these key attitudes for their future.

An example of this is when a student from an urban school oriented with traditional pedagogical models arrives in the multigrade classroom. It is very common to observe the shyness, distrust and even disappointment they feel when they assimilate the new learning space, seeing that they must share with students of different ages, grades, and with a single teacher. After a while, he is interacting with complacency thanks to the possibility of showing tenderness with the little ones, patience and tolerance with the older ones, entertained by the diversity of activities, participative, and much more confident in exposing his shortcomings because he finds a group that guides him when he needs it and turns to him to acquire the strengths he has. resulting in safety and delight in their new training process.

It is in this way that the researcher shares the approaches of Mario Alonso Puig, since in the multigrade classroom children are interested in the pain, concern or need of their peers. The conflicts that are normally generated among students do not prevent them from participating in the class, since they connect deeply regardless of the misguided actions or expressions that are generated in their social interactions. In this way, the theme of "empathy" is very interesting, because it breaks down barriers of prejudice between its protagonists.

It is important to clarify that these theoretical configurations from empathy make the difference with sympathy since they are different skills. According to David del Molino Tello (2022), sympathy treats the other person with kindness, but without getting involved or giving importance to what they experience; Sympathy does not seek to understand the emotions of the other, but is an individual skill that manifests itself in a good attitude, advice, an opinion. Empathy, on the other hand, seeks to understand the emotions of the other, to accompany, without judging. Similar to Tello, founding authors such as Adam Smith by José Biedma López (2013) and David Hume by Sofía Calvente (2022), understood sympathy as "an operative principle that allows us to receive from others"; "natural moral sentiment and therefore the basis of ethics." According to them, in order to feel sympathy, it is necessary to develop a great mental and attitudinal effort, a situation that is not necessary in empathy, which is generated from naturalness or from the imitation of good role models around children from early childhood.

Mario Puig links empathy with the collaborative skills that arise naturally in social interactions between students, in which relationships of mutual help are generated as a product of this relationship. In this regard, Martin Hoffman (1992) found primarily affective "empathy", referring to the ability to connect emotionally with another person, to feel their pain or suffering in a deep way, that is, a purely personal, affective and

emotional capacity. With a similar approach, Daniel Goleman states in his book Emotional Intelligence, that: "(...) Empathy is a person's ability to recognize emotions in others." (Goleman, 1995, p.132). In other words, it is the ability to understand the feelings of others and to be able to read their non-verbal messages. In order to generate multigrade environments of respectful and pleasant learning, it is necessary to educate children emotionally by the example of the behavior of teachers and parents. To achieve this, schools for parents must be strengthened and relationships must be maintained very closely with the realities experienced by students. The teacher must know his students so well that, by looking at their face when they arrive at class, he identifies if they require more attention, affection, dialogue or listening.

According to Goleman, our nervous system is designed to experience the joy or sadness of other people, which is why we say that this ability is innate and is enhanced in an environment of development and learning from early childhood. For this author, "empathy" is one of the emotional skills that emerge from social interaction and shape character traits such as self-discipline, compassion, and altruism; which are indispensable for a good and creative social adaptation. The unitary school, of course, is a suitable setting to promote and strengthen the appropriate social skills from early childhood. Next, the different theoretical approaches to empathy will be graphically established.

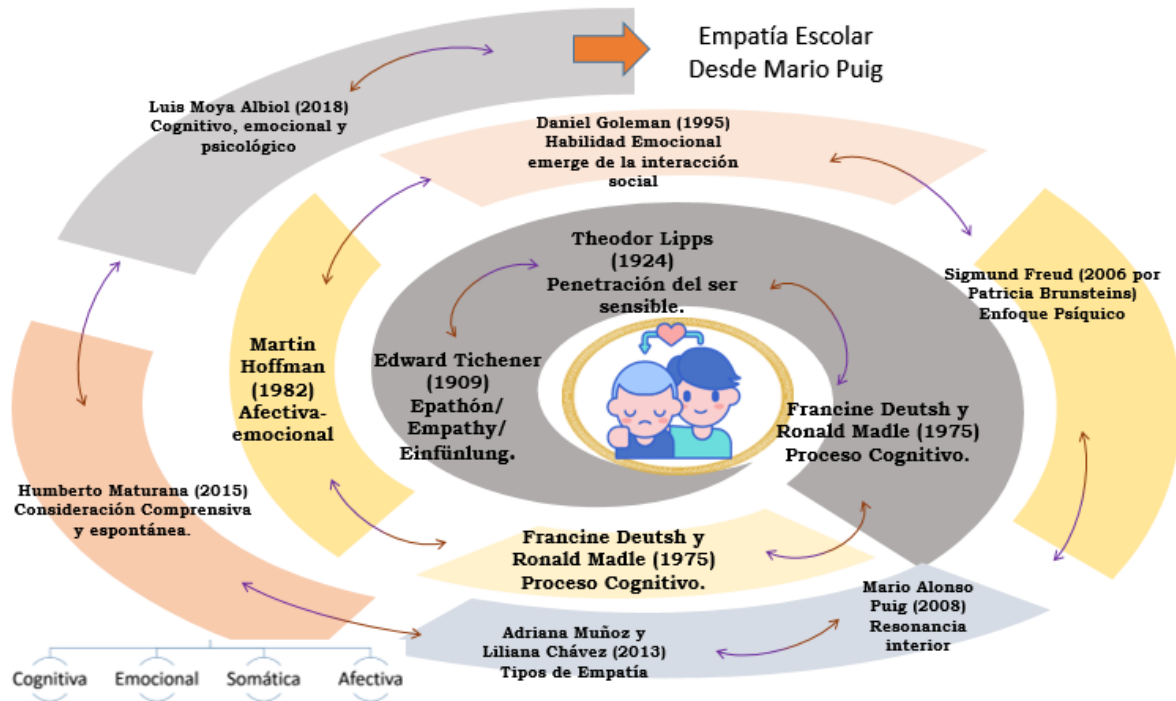


Figure 4. School Empathy

Note: Self-built (January 2023). In the original language of Spanish

In this conceptualization, Sigmund Freud, quoted by Patricia Brunsteins in her Philosophy of Mind and Psychoanalysis: An Interdisciplinary Approach to the Notion of Empathy, exposes "empathy" as: "(...) path that led to the understanding of another psychic life." (Brunsteins, 2006, p. 2). Sigmund Freud considered empathy as a necessary condition for analysis in order to allow the development of positive transference and for access to the interpretation of knowledge. According to Freud, empathy is associated with the psychological-mental functions of individuals, which has links with the so-called cognitive empathy, which seeks to understand the thoughts, language, memory, imagination, perceptions and sensations of others, which is widely studied in the field of psychology.

To reaffirm the postulates of the famous psychoanalyst, Luis Moya Albiol examines the meeting point between the cognitive, emotional and psychological approaches postulated above. He states that: "(...) it is a complex psychological process of deduction, in which observation of others, memory, knowledge, and reasoning combine to allow understanding of other people's thoughts and feelings" (Moya, 2018, p. 142). For this author, "empathy" is simple for primary school students, but for high school students it is complicated and they have to work hard to achieve it. In the present research, there is a commitment to the transformation of multigrade rural education based on systematic and organized research from social didactics in search of the use of the management of children in their early childhood to pre-adolescence, to create in them socio-emotional skills from empathic interactions that favor their integral learning.

Almost everyone can learn to be more empathetic than they are. Despite the fact that Daniel Goleman links "empathy" as an innate attitude present in human beings from early childhood, Luis Moya reiterates the need to work on it from primary schools so that, when the adolescent is in other social scenarios, he manages his own emotions by promoting the skills acquired, contributing to transforming the world.

It is important to recognize the aspects that may or may not favorably influence the experience of "empathy" within the classroom, such as the family nucleus, the experiences and events lived, the environment in which one grows up, personality disorders, among many others. However, these are situations that, mediated with a committed and empathetic teacher, can be easily worked on in the classroom.

Currently, some classifications of the types of "empathy" have appeared. This is the case of Adriana Muñoz and Liliana Chaves (2013), who define some of them: "Cognitive empathy" refers to the ability to understand another person's thoughts, feelings and perspectives, without necessarily feeling what they feel. It is the ability to put yourself in the other person's shoes, and understand their motivations and emotions. Indeed, this type of empathy necessarily implies an emotional exchange, where the other's thoughts are intuited and their point of view is understood. An example of cognitive empathy would be clearly reflected in commiserating when the other person loses a loved one, in a certain way understanding what the other is experiencing, accompanying them, comforting them. It is also evident when it is understood what a classmate who is bullied at school must feel, so it is accompanied, supported and influenced in the solution of this type of situation. "Emotional empathy" refers to the ability to feel what another person is feeling. It is the ability to share emotions with others, to feel their pain or joy authentically; In this type of empathy, concern for the other is shown and measures are taken to reduce pain or solve the situation. It is evidenced by observing an argument in others, or being part of it, there is identified the offenses or misspoken words that may have hurt a member of the group, in a certain way the bystander or offensive person understands what the victim is feeling, is distressed by the pain of others and will try to accompany him to manage his emotions. Somatic empathy refers to the ability to physically feel what another person is experiencing. It is the ability to feel in the body what the other person is feeling, such as aches, tensions, or physical sensations. This type of empathy tends to occur a lot with twins, who may feel the same physical suffering as the other. "Affective empathy" refers to the ability to connect emotionally with another person, and feel their pain or suffering in a deep way. It is the ability to feel empathy in a deep and authentic way. Affective empathy, also called "contagion" empathy, of the other person's tears, of compassion, is very similar to emotional empathy. For example, people who have strong reactions when they watch a scary movie, may feel fear or pain in their body when they see other people going through it.

The aim of this classification of "empathy" is to configure the vision of "empathy" from a social school perspective. This classification discards the interpretation that this occurs when a child puts himself in the place of the other, because as mentioned by Dr. Humberto Maturana in Mora, et al. (2017), "that is impossible, one can feel with the

other, accompany the other, co-excite with the other, but not put oneself in the shoes of the other"; The other has its history, its biology, its desires, the other is other than me. Rather, an approach of "School Empathy" has been established as that which occurs in the comprehensive consideration of the actions of peers, which can be developed from early childhood, in homes, communities or school environment, based on the real interest of connecting with what the other feels, from the opportunity to get to know each other more and more. executing concrete actions, verbal or non-verbal, to accompany and understand.

Previous years, Humberto Maturana, in his book *Systems Theory*, in the first part, *A look at current education from the perspective of the biology of knowledge*, stated that "Biologically, emotions are bodily dispositions that determine or specify domains of actions" (Maturana, 1987, p.6). That is to say, for Maturana the human is constituted in the intertwining of the emotional with the rational. Despite the fact that rational arguments are commonly lived without reference to the emotional foundations, because it is thought that this would be a limitation of the rational being, within the multigrade classroom, it has been observed that it is a condition of opportunity for growth and learning in the practical experience of life, where socio-emotional tools are acquired and not only rational. In other words, it is not reason that leads us to action but emotion, in Maturana's terms it would be "we will know by looking at the actions of the other, we will know their emotions as foundations that constitute their actions" (Maturana, 1987, p.9).

In this way, it was established from the research that empathic social relationships are based on the acceptance of the other as a legitimate in coexistence, constituting respectful behaviors. If there are no interactions in mutual acceptance, it occurs in Maturana's terms, "separation or destruction" (p.10). What we seek to constitute from the spaces of empathic social interactions in multigrade schools, is a continuous process of formation, of balanced learning that leads to a social and individually contributing adult life to a better society.

As mentioned, students could reaffirm their social skills, not only with curricular knowledge, but also with values, with tools to perform as a competent social being, and in this way, it is intended to intervene in the research gap found in the "state of the art", related to the strengthening of students' social empathic relationships. in multi-grade school spaces.

In this perspective, it is reflected that in the multigrade classroom there are collaborative dialogic empathic interactions, which promote communication based on respect and the development of social skills, which allow learning to be built from the initiative of the actors themselves. This type of "collaborative dialogic empathic interactions" emerge, as a result of the theoretical analysis, with the perspective of the ethnographic research teacher, who aims to define empathy from the pedagogical perspective as a propitiator of constructions and interpretations of knowledge. These interactions merge the cognitive with the emotional and arise from the new forms of communication of rural students.

#### 4.3 Third Category of Theoretical Analysis.

After identifying the concepts that support the construction of the theoretical referent on social interactions and how it makes a turn towards the collaborative dialogic empathic interactions that occur among students, the relationships of these concepts with multigrade rural education are then exposed.

##### 4.3.1 Multigrade Education. Building Roads for Rural Educational Quality in Colombia.

Joseph Lancaster, as the founding author of the theorization of the rural multigrade school in England, perfected the technique of the teaching procedure and gave it in his time the name of the "Lancastrian method", which consisted of a school with a single classroom, a

single teacher and where the oldest and most advanced students in the acquisition of knowledge became instructors or monitors (Natale, 2018).

Reddolac (2023) points out that the aim of this training method was to use students as teachers' assistants through teamwork or groups in the classroom. It consisted of organizing the children into circles of different levels, in the same place, directed by their more advantaged peers vested with authority, under the direct supervision of the teacher. This is confirmed by the research of Carla de Natale, when she showed that: "(...) The Lancastrian system assumed that the more advanced students, called monitors, would transmit to the others the content that the teacher had taught them." (Natale, 2018, p. 125). In this way, a single teacher could ensure the education of a large number of children. This method became popular and was applied in several countries around the world, including Argentina at the beginning of the nineteenth century, which had to face the problem of teacher shortages.

In Colombia, the Lancaster method was introduced by Colombian sociologist Vicky Colbert and educational psychologist Oscar Mogollón Jaimes in the 1970s. It was conceived out of the need to provide uniform attention to the rural population, which has historically been marginalized and attacked on various fronts. They rename the Lancaster method to "Escuela Nueva Colombiana" and accompany it, among others, with contextualized learning guides, which, according to Sara Urrea and Elizabeth Figueiredo (2017), were key in achieving the objectives of the founders, focused on improving access to and quality of education for the rural poor, and proposing a strong integration of communities and the curriculum.

Rural education in Colombia has traditionally been framed within a constructivist approach, of active pedagogy that gives way to the Escuela Nueva methodology. It seeks to offer a comprehensive education where the student is the center and plays an active role as a builder of their own knowledge. There are four theories of constructivism that underpin the new school model: Vygotsky with his sociocultural approach, B with meaningful learning, Bruner and discovery learning, and Piaget with genetic epistemology (García & Fabila, 2011 in Muñoz D., 2022). In this panorama, it is evident that the Escuela Nueva methodology takes into account the integrality of the student, from his sociocultural part, in his environment and closest context. It prioritizes meaningful learning, built by the student himself based on his or her particular abilities and interests, in social interaction.

It should be noted that the space of the new multigrade school requires reflections and updated research so that the relevance of methodological tools, curricular design, programs and projects contained under the new school model is constantly evaluated, taking into account that it is a rural environment, which is in constant transformation. The new Colombian school must ensure that students have tools to understand the world, which allows them to coexist, endure, and be happy with knowledge and social knowledge.

In this analysis of rural education, Jairo Arias (2017) pointed out that it is pertinent to build a "rural education" that recognizes peasant knowledge as pedagogy, that is, that takes into account the context as a pertinent way of carrying out collective practices and constructions. For him, the state must guarantee education related to their social practices and to the views of the world that have historically allowed them to survive in society. In addition to enabling better living conditions for peasant families, the new school requires problematizing and transforming pedagogical processes so that the analysis and reflection of methodologies and learning strategies is constantly allowed as a way of self-evaluation and continuing in line with the purposes for which it was implemented in the country. In the survey of the "state of the art", this point of reflection was identified as one of the great gaps found in the educational policies of the poorest countries, which are not

interested in evaluating the relevance of the new school model as a way of enriching and energizing the potentialities of the rural educational territory.

In this sense, Rodrigo Parra Sandoval (1987) proposes a political reform of training of new teachers where they receive constant training in the contextualized pedagogical exercise, as a way of examining the obstacles that prevent achieving true educational quality in rural schools. In his book *Main Education Project. The Rural School in Colombia* reveals some situations that affect the quality of "rural education", the uneven development and the discontinuity between theory and practice; He calls this fact "the pedagogy of hope", and adds other influential aspects in the poor quality of rural education such as the diversity of cultures in the population, the problems of social mobility, the lack of creative capacity of teachers and the decrease in curricular demands; which lead to a complex situation that leads to hopelessness. From this point of view, and based on the experience of the author of this research, as a multigrade classroom teacher, she has been able to verify in the interaction with fellow teachers, that they usually manage to apply pedagogical tools of traditional classrooms in multigrade contexts, that is, the teacher masters a way of teaching from his or her training in normal schools and colleges. A pedagogical style decontextualized from the Colombian rural realities, therefore, by trying to adjust it to learning scenarios as different as the multigrade, becomes a methodological mistake, generating chaos in the dynamics of the classroom, little learning in the students and stress in the teacher.

In this regard, Pilar Abós Olivares (2007), throughout her research, has emphasized the training of rural teachers as one of the factors that conditions the quality of education. However, the reforms that have been developed around initial teacher training are neither convincing nor adapted to social changes. In addition, the author critically exposes the demotivating attitudes of some rural teachers, who, to a certain extent, hold the government responsible for their training and academic training, leaving aside their capacity for self-motivation, attending on their own initiative to the expectations and standards demanded by rural students and the context: "(...) we must be aware that no innovative educational reform can be carried out if the actors are not willing and convinced of it (Abós, 2014, p. 83). Rural teachers must have knowledge and understanding of their geographical, demographic, social, cultural and economic context; so that in this way they can relate their pedagogical knowledge with the reality of their students and thus promote meaningful learning. This knowledge must be constantly updated, and must be achieved through advanced academic training and close relationships with communities.

This analysis understands the need for today's multigrade teacher to be of their own volition, updating their training, acquiring pedagogical strategies and being part of research applied to the context that allows them to properly handle the necessary tools to provide a relevant, meaningful and competitive education in rural areas.

Some time later, Pilar Abós, Roser Boix, Laura Domingo Peñafiel and Lorenzo Lacruz (2021), following the example of the first researcher, continued to reflect on the rural school of the twenty-first century and the need to be competitive with respect to any urban institution; whether in quality integrated with social values, equity or inclusion. The researchers stressed the need to have professional teachers in multi-stage rural pedagogical practice, who work on innovative projects that impact the territory itself. These authors consider that rural schools require leading teachers who promote a democratic culture, taking into account the complexity of the social system of the rural territory. In addition, in their article *The Challenge of the Rural School, Making the Invisible Visible*, they linked the importance of learning autonomy in the teaching process that takes place in the multigrade classroom.

However, when relating the above theoretical postulates with the findings found for the multigrade rural education system in the "state of the art", the reflections of the authors

address coincide with what has to do with the selection of teaching staff for rural schools, who, as in the case of countries such as Finland, New Zealand, The Netherlands and South Korea should be chosen for having the best academic levels, evaluated annually in order to guarantee a quality education where there are no gaps with urban schools. Of course, these teachers are very well paid for promoting quality training from early childhood as the core of knowledge and taking on the challenges of multigrade management.

In this regard, Antonio Bustos Jiménez (2011), examining the need to have teachers who are researchers in situ, to take advantage of being subject-object actors of study to facilitate the understanding of daily work and the improvement of didactic action from within the classroom: "(...) Constant research and dissemination are necessary to maximize the formative effect and thus strengthen the knowledge to work in these schools." (Bustos, 2011, p. 155). A research teacher who observes the educational reality from an ethnographic perspective will be able to transform the teaching styles implemented in multigrade spaces, based on the understanding of the construction of knowledge among their students.

On the other hand, Guillermo Miranda Camacho (2011) partially shares the approaches of Pilar Abós Olivares and Antonio Bustos, when analyzing the teaching practice from a social perspective. This author calls on teachers to work beyond the simple acquisition of knowledge, prioritizing the development of civic morality, solidarity awareness, and skills and values that allow students to participate, influence, and improve the lives of their group, their community, and their country. Miranda's analysis allowed us to emphasize the importance that the teacher not only seeks to improve the academic skills among his students, betting only on the achievement of results that compete with urban institutions, really the multigrade teacher must from the formation of the being, motivate the students to achieve academic achievement based on respectful social interaction. In this way, it will train students with social skills for life that influence their vision of the world, based on collaboration, empathy, tolerance and who are also competitive in academic knowledge.

Likewise, Guillermo Miranda Camacho's research was supported by Roser Boix Tomás (2014), who took up his postulates and also highlighted the "rural school" as local social capital and as a configuring element in rural social construction: "The school conceives family practices and, with it, feelings, emotions and bewilderments. It's a territory that is not very socially recognized." (Boix, 2014, p. 102). The rural school is a reflection of living in community." From the point of view of family formation, the school is configured as part of the social bond that reaffirms and trains students in certain behaviors and attitudes that lead to harmony inside and outside of it. In addition, it is a space conducive to generating interactions that lead to the acquisition of social skills from early childhood.

In this sense, teachers manage more understanding and encouraging relationships with their students in schools, second formative homes, stimulating socio-emotional development to establish learning environments where values, listening skills and teamwork are lived; where children's self-esteem is taken care of and the efforts they make to contribute to their education are valued.

On the other hand, Diego Juárez Bolaños et al. (2015), broadened perceptions in relation to the role of rural teachers, emphasizing the promotion of collaborative work among rural teachers as an opportunity to have academic-formative-self-regulating spaces for their work, allowing the exchange of ideas, problems, solutions, proposals, experiences and concerns around their practice. These focused working groups will allow them to socialize, dialogue and reflect with other members who work in similar environments, where together, they can better think about how to address problems in rural teaching and learning processes.



The importance of spaces for interactions between rural teachers is defended by Julián De Zubiría Samper (2017), who states that collaborative work between teachers generates cohesion and synergy in the team, exercising a social and pedagogical dialogue in search of the adaptation of their teaching tools to the constant movement of Colombian contexts. This formative strategy of teachers enriches their social relationships by creating learning networks. Thus, spaces for teacher interaction are sustained as an opportunity for growth, knowledge and social fabric in search of having effective strategies for some, which can be the answer for others.

Thus, the present research assumes the multigrade school as part of the Colombian rural school, which guides and ensures education in the most remote places, with the complexity of its teaching-learning dynamics. Next, a dialogic sequence will be graphically established between the different authors approached from the theoretical category of multigrade rural education.

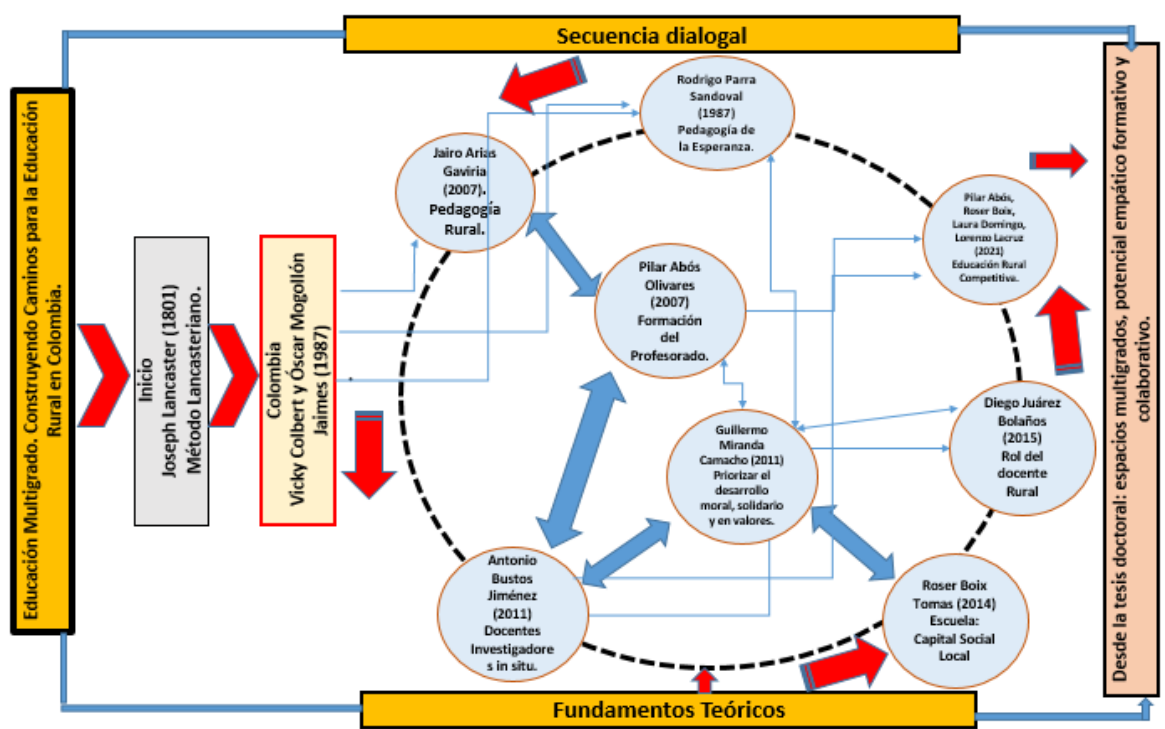


Figure 5. Multigrade Rural Education. In the original language of Spanish

A rural education system that is well promoted by government entities could be seen as a benchmark of quality, equity, social participation and competitiveness before any urban institution in Colombia. To this end, further research is required to study the opportunities generated in multigrade spaces and how they can facilitate the autonomy of learning in students, based on social interactions and collaborative empathic work, so that, in this way, they can improve the didactic performance of teachers and their formative effect. It is therefore necessary to reflect on didactics as a social science and collaborative learning as the axis of the constructivist paradigm because the theory points to the need to deepen these areas that are part of multigrade rural education under the new school model. Next, this new theoretical mechanism will be graphically represented, in order to understand how the theories of analysis can give us a methodological course to answer the research question posed above.

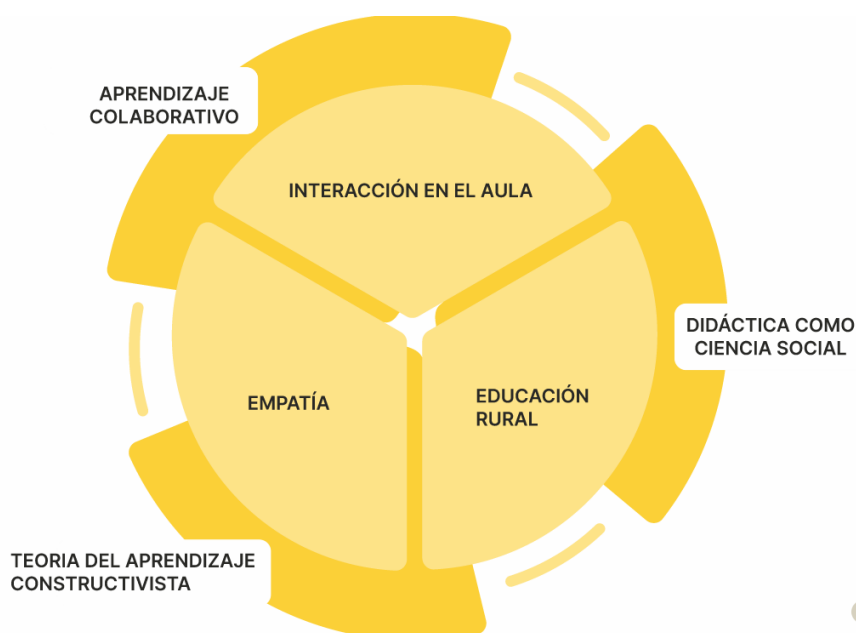


Figure 6. Theoretical categories resulting from the state of the art and conceptual theoretical analysis.

Note: Own creation (October 2023). In the original language of Spanish

#### 4.4 Conceptual factors that underpin the research.

For this research, the following conceptual, epistemological and methodological reflections were established as a result of the analysis of the theoretical referent linked to the gaps found in the state of the art, the objectives and the established problem.

##### 4.4.1 Construction of the didactic subject based on Didactics as a Social Science

Social science positions were established from the critical rational approaches of Karl Popper (1985), who argued that science is a human product whose purpose is to solve problems through the method of trial and error. In this sense, science is not to be understood as something substantially different from common knowledge, the difference being that science proceeds systematically and rigorously. In addition, the author emphasizes the need to get closer and closer to what is sought, but without being so enthusiastic about successful essays, since the only condition is to keep the research actions in constant motion. With this scientific perspective, the present research is situated, by creating conceptual links with didactics.

Karl Popper places the focus of social science on the dynamics of the relationships between the individuals that make up society. Now, making clear the approach of social science from the postulates of Karl Popper, this characteristic is linked to didactics from the approaches of Omar Abreu and Mónica Gallegos (2017), who propose that the language of didactics as a science has been part of the profound transformations with the emergence of new forms of knowledge in education. The important advances in educational research, the emergence of psychological theories of learning and the way of conceiving human intelligence, among others. In other words, didactics as a social science addresses the problems of educational processes in teaching and learning processes, as a way of investigating what is not being relevant and effective in training processes. Next, the theoretical conceptions of didactics as a social science will be graphically established.

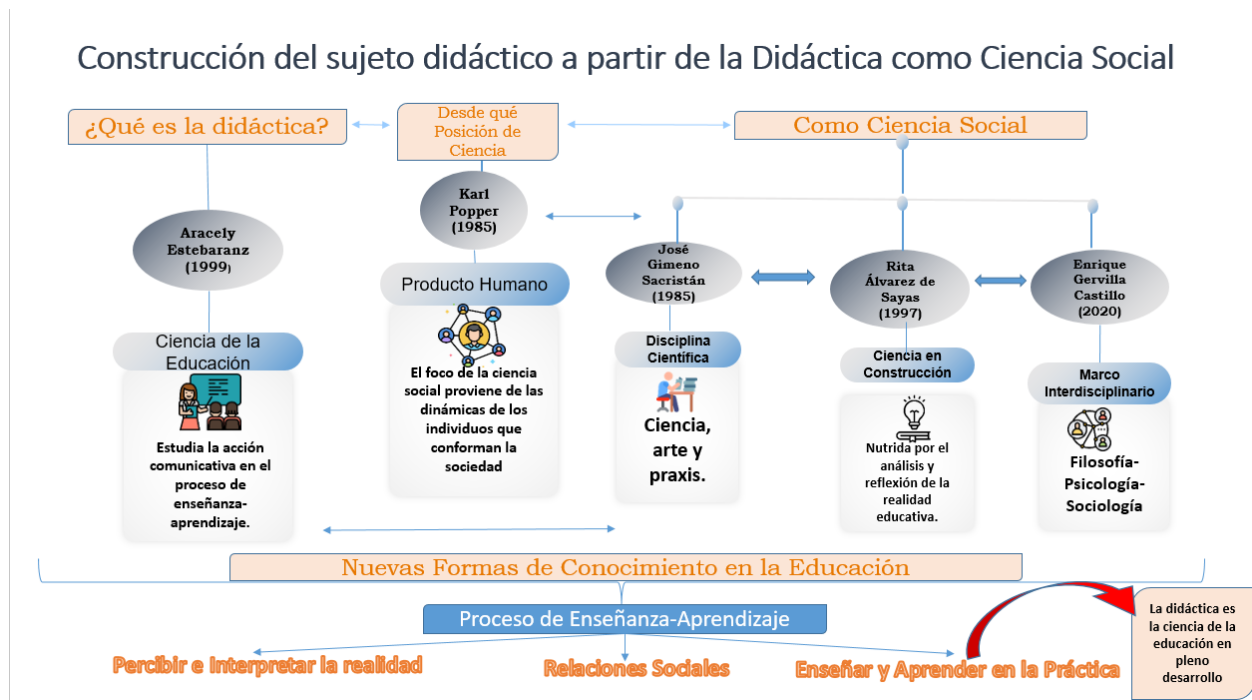


Figure 7. didactics as a social science. In the original language of Spanish

Studies of didactics as a social science highlight the problems that inhabit education, and these problems encompass the way in which students learn, communicate, relate and are formed. Research analysis from didactics as a social science, allows a scientific development of education because they seek to understand, interpret and intervene through practices and theories with rigorous and contextualized research to solve them. These reasons are the ones that underpin it as a science in constant development.

For the development of didactics as a science, psychology has been fundamental, its contributions have contributed as a scaffolding to the structuring of didactic theories, since through them it has been possible to understand how we learn. To this end, the study of the stages of the development of the individual proposed by Jean Piaget, has allowed to improve the curricular design for the training of students according to their ages and grades, in addition to the resources provided in the identification and forms of intervention suggested by teachers with research experience in situ. In this way, it is recognized that psychological theories and their great contributions have shaped the social function, contributing in a practical way to the educational task, generating commitments of teachers with their function and, therefore, impacting the progress of the regions.

This confirms the importance of didactics as a social science, in the sense that, based on psychological studies, teachers have understood from a scientific perspective the complex relationships that arise in the teaching-learning process. However, for Araceli Estebaranz García: "(...) There is no single concept and uniform definition of didactics." (Estebaranz, 1999, p. 234). Historically, didactics has been conceived as an independent discipline, as an expression of pedagogy, an appendix or a branch of it, which denies any possibility of a dialectical relationship between the two.

However, didactics is currently understood as the integrative science of the fundamental pedagogical resources in the teaching-learning process, from planning to the creation of specific strategies to optimize this process. These integrated categories, consequently, allow the direction and potentialization of the development of the individual, giving meaning in social relations as a response to the ethical commitment of the teaching work.

To better understand the scope of didactics as a social science, it is necessary to know the postulates of José Gimeno Sacristán and Ángel Pérez Gómez (1985), who recognized that didactics, as a scientific discipline that is responsible for guiding teaching, has a normative and a prescriptive component, that is, it is science, art and praxis. The first of its components is responsible for establishing the norms under which teaching is developed, and the second and third, the standards for the understanding and application of didactic theory. Didactics will be understood as the science that studies and reflects on the educational field, not only to execute teaching tools, but also to induce teacher reflection in the constant study of forms of learning.

In the same way, Rita Álvarez de Zayas (1997) affirms that didactics is an unfinished science, but that it is under construction, which is nourished by the educational reality subjected, in turn, to the analysis and reflection of educators and students. In her proposal, the author defends the close relationship between didactics and pedagogy, and assures that it is nourished by collective reflection, analysis and observation of the changing educational reality. And for its development, it applies methods and techniques typical of research that enrich it and contribute to its theoretical-practical growth. In the multigrade educational context, executing didactics as a social science takes on meaning to the extent that teachers are interested and involved in discovering the ways in which students interpret reality. The multigrade research teacher will rely on didactics as a science, since the object of study of his pedagogical work is the students and the teaching-learning processes through communicative social action. Through it, you will be able to understand how your students are configured as didactic, proactive, autonomous and independent subjects who, in empathic interaction with their classmates, build knowledge, generate forms of communication and develop ethical-social skills.

In the same vein, Enrique Gervilla Castillo (2000) states that didactics can be defined as an interdisciplinary explanatory framework where philosophical, psychological and sociological aspects of teaching converge. These interdisciplinary aspects make it possible to give scientificity to the educational act, which is the object of study of didactics. These postulates allow us to understand the link between didactics as a social educational science and its transversalizing nature with other disciplines of academic knowledge, but always associated with teaching. This is how the pedagogical processes are studied, with deep reflections, which, thanks to the contributions of other disciplines, allow us to touch the bottom of the social interactions of the students, their being, the family, the characterization of the context, the causes of their behaviors, which allow an indispensable general understanding in the social construction, that is, Didactics as a science is composed of a constructivist paradigm when constructing and interpreting realities in relation to other disciplinary perspectives.

The studies of Omar Abreu and Mónica Gallegos on didactics unfolded other factors that contributed to the consideration of didactics as a science: "the incursion of didactics in social contexts of postmodernity is more frequent and intense and the development of the knowledge society more accelerated, demanding and necessary." (Abreu & Gallegos, 2017, p. 82). Research in multigrade education should recognize the need to address more frequently the factors involved in improving the educational quality of rural students. If there is an interest in it, social environments will be addressed in parallel to their evolution, giving meaning and meaning to teaching and ways of learning, where the student finds opportunities for growth and is motivated by what the school offers. Thus, it closes the existing educational gap in Colombia with respect to urban institutions.

## **5. Conclusions**

The use of didactics as a social science allows teachers to become aware of everything related to teaching and learning, hence the importance of its analysis and linkage in this research. Educational institutions with multigrade campuses are increasingly confronted

with new demands, different ways of thinking, different social relationships, changing generations of students, ways of perceiving and interpreting knowledge, teaching styles and ways of learning. Didactics, as a social science, not only understands these new realities, but also prepares to intervene in them. Next, the characteristics of didactics as a social science and how it can promote the training of the didactic subject will be illustratively established.

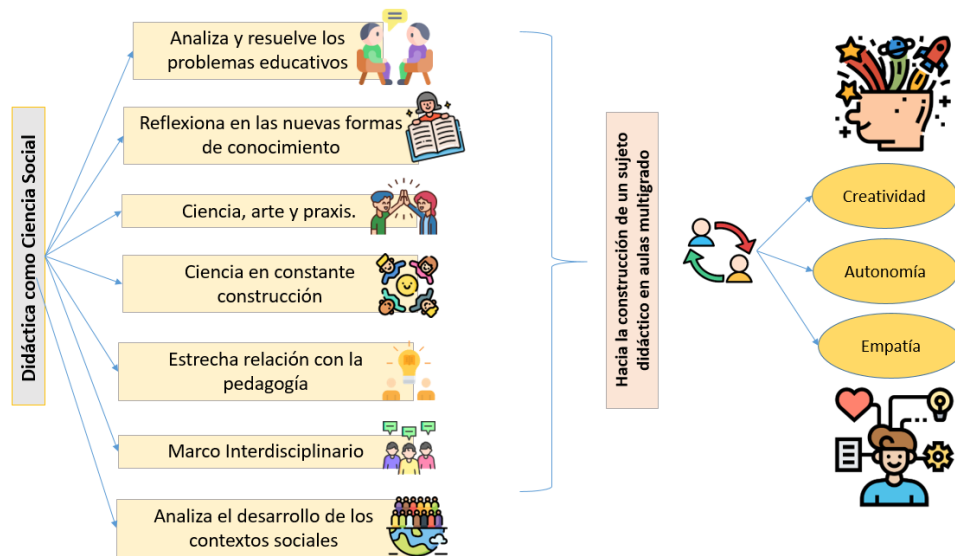


Figure 8. The Didactic Subject

Note: Own creation (October 2023). In the original language of Spanish

From these perspectives, didactics should not be conceived solely as a set of pedagogical strategies whose purpose is to be applied in the classroom. To assume such a position would be to minimize the scope of this science. In this way, it is concluded that didactics is a social science in full development, which allows teachers to investigate and generate effective, relevant, updated, contextualized training, generating multiple strategies of social interaction that, as a consequence, favors the training of their students, who in turn become didactic subjects.

These didactic subjects, based on the approaches of Helle Alro and Ole Skovsmose (2012), establish a form of communication while maintaining respect for the diversity of opinions, listening to the arguments of their peers, but also defending their ideas, critical sense and reflective pondering. They are willing to understand and question what they took for granted, that is, they enter into a collaborative dialogue in the construction of knowledge, open to the possibility of seeing things in different ways, structuring a social team with others.

The construction of the theoretical framework allowed us to understand the contributions of different authors on the problem addressed, deployed in the theoretical categories: "classroom interactions", "empathy", "multigrade rural education", to develop reflexive theoretical bets on: "didactics as a social science" and "collaborative learning as the axis of the theory of constructivist dialogical learning" to route the course of the research.

In this line, it is intended to understand how the empathic interactions of multigrade rural school students favor the learning dynamics for the configuration of the didactic subject, being the students the subjects of this research process. They are expected to develop to the maximum their social skills co-created in empathic interaction, to lead processes without the mediation of the teacher or accompanying adult, to strengthen their social and academic capacities, since the less they do so, the less the teacher's mediation will be. In

the same way, it is intended to impact multigrade teachers in Colombia, by contributing to the teaching dynamics in these challenging educational spaces.

The study of didactics as a social science will allow us to reflect on dialogic constructivism, the way in which students in multigrade rural classrooms construct and interpret reality, communicate, dialogue, learn and develop social skills in empathic interaction with others, in order to structure didactic subjects in learning. Next, the proposals made will be graphically established.



Figure 9. Critical Theoretical Configuration-The Didactic Subject.

Note: self-built (October 2023). In the original language of Spanish

In the same way, from the relationship of the contributions of Lev Vygotsky, Rosario Cubero and Cesar Coll, as a theoretical transversalization from the take-off categories, to the reflections established as a result of the epistemological, ontological and methodological analysis, emerged the methodological route to follow in the research.

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