

Impact of the implementation of integrating evidence at the higher level: the Tabasco case**Impacto de la implementación de evidencias integradoras en el nivel superior: caso Tabasco**

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Abstract

The final project provided relevant information to support the teaching activities of the institutions that served as a sample of this research- Polytechnic University of the Gulf of Mexico, Vasconcelos University of Tabasco, Juárez Autonomous University of Tabasco (Multidisciplinary Academic Division of Comalcalco), Higher Technological Institute of Comalcalco- the contribution to the educational field will serve to increase the quality of the classes, the results show the reality in the classrooms, the perception of the students, teachers and administrators who collaborate in this task. At the beginning of the project it was known that it would not be easy to develop it due to all the inconveniences presented, and in the end it is very satisfying to have a support material for decision making. The lack of collaboration, teamwork, has been increasing in organizations mainly when talking about a project where these fundamental aspects are required.

Resumen

El proyecto final brindó información relevante para apoyar las actividades docentes de las instituciones que sirvieron como muestra de esta investigación- Universidad Politécnica del Golfo de México, Universidad Vasconcelos de Tabasco, Universidad Juárez Autónoma de Tabasco (División académica multidisciplinaria de Comalcalco), Instituto tecnológico superior de Comalcalco- la aportación al campo educativo servirá para incrementar la calidad de las clases, los resultados muestran la realidad en las aulas, la percepción de los estudiantes, de los docentes y de los administrativos que colaboran en esta encomienda. Al iniciar el proyecto se sabía que no sería fácil desarrollarlo por todos los inconvenientes presentados, para al final resulta de mucha satisfacción el hecho de tener un material de apoyo para la toma de decisiones. La falta de colaboración, trabajo en equipo, ha venido incrementándose en las organizaciones principalmente cuando se habla de un proyecto en donde se requiere de estos aspectos fundamentales.

Competencies, Higher level, Integrative evidence**Competencias, nivel superior, evidencias integradoras**

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Introduction

The research work presented below aims to analyze the advantages and disadvantages of applying the integrative evidence in higher level students in the region of the Chontalpa in the State of Tabasco, to show if they get a good learning and effective development based on their skills. Why the university sector? Because one of the essential functions besides transmitting knowledge through the teaching-learning process by means of the use of the integrating evidences, making known the form of teacher-student evaluation. In the search for information for the present research, in addition to elaborating the theoretical framework, we offer the data obtained from official sources of different authors specialized in the subject with respect to the problem in question. On the other hand, the empirical evidence is based on field work with the support of different data collection instruments, including a questionnaire and an unstructured interview. The questionnaire was applied to a sample of teachers and students from different higher education institutions in the Chontalpa region.

Statement of the problem

It is essential to know the advantages and disadvantages of the use of integrative team evidences in higher level students in the Chontalpa region in the State of Tabasco, since a few years ago a new educational model based on competencies was implemented, where the abilities, values and skills of students in higher schools are tested. It is necessary to know the important factors that allow the application of the integrative evidences based on competences, which would be the students, teachers and essential academic personnel that are the important value and that role occupies each one so that an integrative evidence can become functional in the student's learning.

Method

Type of research: Qualitative and Quantitative.

Research Design During the development of this research, the following sources of information will be used: higher education institutions in the municipalities of Comalcalco and Paraíso will be visited to apply the instruments.

Data collection techniques Surveys and interviews.

Theoretical framework

In the general process of design, implementation and evaluation of the new curricula, focused on the learning of competencies to which the implementation of the European Higher Education Area (EHEA) has led us, multiple questions arise. Almost inevitably, the first questions we must answer are related to what competencies must be acquired in a given profession and how these competencies must be demonstrated in the workplace and personally. For this reason, in the reports of new undergraduate and postgraduate degrees, competencies are defined as clearly as possible, i.e., the knowledge, behaviors and aptitudes that must be acquired or put into practice in the professional practice for which the profession qualifies. However, proposals for evaluating the achievement of the results obtained in the acquisition of these competencies are not often included.

Results

Results of the surveys carried out (those which, in the authors' opinion, provided clear and precise information for the proposal for improvement in the different educational institutions will be included)

In question three: In your school transit have you participated in an integrative evidence? The answers were the following:

1. UJAT (Multidisciplinary Academic Division of Comalcalco) 68% said that they have participated in integrating evidences and 32% said that they have not done any evidence in collaboration with their classmates. When analyzing the percentages that come out of the surveys we observe that every day it will be necessary a better integration of the students, motivated by the professors so that they can experience this collaborative work and demonstrate that it has multiple benefits in addition that it contributes to bring them closer to what happens in the working life. In this particular institution, working in this way is a necessity since, for example, a surgeon to perform an operation or consultation requires other collaborators to do a good job, as well as a nurse or a physical therapist.
2. ITSC (Instituto Tecnológico Superior de Comalcalco) 90% said that they have participated in some integrative evidence and 10% mentioned that they have not. Something that could be observed in this Institute is that most of the students have had some contact with this type of evidence and have sought collaboration not only with their peers in the same classroom but also with other related careers that have common objectives. The curious thing is that in the two previous questions, a considerable number of students mentioned not knowing about the competency-based model, which affirms the comment about the lack of information and interest on the part of the students to learn about aspects of the educational model of the institution, but also about the teaching and administrative part.
3. UPGM (Polytechnic University of the Gulf of Mexico) 75% mentioned that they have participated in these evidences and the remaining 25% said that they have not. Once again, the concern arises that in a University that is born under the competency-based model, a large percentage of students mention that they have not worked in this spirit of collaboration. We insist that it is a shared work, from the authorities to the teachers when they are induced to the model upon entering the institution. These data should be used to analyze those processes that are disjointed.
4. UVT (Universidad Vasconcelos de Tabasco) 80% said that they have experienced collaborative work through evidence and 20% have not participated. Being a private institution that offers a mixed modality in its classes, it can be seen that students have greater participation in joint activities, which increases the possibilities of a better insertion into working life. Although we cannot leave aside the percentage that mentioned that they do not know this type of work.

We affirm that when working collaboratively, common objectives can be achieved more easily, and competencies and skills are developed that permeate the school and work environment unquestionably. Creating a culture of support is not an easy task; many times people do not work at the same level as others and only wait for someone else to develop their work. Organizations demand people capable of seeking consensus and empathy in common, the organizational climate through collaboration facilitates coexistence and allows the benefit in every way.

In question 6: How important do you consider the application of integrative evidence? The opinions were:

1. UJAT (Multidisciplinary Academic Division of Comalcalco) 40% thought that they are very important, 31% consider that they are important, 8% little important and 21% consider that they are not important at all. The responsibility that individually is required for the practice of the evidences as a whole we have observed has multiple variations, 70% of the students of this University consider that it has been relevant to carry them out in teams and they have achieved greater benefits, but the sector of those who do not put their greatest effort will never see concrete results due to their lack of commitment.
2. ITSC (Instituto Tecnológico Superior de Comalcalco) 45% said that they are very important, 40% considered that they are important, 10% said that they are not very important and 5% said that they are not important at all. For the Institute, the students' responses should be an important aspect to take into account, since almost 80% considered that they have received benefits from participating jointly and therefore it is important that teachers encourage this type of evaluations, thus facilitating opportunities for personal and collective growth.
3. UPGM (Polytechnic University of the Gulf of Mexico) 59% mentioned that they consider them to be very important, 23% considered them to be important and 18% considered them to be not very important. These results are satisfactory because it is proven that the joint evidences bring benefits for students and teachers, fostering human relations and mainly the vision for working life. The efforts will never be in vain. The students of this University affirm that they have had great satisfaction and are in the best disposition to continue with this work dynamic.
4. UVT (Universidad Vasconcelos de Tabasco) 60% said that it is very important to carry out joint evidences, 30% said that it is important but with its restrictions, 8% said that it is not very important and 2% said that it is not important at all. In this University, we should remember that it is a semi-school system, so the high percentage of students see greater benefits in team evidences in order to have better results, they are adults and with a different workload.

The importance we give to teamwork together with personal responsibility are very variable factors, for those who are not used to do their school work effectively this aspect could be easy, for those who have a greater commitment to their education it is not difficult at all, but it is proven that it will always be better to work in a team defining roles and responsibilities.

Discussion

The importance of establishing a positive relationship between the teacher and the student in the teaching-learning process under the competency model at the higher level, the objective of this project has been to analyze the advantages and disadvantages of the use of integrative evidences in the IES of the Chontalpa region. It is important to emphasize that the way in which professors apply the integrative evidences allows students to make a self-analysis regarding their knowledge and provides them with opportunities for improvement when doing collaborative work, in addition to this, we know that the University is the bridge to the working life and they must integrate in this aspect to improve the work.

Conclusions

It is possible to conclude that there is a high level of students who know the advantages and disadvantages of the integrative evidences, as well as a low level of students who do not know about it. The exposed throughout this research, looking for if the students in diverse institutions have knowledge of the advantages and disadvantages of the integrative evidences as a whole.

During the research process, the objective was to know the impact of these evidences and to know more in depth if the institutions of higher education apply the integrative evidences as a way to evaluate their students, with this gap of knowledge the samples were made and the surveys and interviews were applied. On the other hand, when comparing the results of the surveys (applied to students) and interviews (applied to teachers) of: Instituto Tecnológico Superior de Comalcalco, Universidad Politécnica del Golfo de México, Universidad Vasconcelos de Tabasco and Universidad Juárez Autónoma de Tabasco (División Académica Multidisciplinaria de Comalcalco), a high level of interest on the part of the students to know about the integrative evidences as a whole is observed.

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