

SYSTEMATIZATION OF EXPERIENCES OF
THE COLUMBUS SCHOOL'S
INNOVATION FOR SOCIAL CHANGE COURSE
"ISC"

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**SYSTEMATIZATION OF EXPERIENCES OF
THE COLUMBUS SCHOOL'S
INNOVATION FOR SOCIAL CHANGE COURSE
“ISC”**

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Graduation project to obtain the title of Bachelor of Education Spanish English

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Juan Camilo Hoyos Velásquez

“I declare that this graduation project has not been previously submitted to qualify for a degree, either in the same form or with variations, at this or any other university. Art. 92, paragraph, Advanced Training Student Regime.”

Author's signature:

A handwritten signature in black ink, written in a cursive style. The signature appears to read "Juan Camilo Hoyos Velásquez".

To my beloved family,

This graduation project stands as a testament to the inspiration and strength each of you has poured into my journey of social change.

Kayla, you ignited the flame of responsibility and empathy within me, propelling me to advocate for a world where accountability and social responsibility are driving forces. Tyler, your passion for an inclusive education system fueled my commitment to breaking down barriers and fostering equal opportunities for every learner. Cheyenne, your humble and appreciative personality, radiating happiness, loving everyone, and uplifting with your joyful presence, pushed me to contribute to a society that embraces and supports those with disabilities.

David, your entrepreneurial spirit and leadership nudged me to explore the intersection of business and social impact, guiding me to make a meaningful difference. Santiago, your fearless pursuit of dreams, regardless of the cost, kindled the courage within me to follow my own aspirations, even when the path seemed daunting.

To my parents, Alberto and Maria Teresa, though you never witnessed this stage of my professional journey, your values and love continue to guide me as I strive to make you proud. And to the love of my life, Diana, you have been my greatest muse and my true north. You showed me that respect, admiration, and pride for and from the person I'm in love with can be a powerful and effortless motivation to pursue goals while relishing every second of the journey. Your unwavering support has been the cornerstone of my endeavours. This project is as much yours as it is mine.

As I embark on this effort, I carry each of you in my heart, knowing that the ripple effect of your influence will resonate in the positive change we seek for society.

With love and gratitude,

Camilo.

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Acronyms and Abbreviations

| | |
|--------------|--|
| CEAAL | Consejo de Educación de Adultos de América Latina |
| ICRC | International Committee of the Red Cross |
| ISC | Innovation for Social Change |
| OECD | Organization for Economic Co-operation and Development |
| UN | United Nations |
| UNHCR | United Nations High Commissioner for Refugees |

Abstract

This systematization of experiences delves into the transformative journey from 2018 to 2023 of the Innovation for Social Change (ISC) course implemented at The Columbus School. Drawing from the perspectives of Juan David Lopez, the high school principal, and Agata Primicz, a teacher integral to the course's evolution, this study explores the course's vision, essential resources, and requisite skills for educators. The ISC course is designed to nurture students into solution-seeking individuals, empowering them to address complex social issues through innovation. The findings underscore the importance of connecting students with external organizations, instilling a deeper understanding of community dynamics, and encouraging adaptability and humility in teachers. By blending insights from the principal and teacher, this systematization of experiences offers a compelling argument for adopting this innovative approach to education, empowering students to become agents of positive change.

Key Words: Systematization of Experiences, Education, Innovation, Innovation for Social Change, Critical Thinking, Systems Thinking, Project Based Education, PBE, Cultural Evolution, DEIJ, Social Justice, Education in Social Justice, Education for Social Change, Transforming Education, Education Transformation.

Introduction

In a world charged with complex social issues and growing inequities, education emerges as a light of hope, a powerful tool for positive change. In the heart of this troubled landscape, we find Colombia, a country struggling with challenges related to social justice, inclusion, diversity, opportunity, and, above all, education. In response to these pressing concerns, a unique initiative known as the "Innovation for Social Change" (ISC) graduation project, emerged. This project seeks to transform the educational landscape by imparting invaluable skills and nurturing critical and creative thinking among the youth.

The ISC course, tailored for last-year high school students, stands as a testament to educators' commitment to addressing the root causes of social issues. It emphasizes the power of systems thinking, nurturing students' ability to comprehend, dissect, and creatively resolve real-world problems. In a nation where change is the need of the hour, this course offers a driving force, aiming to empower students to become architects of social transformation through innovation.

This graduation project focuses on systematically exploring the ISC course, its evolution, and its impact on the educational landscape at The Columbus School, in Envigado, Antioquia, from 2018 to 2023. With a keen focus on the vision, resource requirements, and essential teaching skills, we search for the perspectives of key stakeholders who have been integral to the project's journey. Our research endeavours to answer a fundamental question: "How has the Innovation for Social Change graduation project been interpreted by the principal who led its inception in 2018 and a teacher who has been teaching it from 2019 to the present day in 2023?"

Context

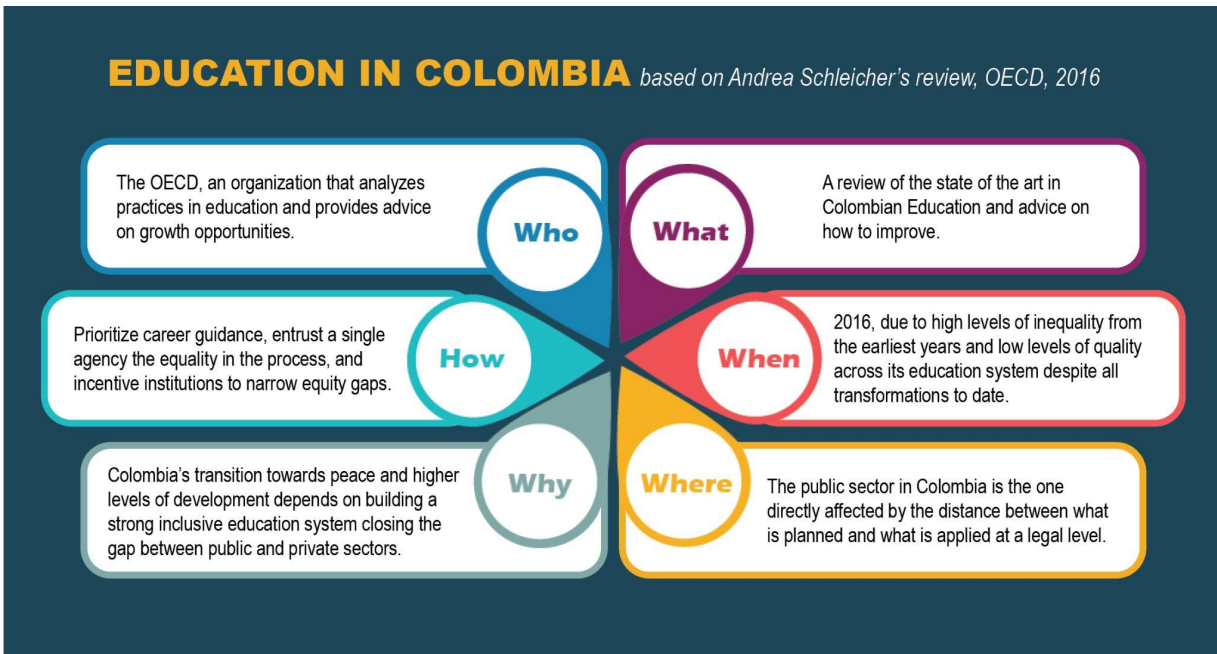


Table 1: Mind Map on Education in Colombia Highlights. Schleicher, (2016)

Colombia has been directly affected by the distance between what is planned and what is applied at a legal level; there are, however, clear intentions to work towards economic and personal development for the benefit of all its citizens as norms and policies of transition toward peace emerge. A report by “The Organization for Economic Co-operation and Development”, from now on, “The OECD”, illustrated above, reveals high levels of inequality from the earliest years and low levels of quality across its education system although all transformations to date in the public sector, The OECD suggests that the success of this venture depends on building a strong inclusive education system and closing the gap between the public and private sectors, prioritizing career guidance, entrusting a single agency the equality in the process, and incentivizing institutions to narrow equity gaps.

The interest and urgency recognized by the UN's #4 sustainable development goal (UN, 2018) and Colombia's Ministry of Education on "Quality education," mark an opportunity in time for new ideas, research projects, and proposals for the development of this country's culture into one that is genuinely just, equitable, inclusive and diverse.

"Sin pensamiento crítico no puede haber progreso. Por eso en vez del dogma o de las ideologías, nuestras escuelas, colegios y universidades deben educar para la argumentación rigurosa y basada en las mejores evidencias." (Vélez, 2018, p.1)

On the other hand, there is a mandatory one-year course dedicated to leading senior high school students through developing their graduation project. This course called ISC or Innovation for Social Change is being taught at The Columbus School, a school in Envigado, Antioquia, Colombia. ISC is based on systems thinking as the approach to systems analysis, and problem-solving through innovation. Systems thinking toward change is fundamental for cultural change; systems theory provides models that allow academics and practitioners to understand how parts of a system create and impact others (Arnold & Wade, 2015). In his book, "The Fifth Discipline," Peter Senge argues that traditional education systems focus too heavily on imparting specific information and skills, rather than fostering a holistic understanding of how to think and learn. He advocates for a "learning organization," in which individuals and groups continuously learn and improve to adapt to changing circumstances. He also emphasizes the importance of systems thinking, which involves understanding the interconnectedness of various parts of a system and how they contribute to the overall functioning of the system. "In this context, education should focus on the development of individuals who can think critically and creatively, and who can apply their knowledge and skills to real-world problems." (Senge, 1990, pg. 20)

Some systems analysis tools such as The Compass Model, are included in the array of competencies proposed by this course. The Compass Model is a tool used for critical thinking and it specializes in the identification of system issues to get to the root of its nature and achieve sustainable solutions. It includes the four areas proposed by The United Nations in their sustainable development plan for global improvement: Nature, Society, Economy, and Well-being. Each system is analyzed with all four areas while following other system analysis

tools such as Icebergs, Mental Maps, and Spheres of Influence, to guide the process of problem-solving through the development and implementation of innovation. The Sustainable Development Goals are a call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet. (UN, 2018). The gap between the public and private sectors in Colombia has an exponential tendency to increase and this trend won't stop unless the two sectors are brought together to propose solutions. “Cuando la cantidad de culturas relativiza los valores, y la “globalización” aplasta con su poder y les impone una uniformidad arrogante, el ser humano, en su desconcierto, pierde el sentido de los valores y de sí mismo y ya no sabe en quién o en qué creer” (Sábato, 2007, p.3). Each sector has its values and sadly they incentivize feelings of resentment toward each other. With the right strategy, these two rival sectors could be brought together by a common goal motivated by education in systems thinking; true solutions could be optimal and sustainable if approached in collaboration and analyzed with the properties of both lenses. A meaningful social impact could be achieved as the socioeconomic gap is reduced during this collaborative project. What could this project be? And how could it be implemented? I believe that Columbus School's ISC course is the answer to “what”, and this systematization of experiences could serve as the beginning of the answer to “how”.

Identifying the area of interest

Developing a comprehensive collaborative course for both public and private schools in Colombia, aimed at reducing the social gap, is a highly ambitious goal for a bachelor's graduation project. Instead, a more feasible approach would be to conduct a systematization of experiences of installing and teaching a successful course already implemented at the Columbus School. This course has the potential to catalyze improvement in the current educational system, and additionally, it aligns with the United Nations' fourth Sustainable Development Goal on Quality Education.

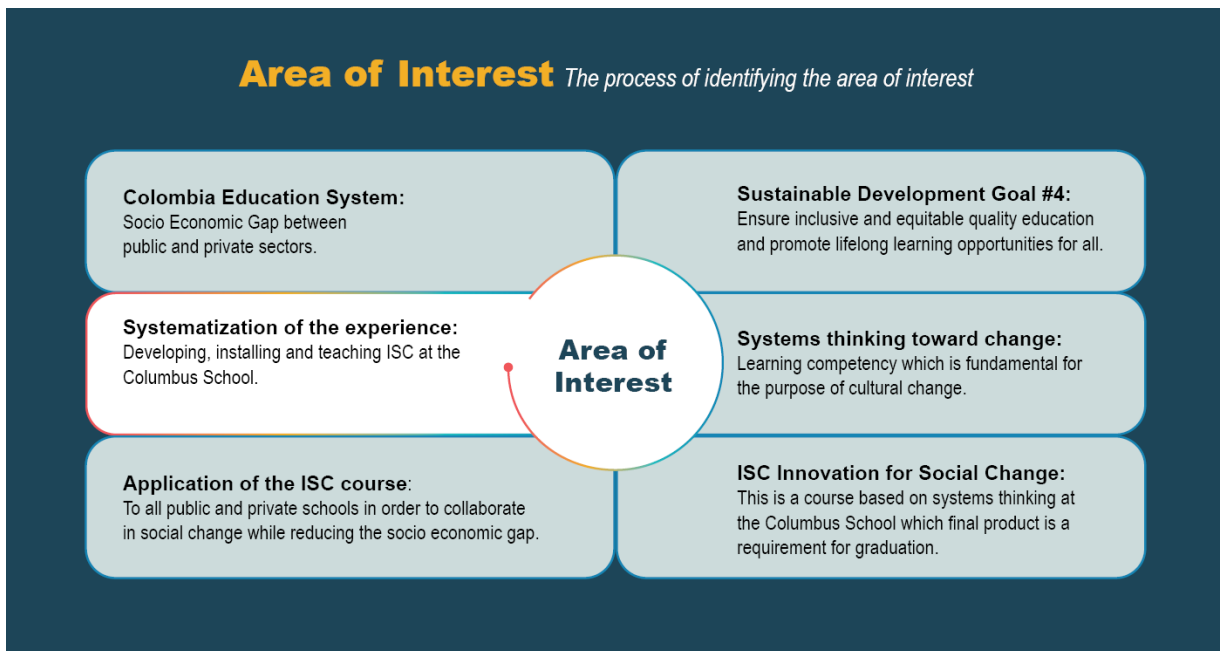


Table 2: Identifying the Area of Interest

To ensure that the installation and application of this high school course are effective, it is crucial to achieve the systematization of this experience before attempting to implement it in other schools. Through comprehensive testing and refinement of the course in one school, any issues or problems can be identified and resolved before affecting a larger student population. Moreover, systematizing the course allows for the creation of clear and consistent teaching materials and guidelines, which facilitates successful implementation in other schools. Michael Fullan, an acclaimed Canadian educator and author, underscores the importance of systematization in educational reform and successful implementation in his book "The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive." Fullan emphasizes the need for a well-planned and systematic approach to change in education, which entails testing and refining new courses or programs in one school before scaling them to others. Overall, systematizing a course before implementation in other schools promotes quality and consistency in education, benefiting both students and the educational system as a whole.

Conceptual Framework

The conceptual framework for the systematization of the experience of designing, implementing, and teaching the ISC course encompasses key categories that capture the multifaceted aspects of the teaching process and its evolution. The framework aims to provide a comprehensive understanding of the challenges, successes, adaptations, resources, assessment methods, and pedagogical strategies employed in the ISC course. The framework in which the data collected in this research will be categorized, embraces the following:

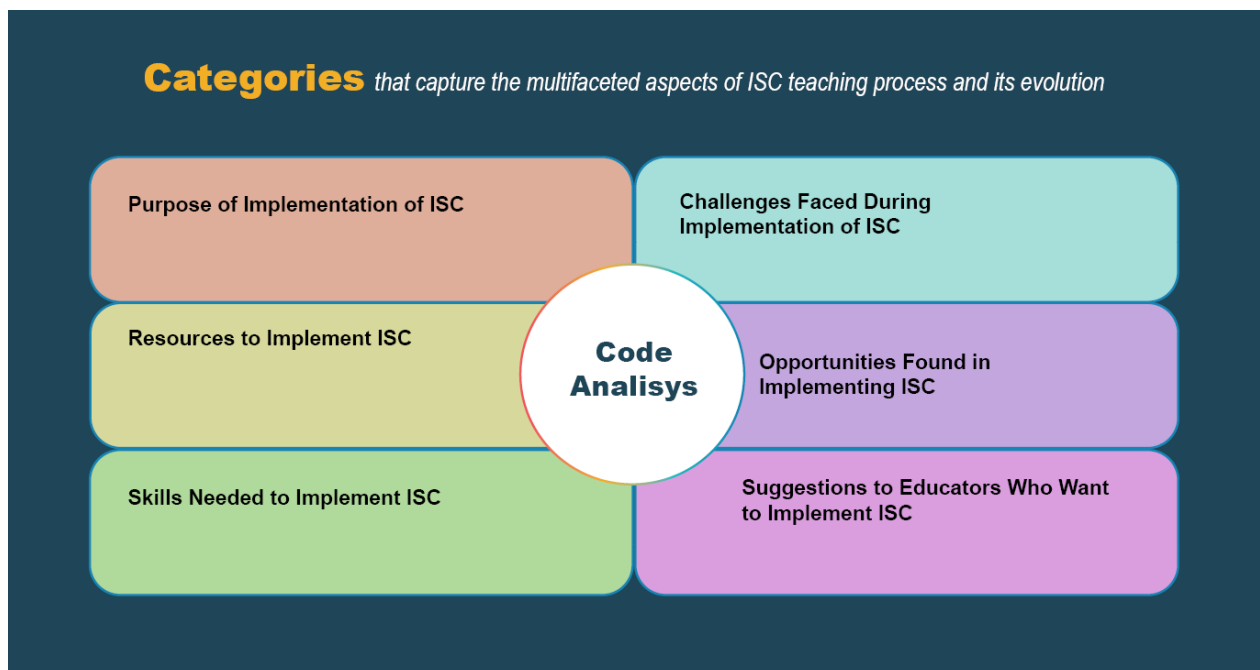


Table 3: Categories that capture the multifaceted aspects of ISC teaching Process and Evolution

The first category, "Purpose of Implementation of ISC," will delve into the motivations and objectives behind the introduction of the ISC course. This segment will explore the vision and goals established by the principal and teacher responsible for the project.

Moving on to the second category, "Resources to Implement ISC," our analysis will concentrate on the tangible and intangible resources required for a successful ISC implementation. This

category encompasses financial, human, technological, and infrastructural resources necessary to execute the project effectively.

The third category, "Skills Needed to Implement ISC," aims to identify the critical skill set educators and administrators must possess to deliver the ISC curriculum proficiently. It focuses on developing skills such as critical and creative thinking, systems thinking, and innovative problem-solving.

The fourth category, "Challenges Faced During Implementation of ISC," will involve categorizing the hurdles, obstacles, and difficulties encountered during the course's implementation. We will examine the barriers that hinder the smooth execution of the ISC project.

The fifth category, "Opportunities Found in Implementing ISC," will highlight the positive outcomes, opportunities, and benefits stemming from the ISC course. This section will discuss the impact on students, the school, and the broader community.

Lastly, the sixth category, "Suggestions to Educators Who Want to Implement ISC," will draw upon recommendations and insights from the principal and teacher regarding best practices and strategies for educators interested in integrating the ISC curriculum into their educational institutions. This category will offer guidance and advice for those embarking on a similar educational journey.

Within this framework, the collected data will be systematically examined, using a qualitative coding matrix to provide a structured and comprehensive exploration of the ISC project. This approach will facilitate a profound understanding of the purpose, resources, skills, challenges, opportunities, and guidance required for implementing the ISC course, thus contributing to a holistic and informative analysis of this innovative educational endeavour.

State Of The Art

Numerous scholars have explored the concept of systematization of experiences, emphasizing its potential to enhance efficiency and replicate processes across different systems. Oscar Jara in "Sistematización de experiencias y corrientes innovadoras del pensamiento latinoamericano" posits that this approach allows for the precise organization and reconstruction of systems based on a collection of experiences from diverse perspectives (Holliday, 1995). While systematization comprises three fundamental stages, each unique in its qualities and challenges, it offers valuable recommendations applicable to similar contexts, as noted by Frankie and Morgan (1995), according to Cifuentes (2016, p.12). The first stage is planning the systematization, the second is the recovery, analysis and interpretation, and the third one is sharing what has been learned in order to be replicated. Cifuentes Gil (2016, p.33) underscores the adaptability of systematization to various project stakeholders and purposes, making it inherently flexible.

In "Sistematización de experiencias: una mirada conceptual, teórica y metodológica," Héctor Vientós Pérez and Liz J. Ortiz Laureano provide a comprehensive framework for optimizing the systematization process. They outline the steps for each stage and elucidate potential obstacles, benefits of organized planning, contextualized scenarios, and the roles of professionals, society, and other systems.

Theoretical foundations for systematization are robustly established by scholars such as Aguayo (1995), Torres Carrillo (1996), Morgan (1996), Cifuentes Gil (1999), and Ghiso (2004). These authors contribute significantly to the understanding and support of systematization as a valid process. Matilda Iamamoto, in her work "El Servicio social en la contemporaneidad. Trabajo y formación profesional" (Iamamoto, 2003), particularly emphasizes the use of systematization for effecting social change by adapting valid processes to the current social context through a thorough evaluation of experiences and a flexible mindset.

Oscar Jara, a recent authority on the subject, contends that systematization extends beyond mere documentation, serving as a vehicle for creating new epistemologies and adaptable models for adopter systems. Jara also emphasizes the synergy of systematization with evaluation in

optimizing the experiential cycle. As a Peruvian-Costa Rican Popular Educator and Sociologist, Jara holds key positions at the Alforja Centre for Studies and Publications in Costa Rica and the Latin American Support Programme of Systematization of Experiences at CEAAL, according to *The International Journal for Global and Development Education Research* (2022).

Collectively, these scholars provide a robust methodological foundation for planning, developing, and executing a systematization of the ISC experience. The process begins with planning, entailing the definition of objectives, identification of the systematization core, and the method to be employed. Subsequently, in the second stage, information produced in stage one is collected, observed, analyzed, interpreted, and synthesized using specific tools and perspectives. While the preceding stage delineates the boundaries of this research, the authors propose a final stage that includes the design of a communication strategy, the formulation of an action plan for implementation, and the establishment of a follow-up plan to ensure the sustainable perpetuation of its impact within the Colombian educational system.

The Problem

In the context of the systematization of experiences related to the implementation of the ISC course, a critical issue that emerges is the profound problem of social inequality and educational disparities in Colombia. Extensively documented in academic sources (Quevedo, Krumeich, Abadía, 2020), Colombia grapples with multifaceted challenges encompassing social justice, lack of inclusion, intolerance towards social diversity, unequal access to opportunities, and systemic deficiencies within its education system. Collectively, these challenges constitute a complex web of issues that not only hinder social progress and economic development but also impact the overall well-being of the nation.

At its core, the identified problem reflects the urgent need for transformative change and progress within Colombian society. The prevailing structures and systems have, thus far, fallen short of adequately addressing these critical concerns, leading to disparities in opportunities, unequal resource access, and societal divisions. Significantly, the education system, as a

cornerstone of societal development, plays a pivotal role in either perpetuating these issues or serving as a catalyst for change. This highlights the imperative for innovative approaches such as the ISC course, which seeks to empower students and educators with the skills and perspectives needed to address these societal challenges systematically and holistically.

Justification

Creating urgency in teaching ISC in a country such as Colombia is important for several reasons. First, Colombia is a country with a complex history of social and political conflict, which has led to deep-rooted issues of inequality, injustice, and marginalization as described by The International Committee of the Red Cross (ICRC) in their “Balance Humanitario de 2020”. and the Office of the United Nations High Commissioner for Refugees (UNHCR). These issues can only be addressed through innovative thinking and a commitment to social change.

Second, the current education system in Colombia is based on traditional models that do not adequately prepare students for the challenges of the 21st, as mentioned by Julian de Zumbiría, a well-known Colombian educator, philosopher, and writer. There is enough proof of the low quality in education in Colombia to prioritize a change in the system. (Zubiría, 2015) Rengifo and Díaz wrote a strong critique about how the current education system is poisoned by financial gain and the number of schools per government period instead of the quality of education (Rengifo & Díaz, 18). On another note, the education in Colombia has not adapted to the changing needs of the country and the world, and it is failing to equip students with the skills they need to succeed in the 21st century. They argue that there is a need to modernize the system and focus on providing students with a more holistic, student-centred education that prepares them for the future to the benefit of the community.

Third, by teaching diversity, equity, inclusion, and justice as part of a course such as ISC, students will gain a deeper understanding of the social and economic inequalities in their context and will be better equipped to work towards designing sustainable solutions. This will help to create a more inclusive and just society. In our Latin American context, embracing an

interdisciplinary approach that unites education and science with social and political complexities becomes all the more relevant. Let critical thinking guide us in our pursuit of justice and equality. (Vélez, 2023, p35)

Finally, by encouraging senior students to identify issues in the system and to try to solve them with an innovative project, students will not only learn how to apply their knowledge and skills to real-world problems but also will actively contribute to improving society. Overall, teaching ISC is crucial for the development of a more equitable and just society in Colombia, and for the construction of a skills-equipped next generation of leaders and change-makers, therefore the ISC course is a way to empower students to think critically and creatively and to develop the skills they need to address these challenges.

Research Question

How has the ISC graduation project been interpreted by the principal who led its inception in 2018 and a teacher who has been teaching it from 2019 to the present day in 2023?

Objectives

General Objective

To systematize the experience of implementing and teaching the course Innovation for Social Change at The Columbus School during the years 2018 to 2023; according to its evolution from the principal's and a teacher's perspective.

Specific Objectives

1. To conceptualize the vision of the Innovation for Social Change project.

2. To determine the basic resources needed to successfully develop the ISC course for students.
3. To understand what thinking skills teachers need to teach this course.

Methodological Design

Method

Systematization of Experience

The systematization of experiences in this research involves a structured analysis of the implementation and teaching of ISC at The Columbus School. It aims to document, evaluate, and draw insights from the journey of introducing and delivering the ISC course, shedding light on key challenges, successes, and evolving impacts over the years 2018 to 2023. This method offers a comprehensive understanding of how ISC has influenced students, educators, and the community, contributing to the continuous improvement of the program.

Methodology

Type of Research

The systematization of experiences in this context has been designed based on the study of the evolution of past events to what is being applied today, therefore it is a combination of a historical investigation transitioned into a descriptive investigation, based on a qualitative paradigm approach. (Yolanda & Adonay, 1999, pg.42). Qualitative research focuses on understanding and exploring complex phenomena, often involving in-depth examination of experiences, perceptions, and behaviours. In this case, the research method involves the

structured analysis of the implementation and teaching of ISC at The Columbus School, with an emphasis on documenting and analyzing the experiences, insights, and qualitative aspects of the program. It's a method well-suited for gaining a deeper understanding of the subject and drawing meaningful conclusions from qualitative data.

Data Collection

Semi-structured interviews were conducted with key stakeholders, including the principal responsible for implementing the ISC course in 2018 and a teacher who actively participated in teaching and shaping the course from 2019 to 2023. These interviews combined predefined questions to fulfill research objectives with the flexibility to explore additional topics and delve into responses with open-ended questions. The purpose of these interviews was to acquire qualitative data related to the ISC course's design, implementation, and evolution, with a particular focus on strategic project management elements.



Figure 1: YouTube Screenshots of interviews with Juan David López and Agata Primicz

Tools and Materials

- **Interview Guides:** Open-ended and semi-structured interview guides were employed to facilitate comprehensive responses.
- **Audio Recording Devices:** Interviews were recorded using the video camera from a cellphone.
- **Transcription Software:** Transcription software embedded in the online platform called youtube.com was used to document interviews verbatim.
- **Matrix-Based Data Organization Tools:** These tools were utilized to facilitate systematic data analysis.

Data Analysis

Thematic Analysis (Braun & Clarke, 2006): This six-phase approach allowed for in-depth exploration of the data while maintaining flexibility and focusing on the research question.

Thematic Analysis of Interview Transcripts (Boyatzis, 1998): Boyatzis's method emphasized developing a coding scheme grounded in the data, enabling the identification of unanticipated themes.

The management of data through a combination of Braun and Clarke's six-phase approach and Boyatzis's method of thematic analysis of interview transcripts involves a systematic and rigorous process to analyze qualitative data.

1. Data Transcription

First, the data collected from the interviews with Juan David and Agata was transcribed accurately, converting the spoken words into written transcripts. This transcription process is essential for having a written record of the interviews.

2. Familiarization (Braun and Clarke)

The researcher began the data management process by becoming familiar with the interview transcripts, which is consistent with Braun and Clarke's first phase. He read through the transcripts to gain a general understanding of the content and context of the data.

3. Coding (Boyatzis)

The data was coded using Boyatzis's approach. The researcher began labelling and categorizing segments of text with meaningful keywords or phrases. This process of coding is data-driven and allows for the identification of themes that may not have been anticipated at the outset of the research.

4. Theme Development (Boyatzis)

As the researcher continued coding the data, he also started identifying themes following Boyatzis's approach. These themes represent broader patterns and concepts that emerge from the coded data. The development of themes was grounded in the data itself.

The process of theme development was made more efficient and structured by combining the methodologies of the “Matrix Method of Qualitative Data Analysis” (Miles and Huberman, 1994) and the “Qualitative Coding Matrix” (Saldaña, 2018). Here's how these two methods contributed to the theme development process:

Matrix Method of Qualitative Data Analysis (Miles and Huberman, 1994)

In this approach, the data was organized into a matrix, which is essentially a tabular format. Each row in the matrix represented different pieces of data, such as excerpts from the interview transcripts, while each column represented specific categories or codes.

These categories were often related to the research objectives or themes.

By creating this matrix, the researcher could systematically sort and compare data across different categories. It allowed him to identify patterns and relationships within the data, which is crucial for theme development. As data was arranged and rearranged in the matrix, emerging themes became more apparent.

Qualitative Coding Matrix (Saldaña, 2018)

Saldaña's method involved a visual representation of codes and themes through a qualitative coding matrix. This matrix enabled a clear and concise organization of the data by visually displaying the relationships between codes and themes.

The researcher utilized the qualitative coding matrix to categorize coded data into overarching themes. The matrix provided a structured framework for connecting codes to higher-level concepts, making it easier to see how different pieces of data contributed to the development of themes.

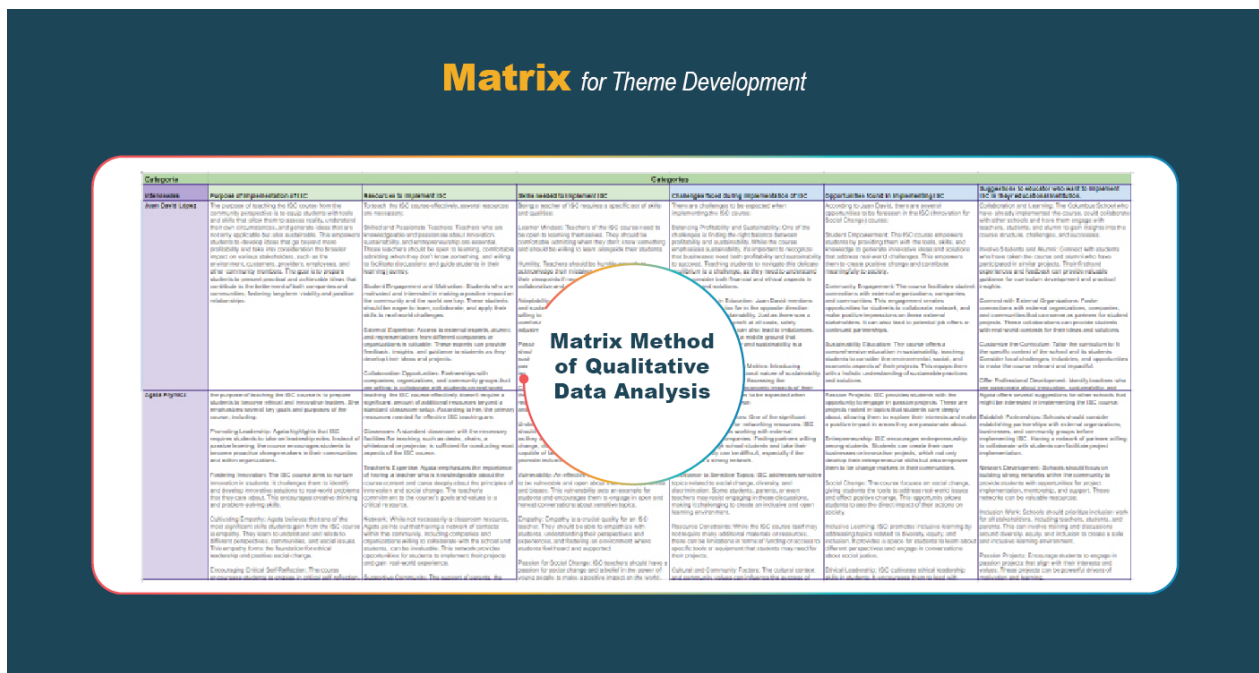


Figure 2: Matrix for Theme Development

5. Refinement and Review (Boyatzis, and Braun & Clarke)

The iterative process of refinement and review, which aligns with both Boyatzis, and Braun & Clarke, involved continually revisiting the codes and themes. The researcher ensured that the coding scheme was grounded in the data and that the themes accurately represented the content of the interviews.

6. Identification of Unanticipated Themes (Boyatzis)

One of the key strengths of Boyatzis's method is the focus on identifying unanticipated themes. The researcher remained open to themes emerging from the data that were not initially part of the research objectives. This flexibility allowed for the discovery of unexpected insights.

7. Report Writing (Braun and Clarke)

Finally, the findings from the combined approach of both methodologies were compiled into a comprehensive report. This report included a detailed description of the analysis process, the identified themes, and supporting quotes from the interviews. Braun & Clarke's approach emphasized the need for clear and coherent reporting of the data's key findings.

These methodological tools and techniques were applied to ensure the consistent and rigorous analysis of qualitative data, promoting the validity and trustworthiness of the findings. Thematic analysis facilitated the systematic organization and exploration of the data, aligning with the research objectives.

Research Analysis

Former principal at The Columbus School, Juan David, and current teacher Agata Prymicz provided valuable insights into the evolution and interpretation of the ISC graduation project course at The Columbus School. Their interview has been analyzed through the lens of this research's general objectives as follows:

1. To conceptualize the vision of the Innovation for Social Change project

Juan David's responses reveal that the evolution of the ISC course was primarily driven by a shift in the vision of the project. Initially, it was centred around entrepreneurship and efficiency, but it evolved to incorporate sustainability and holistic perspectives. The vision changed from merely optimizing businesses for profit to creating sustainable, ethical, and community-oriented solutions.

Agata emphasizes the course's focus on innovation, social change, and ethical leadership. She highlights that the course is designed to encourage students to become proactive change-makers rather than passive learners. Her perspective aligns with the idea that the ISC course is about instilling a sense of responsibility and agency in students to address real-world issues. This insight helps conceptualize the course's vision, which is to empower students to create positive societal change.

2. To determine the basic resources needed to successfully develop the ISC course for students

Juan David provides insights into the resources required for teaching the ISC course. He emphasizes the importance of external partnerships, collaboration with organizations, and student connections with experts. These resources, along with the transition from a year-end project to a

year-long mandatory course, are essential for enhancing students' ability to generate practical and sustainable ideas.

Agata's response regarding the resources needed for effective ISC teaching suggests that the primary requirement is a classroom and a dedicated teacher who cares about the course's goals. While she mentions the importance of networking and external partnerships, she also acknowledges that the core of the course can be taught with minimal resources. This information supports the understanding that the basic resources needed for ISC are relatively simple, making it accessible for schools with limited resources. "A simple marker, a board and a teacher would be sufficient."

3. To understand what thinking skills teachers need to teach this course

Juan David highlights several thinking skills that teachers need to effectively teach the ISC course. He emphasizes the importance of being a learner, being comfortable with uncertainty, and being open to admitting when they don't know something. Teachers should possess humility, adaptability, and the ability to make turns and accept mistakes. These thinking skills and attitudes towards life are crucial for facilitating a dynamic, student-led learning process.

Agata outlines the essential skills and qualities required of ISC teachers, including empathy, vulnerability, an understanding of inclusion work, and an ability to put aside ego. She also emphasizes the importance of teachers having a background in entrepreneurship and the ability to facilitate discussions on topics related to diversity, equity, and inclusion, and pristine research skills. These insights provide valuable information about the thinking skills and qualities teachers need to teach the ISC course effectively.

Juan David's responses provide a comprehensive view of how the ISC course evolved over the years, with a clear shift in vision and an emphasis on sustainability and community impact. He also outlines the essential resources and thinking skills required to effectively teach

this course. This information aligns well with the research objectives and contributes to the systematization of the ISC course's evolution from the teacher's perspective.

Agata's responses contribute to achieving the research objectives by offering a teacher's perspective on the ISC course's vision, the required resources, and the thinking skills needed to teach it. Her insights help provide a clearer understanding of how the ISC course has evolved and how it is interpreted by teachers, aligning with the broader goal of systematizing the course's teaching strategy at The Columbus School.

Conclusions

The world is constantly evolving, and our educational systems must adapt to keep pace with this ever-changing landscape. In recent years, a groundbreaking approach to education has emerged with Alysa Perreras, a Doctor of Philosophy, Ph.D., Education for Social Justice, from the University of San Diego, and her design – the Innovation for Social Change (ISC) course. This transformative course equips students with the tools to become solution-seeking individuals who can address pressing social issues through innovation. Developed and implemented at The Columbus School from 2018 to 2023, the ISC course has provided invaluable insights into reshaping education, focusing on sustainability, and nurturing students into agents of positive change. Juan David Lopez, the school principal, and Agata Primicz, a pivotal teacher, have shared essential insights into the potential and significance of the ISC course.

At the heart of the ISC course lies a visionary approach to education. The primary vision of this course is to nurture individuals who not only accept themselves as unique and capable but also recognize their place in the world. Juan David Lopez, the principal, emphasizes that the ISC course seeks to empower students to become change-makers who are fully equipped to analyze the complex systems that surround them. This vision reflects a profound commitment to instill in students the belief that they can make a difference, regardless of their background or identity.

To successfully implement this course, specific resources are essential. Agata Primicz, the teacher who played a crucial role in the evolution of the ISC course, underscores the importance of facilitating student connections with external organizations beyond the school. This connection with external partners opens up a world of practical learning opportunities for students. These partnerships allow students to test their ideas in real-world scenarios, gaining hands-on experience in solving actual social issues. Schools that aspire to introduce this course should establish relationships with external organizations, providing students with a broader perspective of the challenges and opportunities in their communities.

Teaching ISC demands a unique set of thinking skills. Juan David Lopez acknowledges that teachers should embrace the roles of facilitators and learners. In this innovative approach, the teacher is no longer the sole source of knowledge but a guide who encourages students to explore, discover, and learn. This requires a level of humility to admit when one doesn't have all

the answers and the willingness to learn alongside students. Teachers should be open to making turns and even accepting their mistakes. This approach aligns with the dynamic nature of the course, where the path to finding sustainable solutions is not always linear. The ability to adapt and evolve is a vital skill for ISC educators.

ISC represents a paradigm shift in education, focusing on nurturing solution-seeking individuals who can bring about positive change. Through the lens of Juan David Lopez and Agata Primicz, we have gained insights into the course's evolution, vision, and the essential resources and thinking skills needed to teach it effectively. As educators, we have a responsibility to equip our students with the tools to analyze the world's complexities, identify social issues, and design sustainable solutions through innovation. The ISC course offers a blueprint for this transformation, fostering a generation of individuals who can make a lasting impact. It's time for educational institutions to embrace this innovative approach, empowering students to become agents of social change.

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