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Implications of the New School Model in the Colombian Rural Context

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Abstract

This paper presents an advance in the study of the problem of what are the main epistemological visions of the challenges and perspectives of the Escuela Nueva model in Colombia in the light of the contributions of multigrade didactics in rural education, it emerges from the research carried out in the face of the analysis of the implications of the implementation of the model, Focused on the qualitative analysis of this, an educational proposal that has gained recognition for its pedagogical approach centered on the student, active learning and its adaptation to rural contexts. The objective is to examine the implementation and results of this model, based on a documentary analysis technique, in high-impact repositories. It is evident that multigrade didactics is relevant in diverse contexts worldwide in small rural communities in both developed and developing countries, and that its implementation presents a significant impact on the development of the world.

Keywords: Active methodologies; New School Model; multigrade didactics; rural education