

## Perelman's new rhetoric for the teaching of philosophy in the Mexican university high school

A nova retórica de Perelman para o ensino de filosofia nas escolas secundárias mexicanas

Nueva retórica de Perelman para la enseñanza de la filosofía en el bachillerato universitario mexicano

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### ABSTRACT

The study program of the Colegio de Ciencias y Humanidades of Universidad Nacional Autónoma de México lacks the rhetorical perspective of Chaïm Perelman. This theory is important in upper secondary education for the promotion of critical awareness in students through non-traditional textual formats. The objective of the study was raised: To design a proposal to foster argumentative skills based on the new rhetoric needed in the context of information overload, enabling critical and reflective awareness among philosophy students at the Colegio de Ciencias y Humanidades, México. In order to obtain results, a didactic strategy composed of five sessions was designed and whose focus was the teaching and learning of Perelman's new rhetoric in high school. The context of action was the Colegio de Ciencias y Humanidades Plantel Sur where we worked with two groups and the psycho-pedagogical approach used was constructivism. At the end of the strategy, students were able to use Perelman's new rhetoric and represent it through audiovisual language, creating a learning resource for future students. It was concluded that the new rhetoric favors the acquisition of argumentative skills and the formation of critical and reflective thinking in students. The above could be contrasted through a didactic strategy implemented.

**Keywords:** university high school, Chaim Perelman, upper secondary education, teaching Philosophy, México.

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O currículo da Faculdade de Ciências e Humanidades da Universidade Nacional Autónoma do México carece da perspectiva retórica de Chaïm Perelman. Essa teoria é importante no ensino médio para promover a consciência crítica nos alunos por meio de formatos textuais não tradicionais. O objetivo deste artigo foi elaborar uma proposta para promover habilidades argumentativas com base na nova retórica necessária no contexto de sobrecarga de informações, possibilitando assim a consciência crítica e reflexiva em alunos de filosofia da Faculdade de Ciências e Humanidades do México. Para obter resultados, foi elaborada uma estratégia de ensino composta por cinco sessões, com foco no ensino e na aprendizagem da nova retórica de Perelman no ensino médio. O contexto da ação foi a Faculdade de Ciências e Humanidades, Campus Sul, onde dois grupos foram envolvidos, e a abordagem psicopedagógica empregada foi o construtivismo. Ao concluir a estratégia, os alunos puderam usar a nova retórica de Perelman e representá-la por meio da linguagem audiovisual, criando um recurso de aprendizagem para futuros alunos. Concluiu-se que a nova retórica promove a aquisição de habilidades argumentativas e o desenvolvimento do pensamento crítico e reflexivo nos alunos, o que foi confirmado por meio de uma estratégia de ensino implementada.

**Palavras-chave:** Bacharelado universitário; Chaïm Perelman; ensino secundário superior; ensino de filosofia; México.

## Resumen

El programa de estudios del Colegio de Ciencias y Humanidades de la Universidad Nacional Autónoma de México carece de la perspectiva retórica de Chaïm Perelman. Dicha teoría resulta importante en la enseñanza media superior para el fomento de la conciencia crítica en los estudiantes a través formatos textuales no tradicionales. Se planteó como objetivo del artículo: diseñar una propuesta para fomentar habilidades argumentativas a partir de la nueva retórica necesarias en el contexto de sobreinformación que les permita una conciencia crítica y reflexiva en estudiantes de filosofía del Colegio de Ciencias y Humanidades, México. Para la obtención de resultados se diseñó una estrategia didáctica compuesta de cinco sesiones y cuyo enfoque fue la enseñanza y el aprendizaje de la nueva retórica de Perelman en el bachillerato. El contexto de acción fue el Colegio de Ciencias y Humanidades Plantel Sur donde se trabajó con dos grupos y el enfoque psicopedagógico empleado fue el constructivismo. Los estudiantes al finalizar la estrategia fueron capaces de utilizar la nueva retórica de Perelman y representarla a través del lenguaje audiovisual, creando un recurso de aprendizaje para futuros estudiantes. Se concluyó que la nueva retórica favorece la adquisición de habilidades argumentativas y la formación de un pensamiento crítico y reflexivo en los estudiantes. Lo anterior pudo ser contrastado a través de una estrategia didáctica implementada.

**Palabras clave:** bachillerato universitario; Chaïm Perelman; enseñanza media superior; enseñanza de la filosofía; México

## Introduction

The teaching of philosophy after the 2008 Comprehensive Reform of Upper Secondary Education in Mexico (Reforma Integral de la Educación Media Superior – RIEMS) has been characterised by spontaneity in the formulation of content and the introduction of subjects belonging to the humanities area. The reform was carried out with the objective of training qualified technical professionals for rapid insertion into the labour market. Philosophy, in particular, has been one of the subjects that has suffered most from the RIEMS due to the non-compliance with Agreement 488 by the Secretaría de Educación Pública (SEP). This results in the non-mandatory nature of introducing philosophical content in Upper Secondary Education institutions (Vargas, 2019).

The Colegio de Ciencias y Humanidades (CCH) and the Escuela Nacional Preparatoria (ENP), supported by the autonomy of the Universidad Nacional Autónoma de México (UNAM), were the only Upper Secondary Education institutions that decided to continue teaching philosophy and not comply with the RIEMS guidelines. The CCH has a long tradition in philosophical learning, aligned with the formation of students with high ethical values and a humanistic education (Universidad Nacional Autónoma de México and Colegio de Ciencias y Humanidades, 1996). An analysis of the Philosophy I and II Study Programmes reveals the importance attributed to reflection and the adoption of strategies that allow students to make decisions based on the use of logic and reason.

This is evident in the subject Philosophy I: Introduction to Philosophical Thought and Argumentation. As part of the subject's learning outcomes, mastery of argumentation theory is proposed through activities such as analysing and producing short texts, participating in debates with arguments, and having criteria for decision-making or problem-solving. The perspective of Perelman's new rhetoric, one of the main theories on argumentation of the 20th century, was not evident within the CCH programme. Given the absence of this argumentative perspective, the proposal for its inclusion within the Philosophy I subject taught at the UNAM CCH is substantiated.

The proposal to include new rhetoric in the learning that students must acquire aligns with the Philosophy I and II Study Programmes, which consider that the basic orientation is student learning, making it necessary to include what every student should know. The programme also mentions that strategies and thematic content are presented as general guidelines derived from learning outcomes, which does not prevent each teacher from making modifications and changes according to their needs and criteria, within the framework of the programmes as defined in the Updated Curriculum Plan.

In this regard, the teacher can view the study programme as a starting point to concretise the content in the classroom, considering the environment and its particularities. 'That is, the teacher can modify the programme to enrich it, as long as it fulfils the intended purpose for the subject' (Canseco & López, 2019, p. 95). New rhetoric is presented as a perspective that aims to create and strengthen critical and reflective skills in adolescents. Regardless of the subjects the student takes, they need to argue, form criteria, and make decisions. A student capable of developing these skills will be better able to integrate into society and face the various situations that arise in their development as a human being.

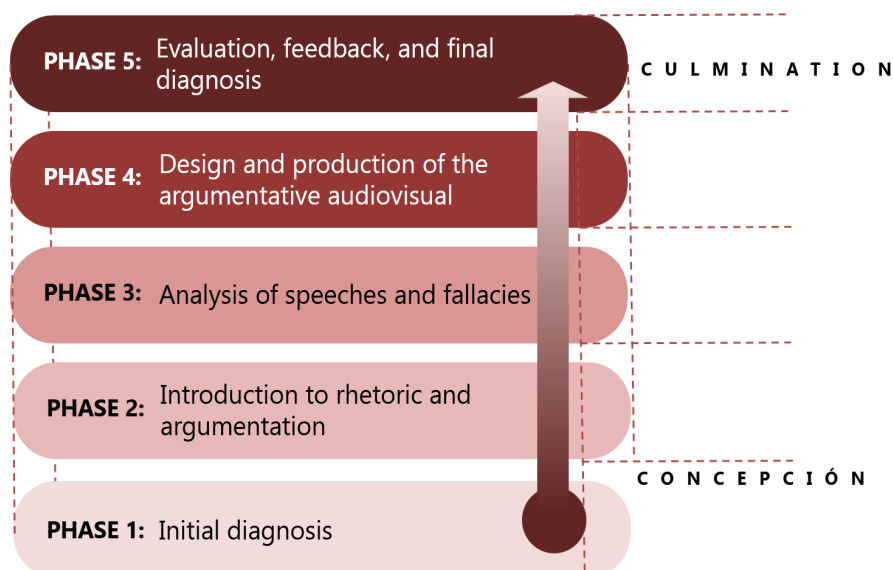
The use of different information formats (including image and audiovisual) favours learning according to the students' psychological age. This perspective subscribes to the Multimedia Learning Theory as part of information processing theories. The aforementioned assumptions, combined with the constructivist paradigm, favour self-management of knowledge due to the psycho-pedagogical characteristics of adolescents in Upper Secondary Education. From a constructivist perspective, these students must actively participate in their own formative process, where the teacher acts as coordinator, director, or guide. The objective of this article was: to design a proposal to foster argumentative skills based on the new rhetoric, skills necessary in the context of information overload that enable critical and reflective awareness in philosophy students at the Colegio de Ciencias y Humanidades, Mexico.

## Materials and Methods

The study was classified as descriptive with a mixed, predominantly qualitative perspective. To obtain results, methods at the theoretical and empirical levels were employed. At the theoretical level, historical-logical, analytical-synthetic, and systemic-structural methods were used. At the empirical level, classical documentary analysis, surveys, mathematical-statistical methods, and modelling were employed. The techniques applied were document review and a questionnaire using Google Forms. The questionnaire was divided into three parts: 1) personal data identification, 2) knowledge about argumentation, and 3) self-perception of argumentative skills.

The didactic strategy was conceived as a sequential process organised into five interrelated stages: 1) initial diagnosis, 2) conceptual introduction, 3) practical application, 4) collaborative production, and 5) final evaluation. This structure allowed for progressively guiding learning from the identification of prior knowledge to the autonomous construction of argumentative audiovisual products. To favour the replicability of the study, Figure 1 presents the general organisation of the strategy.

The population consisted of fifth-semester students at CCH, and the sample was classified as stratified statistics. Data were collected in the first semester of 2023. Two groups of students with diverse psycho-pedagogical diagnoses were selected: group 580 with 39 students and group 555 with 45 students. This totalled 84 students from CCH Plantel Sur. These students were taking a philosophy subject for the first time, specifically Philosophy I, which outlines the learning outcomes on rhetoric and argumentation.



**Figure 1.**  
General organisation of the strategy for the educational intervention

The didactic strategy responds to the teaching and learning of new rhetoric in students at Colegio de Ciencias y Humanidades Plantel Sur. To achieve this, it appeals to the constructivist perspective, fundamentally two currents: autonomous learning and multimedia learning theory. The evaluation of the strategy and learning will be carried out through diagnostic evaluation, self-assessment, co-assessment, hetero-assessment, and the rubric as an instrument.

An initial diagnosis was applied to groups 580 and 555 of CCH Plantel Sur separately. The diagnosis was carried out, an aspect that facilitated data processing. In group 580, with an official enrolment of 39 students, 32 responses were recorded (82%); from group 555, out of a total of 45 students, 26 participated (58%). This same questionnaire was applied at the end of the strategy to make comparisons between initial and final results.

The diagnostic results showed a tendency among students to relate argumentation to speech construction and oral discourse. This constitutes a reductionist view of the phenomenon, as it also influences the interpretation of arguments and decision-making, the latter option being the second least favoured. Consequently, students do not assign value to argumentation in their everyday decision-making processes.

When asked to identify what they associated with rhetoric, there was a tendency to place it with verbal language; however, it was not related to non-verbal or body language. This conception aligns with previous results where rhetoric and argumentation are seen as oriented towards construction and verbal discourse. This makes implementing the strategy pertinent, as other related terms like haptics and proxemics were not favoured.

The most favoured response related to fallacies, with a clear orientation towards them being false, misleading arguments, and half-truths. Regarding terms and phrases related to audiovisual rhetoric, both groups agreed that it is the combination of iconic and echoic information. When students were asked to define in one phrase what they consider argumentative ability, the most popular responses were:

1. **having good language and speech,**
2. **informed and assertive communication, and**
3. **the ability to convince people easily.**

These criteria provide a measure of knowledge about the capacity to argue. It was observed that students identify aspects related to the mentioned ability, fundamentally the capacity to convince, explain, opine, and persuade through discourse. No significant differences were evident between the groups; however, the statements from group 555 were more elaborate and better written, suggesting these students possess better argumentative skills.

The third part of the diagnosis aimed to identify students' self-perception regarding certain skills and abilities related to rhetoric, argumentation, and discourse construction. To visualise the results, a five-index scale was established (not at all, a little, somewhat, quite a lot, a lot). This section helped show the group's perception according to their perceived strengths and weaknesses. This could present a false image of the groups as it constitutes a subjective criterion, how they believe themselves to be. Consequently, the results were contrasted with the opinion of the teacher who implemented the didactic strategy.

Regarding communication capacity, the responses recorded were predominantly somewhat. In the ability to produce written texts, no significant differences were identified between the two groups, similar to the oral expression capacity, which was medium. The options quite a lot and somewhat were the main ones for transmission ability. Regarding students' self-perception of discourse analysis capacity, it was found that the most popular response in both groups was somewhat. Most students in both groups estimated that they have somewhat and quite a lot of capacity for reasonable decision-making.

The results for the item related to dialogic capacity and empathy were medium to high. Students perceived themselves as having little capacity to interpret texts neutrally in both groups. There was no correspondence between the responses offered and the practical verification of skill development within the classroom. This denotes that students lack comparison criteria to form a judgment.

The didactic strategy, 'New Rhetoric for Fostering Argumentative Skills in High School', was carried out in groups 580 and 555 of CCH Plantel Sur in the fifth semester of their studies. The subject that facilitated the implementation of the strategy was Philosophy I: Introduction to Philosophical Thought and Argumentation. The application unit was unit two: Critical Thinking, Argumentation, Dialogue, and Deliberation, where learning related to argumentation from the perspective of Chaïm Perelman's new rhetoric was addressed, using the aforementioned psycho-pedagogical approaches. The strategy was designed to be implemented over five sessions.

In all cases, the duration of the sessions was two hours, and extra-class work activities were assigned. The organisation of teaching work was in teams of six and seven members. The type of evaluation varied depending on the activities, but in most cases, the rubric was used as an instrument. **Figure 2** shows the organisation and teamwork.

The initial sequence was focused on work organisation, the negotiation process, and the introduction to learning related to rhetoric, argumentation, dialogue, and negotiation. In the first session, the student identifies the principles and historical-philosophical development of argumentation based on everyday examples, allowing them to adopt a critical attitude towards the diversity of discourses and arguments from audiovisual language and metadata. The topics included in the sequence were:

1. **historical and philosophical principles of rhetoric,**
2. **argumentation and jurisprudence,**
3. **argumentative theories,**
4. **Chaïm Perelman's new rhetoric,**
5. **types of discourse, and**
6. **rhetoric and audiovisual language.**



**Figure 2.**  
**Organisation and teamwork during the implementation of the didactic strategy**

The initial part of the sequence was used for integration and framing of the strategy. First, a presentation among students was guided, for which they had time to ask their colleagues questions regarding: name, place of residence, one of their interests, or a phrase that characterises them. This dynamic favoured an initial approach to the groups' particularities, with the criteria mentioned about their peers being a way to learn some student characteristics. Finally, the teacher and the purpose of the class were introduced.

The negotiation process started from the need for respect for others' opinions and attention while a colleague presents their views. It was agreed that tasks and activities would be proposed sufficiently in advance and clear instructions with their measurement criteria would be provided. The need to complete the initial diagnostic questionnaire was reiterated, and those who had not completed it were asked to do so.

Motivation was generated by viewing the audiovisual *No crearás quién hace los Memes en Facebook* from the Badabun YouTube channel. The objective was to identify arguments that could be questioned based on how they are presented. The audiovisual is classified as a mockumentary, meaning it works with fictional topics or content in a documentary style to make them seem true. After the screening, a series of questions were asked, and it was observed that most students believed what was presented could be true. This favoured class motivation and learning, since new rhetoric and argumentation allow for the development of reflection and critical awareness in modern society, where many arguments are fallacious, sensationalism is privileged, and there is a rise in fake news, primarily on the Internet.

A brainstorming technique was used with the objective of constructing a concept or approach to the topics to be addressed in the session. The following questions were posed: What is arguing? What is meant by rhetoric? What is the importance of arguing? Subsequently, the proposed topics were addressed through the teacher's exposition: Sophist rhetoric, Aristotelian rhetoric, argumentation and jurisprudence, audiovisual genres, audiovisual rhetoric. The first activity was proposed as a way for students to identify the components of audiovisual rhetoric. The group was organised into teams that worked together throughout the entire strategy to produce collaborative products and activities. To form the teams, students were numbered one through six as a way to break down affinity relationships established during other subjects and Philosophy I itself. This allows individual relationships to expand with other group members and strengthens collaboration. Each team selected a leader proposed by its members; this person would be responsible for coordinating responsibilities in collaborative work.

The activity was aimed at students identifying aspects related to audiovisual rhetoric by analysing metadata in the material *Cruz y Raya - Parodia de Zapatero*. Team one and five were to identify onomastic metadata, teams two and six referential thematic metadata, teams three and seven non-referential thematic metadata, and teams four and eight topographic and chronological metadata. The activity allowed for the identification of elements that make up audiovisual language and the importance of using appropriate data to give meaning to argumentative construction. Finally, they were asked to say in one word how they felt during the session, and most responses included: motivated, excited, positive, interested, curious, and amazed.

In the second session, the student identifies fallacious arguments, various argumentative theories, and rhetorical genres based on examples and audiovisual materials, allowing them to adopt a critical attitude towards the diversity of discourses and arguments. The topics addressed were: rhetoric and audiovisual language, fallacies, components of new rhetoric: rhetorical genres, types of arguments. The session began by revisiting the learning from the previous meeting, using several guiding questions.

After the generated debate, some of the students' experiences were recalled regarding strategies they use to evade uncomfortable questions or unwanted conversations, with the objective of introducing the topic of fallacies. Consequently, the first activity of the class was proposed, focused on viewing a journalistic interview conducted by Barnardette at the Ibero-American Summit (Organization of American States) in Salvador de Bahia, 1993. For the activity, some context was provided regarding the opinions surrounding the interview and the attendees.

Work was carried out in the formed teams, and they had to develop the following aspects of the interview: What arguments does the interviewee use to answer the questions? Does he answer all the questions? How does he evade the questions? Does the journalist ask clear and direct questions? Are answers given directly? What does the interviewee's body language convey? Does he use valid reasons in his answers?

As part of the class development, team expositions began. Subsequently, each team debated the analysis carried out through a spokesperson. At the end of all presentations, a qualitative co-assessment was conducted per team, and conclusions were reached. This activity favoured addressing the topic of fallacies using an infographic, and some audiovisual sources were proposed for deeper learning on these topics.

The topic concerning Chaïm Perelman's New Rhetoric and the types of arguments was presented. To reinforce this learning, students identified arguments using examples from written texts, audiovisual materials, audio advertising spots, and legal documentation. Then, the second activity of the session was proposed, integrating learning on audiovisual language and Perelman's new rhetoric. Each team worked with one type of argument and developed a script or storyboard defining the audiovisual's metadata. This activity was enriched in subsequent sessions with the objective of producing an audiovisual material illustrating this learning, serving as a learning resource created by the students themselves.

The session closed with a plenary where some teams presented their ideas and ways of representing the argument type. They were asked how they felt doing the activity, and the group work was evaluated by another team assigned the same topic. Future learning to be addressed in the next session was presented, and the extra-class activity, which involved continuing to develop the script or storyboard, was assigned.

In the third session, the student identifies the principles of Aristotelian new rhetoric, an aspect that will favour discourse construction and persuasion through emotions. The topics addressed were: rhetoric, audiovisual language, Aristotelian new rhetoric. The beginning of the class started by revisiting previous learning through three questions: What are the types of arguments that exist? What characteristics do they have? What are dissociation arguments?

Class motivation started with viewing the animated short film *Cuerdas* by director Pedro Solís García. After viewing, students were asked: What feelings did this animated short convey to you? Do you believe it is important to convey feelings and sensations through discourse? The objective of viewing the short was to identify how to evoke emotions and feelings through audiovisual rhetoric and the Aristotelian conception of art. It also promoted the capacity for empathy in students when faced with difficult situations in everyday life.

During class development, learning related to Aristotelian new rhetoric and the method of discourse construction was addressed. Each of the aspects that make up this argumentative perspective was explained: *inventio* (invention), *dispositio* (arrangement), *elocutio* (style), *pronuntiatio* (delivery), haptics, paralinguistics, proxemics, rhetorical genres: judicial, deliberative, demonstrative or epideictic. Each of the previous aspects was addressed through everyday experiences, enriched by the perspective of two different cultural contexts: Mexico (where the didactic strategy was developed) and Cuba (origin of the teacher implementing the strategy).

In this regard, several examples were shown where the cultural context determines the construction of discourse and the projection of the rethor (orator) before the audience. Learning related to polysemy started from recalling and revisiting the terms semiotics and hermeneutics. The example of the artwork *Estiércol* was presented, and students were asked about its possible meanings, eliciting multiple different criteria. The creator of the work was invited to participate in the session to share the meaning they intended for the work. This exercise greatly motivated the students, as they could learn first-hand about the elements involved in audiovisual production.

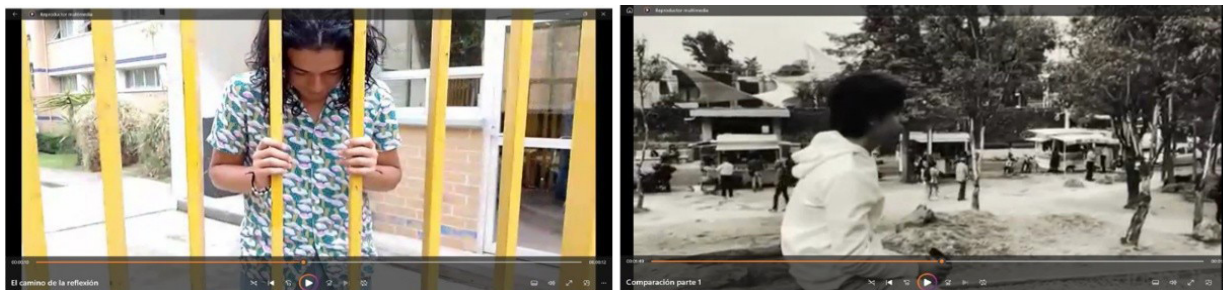
The session's activity was proposed, where students had to stage or arrange (*dispositio*) the storyboard they had previously developed. Each team had to think about how they would represent the argument type through audiovisual media and explain the ways they would present their arguments through the audiovisual. During the activity, the input from the specialist who participated in the session was opportune, providing recommendations for improvement and possibilities for executing the storyboard. Some teams showed some of their progress on this activity. In the closing, they were asked how they felt and were instructed to bring a first version of the audiovisual representation of their assigned argument type.

In the fourth session, in addition to the topics appearing in the programme, the following were addressed: rhetoric and audiovisual language, semiotics of the image, signs, symbols, visual codes, visual perception, colour psychology. The beginning started by revisiting the learning from the previous session. Class motivation was generated by exploring practical experiences where students state how discourse and the meaning of arguments can be supported through the use of colour. The above was reinforced by viewing the audiovisual *Colores del EdoMéx* from the Government of the State of Mexico. Students had to identify the meaning given to each colour in the material to later debate whether they agreed with this meaning.

During class development, the perspective of image semiotics was presented, specifically the following learning points: semiology, visual codes, sign, symbol, icon, perception, Gestalt. During the class, the relationship of visual representation was presented through the analysis of each element characterising a colour as an interpretive element. This favoured the presentation of the first class activity, where students had to identify what the use of colour conveyed to them in visual examples: audiovisuals and images.

Subsequently, the teams presented the progress of their audiovisual and their current stage of development. The learning addressed in the session was related to the objective of incorporating it into their audiovisual. For the closing, improvement criteria were offered, doubts were clarified, how this reflected the corresponding argument type was explored, and they were asked how they felt doing the activity.

The fifth session, in addition to the topics established by the programme, included: Perelman's new rhetoric and audiovisual language. The class began by revisiting learning from the previous session regarding the concepts of symbol, icon, and colour psychology. Motivation was generated by holding an audiovisual festival within the classroom, where the one that best reflected the purpose of this activity was awarded. The evaluation criteria for the audiovisuals were: reflection of the argument type, use of audiovisual rhetoric, and involvement of team members. Some still images from some of the materials are shown in [Figure 3](#).



**Figure 3.**  
Still images from some of the audiovisuals presented by the work teams

For the evaluation and selection of the best audiovisual, the participation of four specialists was requested, who acted as a jury and analysed the materials presented from the perspective of production and audiovisual rhetoric. The participants had the following background:

- **President of the Jury:** Eduardo Alejandro Hernández Alfonso. Graduate in Social Communication. Master's student in Communication at UNAM.
- **Member:** Caridad Castellanos Machado. Master in Sociology. Doctoral student in Sociology at Iberoamerican University Mexico City.
- **Member:** Frank Rodríguez Viamonte. Graduate in Journalism. Master's student in Communication at UNAM.
- **Member:** Adriana Estefanía Mangas González. Graduate in Philosophy. Master's student in Teaching for Upper Secondary Education at UNAM.

In the closing, they were asked what they thought of these five sessions, what they were taking away, what they learned. At least one member from each team was asked to provide an evaluation of the work done. The teacher also offered feedback. Overall, all evaluations were positive and mutually appreciative. During the strategy's development, a pleasant working climate was observed. The students' response was positive and showed a willingness to learn. It was observed that throughout all sessions, involvement and participation grew exponentially. [Figure 4](#) shows the final session where the audiovisual materials were presented.



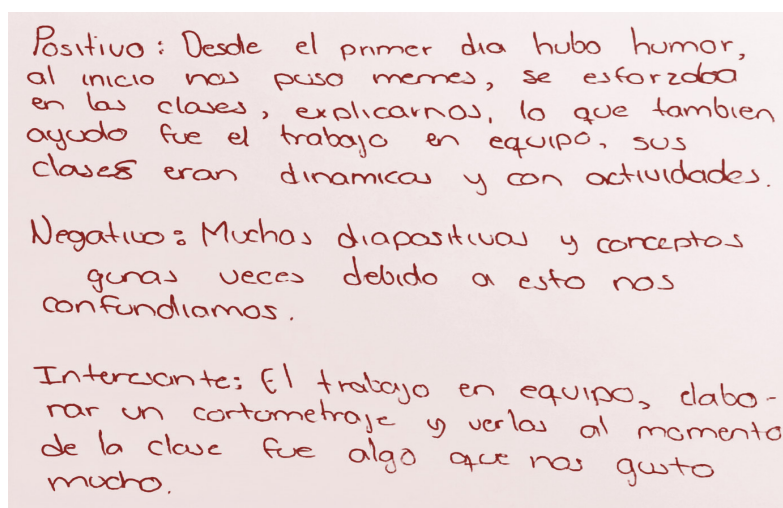
**Figure 4.**  
Final session and awards ceremony for the audiovisual materials produced

After the implementation of the didactic strategy, a final diagnosis was carried out to visualise the results obtained and make comparisons with the starting point. It was applied to all students who participated in the strategy, so no division between groups was made to establish trends and generalisations. Complementarily, observation of student performance during the strategy was used; the observation consisted of the systematic, valid, and reliable recording of students' manifest behaviours or conduct.

An observation guide was created aimed at analysing the behaviour and attitudes assumed by the students for whom the strategy was designed. It facilitated recognising the ways in which the subjects of the teaching process acquire and incorporate knowledge related to argumentation into their practical lives. The questionnaire only varied in the preamble to show a closing focus, maintaining the three parts of the initial diagnosis. A total of 53 responses were obtained from students, with more than 50% of the total participating, favouring representative results.

In all cases, a superior quantitative and qualitative leap was observed compared to the initial questionnaire and teaching practice. Students mostly self-assessed from the somewhat item to a lot according to the measurement criteria. To evaluate the didactic strategy in the last session, the opinion poll technique was applied. This constitutes the most frequent way for feedback on the teaching work carried out regarding the educational teaching process.

It was carried out using the PNI tool (Positive, Negative, Interesting), where students anonymously stated their criteria about the strategy. The results of the technique showed that most criteria were positive; in the negative aspect, the lack of time available to produce the materials predominated; and in the interesting aspect, they referred to the opportunity to create audiovisual material. One result is shown in Figure 5.



Positivo: Desde el primer día hubo humor, al inicio nos puso memes, se esforzaba en las clases, explicarnos, lo que también ayudó fue el trabajo en equipo, sus clases eran dinámicas y con actividades.

Negativo: Muchas diapositivas y conceptos grasas veces debido a esto nos confundíamos.

Interesante: El trabajo en equipo, elaborar un cortometraje y verlas al momento de la clase fue algo que nos gustó mucho.

**Figure 5.**  
Illustrative message of the general feedback on the strategy from the students

## Discussion

This study was carried out with the support of Consejo Nacional de Humanidades, Ciencias y Tecnologías (Conahcyt) of Mexico. This stems from the country's concern for developing studies that improve the quality of formative processes. Additionally, this corresponds to the need for an education centred on the human being with critical and reflective capacity.

Current society has been termed the knowledge society by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (Quiñones et al., 2022). This definition is based on an aspiration guaranteeing open access to knowledge. Another category used is the information society, where the underlying assumption is a globally interconnected society (Cova, 2022). The above has conditioned an over-dimensioning of technology where new phenomena such as information overload (infoxicación) are evident. Information overload occurs because people are currently exposed to vast amounts of information on the Internet and consequently consume it without being able to discriminate between reliable and unreliable sources.

Consequently, due to the excess of information, infoxication arises as a condition resulting from such a variety of sources. In contrast to these denominations, the learning society is proposed as a way to develop capacities and competencies in individuals (Sánchez & Esteban, 2018; Arregui & Arreguit, 2019). Adolescents generally lack critical awareness and do not discuss or corroborate the information they access, primarily through the Internet (Colombo, 2017). An education that fosters the development of critical thinking in students is a priority.

The massification of the Internet, information overload, and the rise of fake news make evident the need for philosophy to be present in high school curricula in Mexico. It is necessary to recover this subject so that students can argue or analyse the arguments presented to them. Consequently, teaching argumentation theory can foster critical and reflective thinking in Upper Secondary Education students.

Critical thinking constitutes an object of analysis for philosophical and psychological disciplines in the educational field. It is considered an intellectual and personal activity that, according to Stefens et al. (2018), involves creative, analytical, imaginative, abstractive, concretizing, and synthetic processes, among others; to address situations in one's environment, as a derivation of knowledge generated through thought. Enhancing critical thinking in Upper Secondary Education is imperative. These students have specific emotional and affective needs that, in addition to being addressed in the family environment, must be channelled at school.

According to Ortiz & González (2019): 'the generation of healthy affective bonds, identification of emotions, self-knowledge, and other factors of socio-emotional self-regulation, are elements that must be strengthened' (p. 153). Adolescents generally act impulsively, without stopping to reflect on the consequences of their actions (Márquez & Gaeta, 2017). At this age, what is termed magical thinking exists, where information is not questioned and everything is believed to be positive (Jiménez et al., 2021).

Thinking critically implies an inquiry into the knowledge one possesses based on experience. This knowledge is rethought and analysed to validate or discard it. Critical thinking focuses on reflecting on what decisions you make, what to believe, what to do. It involves understanding situations so that one can evaluate the information at hand and thereby make decisions with some foundation. Hence the importance of its relationship with formative processes, particularly with adolescents who, at this psychological age, begin to question their existence in the world.

According to Ricardo Chrobak, thinking creates the bases for better thinking in the student, who strengthens their ability to collect, interpret, and evaluate supplied information, selecting it according to their knowledge so that their selection process is adequately substantiated (Chrobak, 2017). A fundamental problem in teaching philosophy at CCH relates to the way philosophical content is transmitted. According to Corona (2015): 'for a young person with no prior knowledge of philosophy, understanding a philosophical text is complicated because they lack the tools to interpret topics of this nature' (p. 3).

Within the realm of new rhetoric, Perelman & Olbrechts (1989) consider that the purpose of argumentation is to show what is plausible by convincing with reasons or persuading through affective resources. New rhetoric, although concerned with embellishing discourse, does not take precedence over truth. Argumentation is effective when it achieves audience adherence and prompts the proposed action, or at least creates a disposition for action, therefore it is necessary to adapt the discourse to the audience (Narváez, 2019). These new contributions, unlike ancient rhetoric, which privileged oral discourse over written, study both.

Perelman's proposal, unlike others such as those by Weston (1994), Toulmin (2007), and Van Eemeren & Grootendorst (2011), presents a new rhetoric as a logic of valuation. This perspective integrates semiotics and the multiplicity of interpretations applicable to textual diversity. According to Balsa (2019), rhetoric can function as a complete semiotics, in the way pragmatics does, in the sense that it contains syntax and semantics, for he who has the most has the least, and it is the most complex and encompassing of the three. The above makes teaching new rhetoric pertinent in Upper Secondary Education. Students at this educational level, as digital natives, consult a diversity of texts in multiple formats; therefore, Perelman's argumentative perspective would facilitate the interpretation of textual, auditory, visual, and multimedia information in general.

Rhetoric constitutes a fundamental element for discourse analysis with a broad educational application in areas such as: literature, philosophy, politics, advertising, journalism, education, or law. Discourse analysis is the study of how an object or idea is assumed by different epistemological positions. It allows conceptual knowledge of the sender and, as a method, enables isolating and classifying the notions through which certain knowledge is presented (Saadillah & Nuruh, 2020). Discourse analysis systematically analyses written and oral discourse as a form of language use, as a communication event, and as interaction. It identifies cognitive, social, political, historical, and cultural contexts (Paz & Caramés, 2020). Rhetoric therefore has a pragmatic orientation as the most important level of discourse, ranging from reflection to action.

Constructivism is a psycho-pedagogical approach focused on the ways in which subjects construct most of the learning they acquire. Students in Upper Secondary Education require approaches suited to their needs; one of the perspectives that applies in this regard is information processing theories and, more specifically, multimedia learning theory. Based on the aforementioned psycho-pedagogical foundations, a didactic strategy was designed that integrates methods and procedures to create argumentative skills in CCH Plantel Sur students from the perspective of Perelman's new rhetoric. This project is based on the design of multimedia learning resources by students that allow achieving the objectives of the subject Philosophy I: Introduction to Philosophical Thought and Argumentation.

- The incorporation of Perelman's new rhetoric into the teaching of philosophy at the university high school level strengthened the students' argumentative competence. It was evident that rhetorical tools not only enrich the exposition of ideas but also favour the coherent structuring of discourse. This confirms the pertinence of integrating contemporary approaches within the field of philosophical didactics.
- The use of audiovisual resources functioned as an effective means for pedagogical mediation. The combination of these materials with teacher explanations stimulated motivation and the understanding of abstract concepts. The results show that critically applied technology amplifies the teaching possibilities in the humanities.
- The constructivist approach facilitated participation and autonomy in learning. The students became protagonists of their own formative process. This condition favoured more meaningful learning oriented towards problem-solving. The development of critical and reflective thinking was consolidated as a central achievement of the proposal. Students showed a greater capacity to analyse arguments and question assumptions. This progress strengthens the formative value of philosophy at the upper secondary level and projects a positive impact on their university education.
- The study presents some limitations that must be considered when interpreting the results. Firstly, the application of the strategy was carried out in a specific educational context with a limited sample, which restricts the generalisation of the findings to other formative environments. Likewise, the implementation time did not allow for evaluating long-term effects on the development of argumentative competencies. Future research could expand the sample, incorporate longitudinal designs, and contrast the strategy in different educational contexts to strengthen the external validity of the results.

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