Adquisición de las competencias específicas, mediante una docencia centrada en comunidades profesionales de aprendizaje

Acquisition of specific skills, through teaching focused on communities learning professionals

Aquisição de habilidades específicas, através de um ensino centrado em comunidades de aprendizado profissional

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Resumen

En este estudio se comparte una metodología de formación del Licenciado en Educación, mediante un modelo de docencia enfocado en comunidades profesionales de aprendizaje. El objetivo fue favorecer los procesos de aprendizaje de las competencias específicas que se prescriben en el perfil de egreso. 18 estudiantes de octavo semestre inscritos en el curso de prácticas profesionales y en el taller de análisis del trabajo docente de la Universidad Autónoma del Carmen participaron en el estudio. El análisis de datos fue mixto y se sirvió de bitácoras de campo, cuestionarios de evaluación de desempeño, transcripciones de un grupo focal, cartas de liberación y registros de reflexiones de aprendizaje que se obtuvieron a través de las sesiones presenciales. Los resultados demuestran la pertinencia social de los perfiles de egreso y las tareas y problemáticas más frecuentes para los profesionales de la educación.

El estudio sugiere revisar las competencias específicas (investigación educativa, evaluación, formación e innovación), ya que presentaron niveles mejorables de desempeño.

Palabras clave: comunidad profesional de aprendizaje, competencias específicas; docencia universitaria.

Abstract

This study shares a methodology of training of the Graduate in Education, through a teaching model focused on professional learning communities. The objective was to favor the learning processes of the specific competencies that are prescribed in the exit profile. 18 eighth-semester students enrolled in the course of professional practices and the workshop of analysis of teaching work at the Universidad Autónoma del Carmen participated in the study. The data analysis was mixed based on field logs, performance evaluation questionnaires, focal group transcripts, release letters and records of learning reflections that were obtained through face-to-face sessions. The results show the social relevance of egress profiles, the most frequent tasks and problems for educational professionals. It is suggested to review the specific competence: educational research, evaluation, as well as training and innovation, as they presented improved levels of performance.

Key words: Professional Learning Communities, Specific competences; University teaching.

Resumo

Este estudo compartilha uma metodologia de treinamento do Graduado em Educação, através de um modelo de ensino voltado para comunidades de aprendizado profissional. O objetivo era favorecer os processos de aprendizagem das competências específicas prescritas no perfil de saída. Participaram do estudo 18 estudantes do oitavo semestre matriculados no curso de estágio profissional e na oficina de análise do trabalho docente da Universidade Autónoma del Carmen. A análise de dados foi mista e utilizou registros de campo,

questionários de avaliação de desempenho, transcrições de um grupo focal, cartas de lançamento e registros de reflexões de aprendizado que foram obtidas através das sessões presenciais. Os resultados mostram a relevância social dos perfis de saída e as tarefas e problemas mais freqüentes para os profissionais da educação. O estudo sugere revisar competências específicas (pesquisa educacional, avaliação, treinamento e inovação), pois apresentaram níveis aprimorados de desempenho.

Teaching with the focus of communities of learning professionals

Mitchell and Sackney (2000) defines the Communities of Learning Professionals (CPA) as a "group of people sharing and critically questioning their practice in a continuous, reflective, collaborative, inclusive and student-oriented way" (cited by Krichesky & Murillo, 2011 , pp. 69). An approach based on this approach is related to the need to conceive a more democratic university teaching practice, aware of an interdisciplinary formation that is not only limited to the learning acquired in a classroom, but also attends to the complexity of an integral formation with the one that builds the specific competences that give identity to a professional of a certain race.

Orienting the training of graduates in education in a culture centered on learning and sustained education is associated with the concern for the educational relevance set out in the Sectorial Plan for Education in Mexico 2013-2018, whose priority strategic objective is that the provision of contribute to the development of the country. It is through the training of young people that the achievement of the competences for the social and labor link is sought, which is fundamental for an advantageous insertion in the economy based on knowledge

(Secretary of Public Education [SEP], 2013).

Bolivar and Bolivar-Ruano (2016) consider that the professional capital that means having good teachers working together is the main asset to transform teaching. Hence the need to care for and strengthen this capital. Due to the above, the approach of teaching work from a professional learning community configures the possibility of reaching a quality education in Mexico based on the constant improvement and the maximum academic achievement of the students. Fostering the culture of learning from the training of education professionals will make it possible to raise awareness during the career of the new teacher committed to the training of other generations who depend on new teaching and collaboration schemes to participate more actively in a knowledge society. It is against these challenges that this research is shared, whose objective was to evaluate the scope of the specific competences of the licenciado in education, taking into account a teaching approach of professional communities of learning, by which the following approach was determined: What is the mastery of the specific competences that they demonstrate of the students of education who practice the professional and participate in the workshops of analysis of the teaching work?

Challenges in educational relevance, upper level

De la Orden (2011) has identified that one of the problems of competency-based education is the design and application of appropriate assessment systems to determine that students have achieved the competencies foreseen in the curriculum and thus to analyze the effectiveness of the programs. For this reason the university curriculum is conceived as a project of education for the society that must consider the participation of the diverse sectors in the construction of priorities in the formation of graduates. This implies promoting studies aimed at stimulating the formation of autonomous, creative, critical and reflexive people, capable, according to Santiváñez (2012), of living successfully in societies that seek and strengthen processes of living in equality.

Based on previous needs, priority will be given to competency-based education as expressed in a curriculum, with a prospective approach to society and with the intention of certifying students' progress on the basis of demonstrable behavior in one or more competencies. Corzo and Marcano (2009) point out that social relevance is manifested through curricular offerings and their responses to the demands of the social environment, related to knowledge production, community services, congruence and interrelation between the philosophical pertinence of the curriculum, scientific, institutional and the theoretical curricular model to be addressed. Likewise, the analysis of the report on professional competences in pre-university and university of Ibero-America, prepared by Cuellar, Nuñez, Rodríguez and Laya (2013), incorporates a democratic stance in curricular analysis, that is, the participation of employers, students and explore and describe the degree of articulation between the training of professional competencies offered by educational institutions and the qualification needs of the productive and social sectors.

In this regard, in 2010, the Autonomous University of Carmen (UNACAR) restructured 100% of its undergraduate educational programs, implementing a curricular design based on a competency approach that allows for the integral and relevant training of students. Emphasizing a situated formation, the educational programs contemplate in their curricular organization three types of competences: the generic ones, the interdisciplinary ones and the specific ones. The former constitute the common basis of any professional who studies in the university and its training is systemic, through integrative, transversal and transferable skills; the latter identify the common formation of the students of a faculty based on the disciplinary areas that form the educational programs; and the last ones are the specific competences, considered proper to a specific profession (Universidad Autónoma del Carmen, Modelo Educativo Acalán, 2012).

Given the years that the program has been implemented and after graduating two generations of this curriculum, it is necessary to document with systematic analysis the processes that address the assessment of the competencies required by the field of work in which graduates perform. In this regard, the experience gained from the Professional Practice course is shared, where through action research the results obtained by applying a teaching approach

with professional learning communities were evaluated to assess the acquisition of the specific competences of the Graduate in Education. Identifying the relevance of competencies to be mastered by students contributes to the analysis of the possibility that graduates not only earn a degree but also better opportunities for life, employment and remuneration that directly impact on a transformation of education, economy and culture of their families.

However, we are aware of the contradictions that lie in the social context and the main objective that we have as professionals is not to obey the neoliberal mandates that employers or institutions demand: that is where lies the analytical, critical and reflexive task of the Graduate in Education, for which the methodology of communities of learning professionals proposes a new way of thinking about teaching work.

In this respect, Marx argued that in a dialectical relationship, even though it is triadical, there must necessarily be contradictions, understood as opposites that are continually confronted by their inherent differences that can not be smoothed or made up as Hegel intended (Capital, Tome I). The opposite or contradictory is per se, and as such will always be a radical antithesis; it is not feasible, therefore, to consider it as a synthesis of what happened (negation of negation). That is, the Bachelor in Education necessarily has to include in his training the discourse of the employers and the institutional, but not lose sight of its academic essence, especially when leaving a public institution. Being an executor of other projects is only a pillar of competence-based training: know-how, and is completely opposed to the other two pillars of the triad: knowing how to be and knowing.

Entrepreneurial discourse, whether of companies or employers, is part of an omnipotent discourse (Ramírez-Grajeda, 2009), dominant, plagued with technicalities and concepts ah doc that detract from the legitimate guidance of any licensee who fully associates to the. Educational discourses that are based on the law of academic "supply and demand" do nothing more than show who is the one who has succeeded in overcoming the so-called dialectical relationship that has been completely annulled under the positivist and consumerist tendencies of the time.

It is necessary that public higher education does not lose its role of educator of intellectuals; its duty is to bet on the improvement of society by criticizing and reforming the institutions that hold citizens as social citizens, whether private or public, especially the latter, which are those that protect us in the social. The Bachelor in Education has to work rigorously in his speech to forge a place in the society outside the submission of the business discourse and to rescue more the human side of the speech. Evidently business is interested in capital and not the human part: this is part of the indelible contradictions that emphasized in his treatise Marx. Companies were created to generate profits, not to generate critics oriented to social transformation. In this sense, the master's discourse originally proposed by Hegel takes on meaning: it has its own goal and in its discursive device will do everything in its power to never lose the consistency and objective of it. For this reason, it is advisable that the Degree in Education should distance himself from this seductive discourse, which, while clinging to nonsense, at the same time envelops it and does not let it be in its own goals and longings.

The performance of the Bachelor in Education is fundamental, because it will not only be inserted in the social context of the community, but through its action will incarnate a social order crossed by the word and establish a structuring social structure of the senses. Therefore, the subject can not only be a spectator of the reality of which is not only an actor but a protagonist: there, then, are the strengths of the Professional Learning Communities to increase the generation and application of knowledge for the benefit of a transformation Social.

Context in which professional practice is developed

The Education Program incorporates in a curricular way the professional practice in the eighth cycle of the race; as established by the Regulations of Professional Practices of the Autonomous University of Carmen (2014), this can not be less than 160 effective hours, nor more than 480 hours. Alternately, as a strategy of evaluation and formative follow-up, students attend the workshop of Analysis of Teaching Practice with two hours of face-to-face sessions each week, 32 hours face-to-face and 128 independent work. Practitioners must

perform in one of the five specific competencies established by the bachelor's degree: Educational Management; Training and Innovation; Educational investigation; Theoretical Foundations and, Educational Evaluation (Education Program, 2010).

These five program competencies incorporate 23 performance indicators. In total 31 courses and / or workshops are the learning itineraries that contribute to develop the specific skills of the professional in education. For each course, learning sequences based on the five specific competencies are designed. Therefore, there is a need to assess the performance in the workplace where students perform the professional practice.

The curriculum of the 2010 program aims to train professionals with knowledge about the educational phenomenon in the national and international context to design proposals that impact on the solution of educational problems in their region and in their country. With humanistic skills and training that allow them to participate in innovative, relevant and quality educational projects, based on their research capacity, critical reflection, the use of technology and a strong social commitment.

Exit profile and specific competences of the Bachelor in Education

The graduation profile of the Bachelor in Education details five specific competencies to be achieved in the course of four years of training.

Table 1. Perfil de egreso y competencias específicas del Licenciado en Educación

Competencias específicas	Indicadores de desempeño establecidos en el diseño curricular
1. Competencia específica de Gestión Educativa	1.1 Organiza los procesos administrativos que fortalezcan el desempeño de las instituciones educativas. 1.2 Genera, supervisa y evalúa proyectos educativos para la atención de necesidades específicas. 1.3 Utiliza herramientas para la planeación institucional y gestión curricular. 1.4 Ejerce liderazgo en los procesos de gestión académica. 1.5 Innova los procesos educativos en diferentes ámbitos.
2. Competencia específica de Investigación Educativa	2.1 Realiza el diseño de la investigación. 2.2 Fortalecer su conocimiento del proceso de investigación a través de la realimentación. 2.3 Actitud ética en el proceso de la investigación y en la publicación de resultados. 2.4 Trabajo en grupos de investigación. 2.5 Innova los procesos educativos en diferentes ámbitos.
3. Competencia específica de Fundamentos Teóricos de la Educación	3.1 Comprender supuestos teóricos generales, leyes, principios y técnicas que adopta una comunidad científica. 3.2 Interpretar una realidad a partir de hechos y experiencias concretas para identificar corrientes de pensamiento. 3.3 Reflexionar sobre los modos de actuación ante diversos enfoques en su campo disciplinario. 3.4 Proponer soluciones en su área de formación.
4. Competencia específica de Evaluación Educativa	4.1 Distingue los enfoques y modelos de la evaluación. 4.2 Diseña e implementa diversas estrategias y procesos de evaluación con base en modelos y enfoques. 4.3 Empleo de criterios e indicadores bajo los estándares nacionales e internacionales. 4.4 Organiza e integra informes de evaluación. 4.5 Crea y evalúa ambientes y componentes del aprendizaje.
5. Competencia específica de Formación e Innovación	5.1 Emplea el diagnóstico como herramienta en el proceso de diseño instruccional. 5.2 Organiza y desarrolla el diseño instruccional acorde a necesidades específicas. 5.3 Uso de nuevas tecnologías de la comunicación e información. 5.4 Dominio de herramientas y estrategias didácticas.

Fundamentación del programa, 2010. Facultad de Ciencias Educativas: UNACAR.

The establishment of specific competences in the curriculum plays a significant dimension for the training of the professional, since these are understood as the competences related to the "technical aspects of each profession that are not so easy to transfer to other work contexts, so they imply skills and abilities with a higher level of qualification and theoretical and practical training "(Santiváñez, 2013: 62). This author recommends analyzing, in the workplace, the specific competences that will enable teachers to identify what the student needs to master in order to perform effectively and quality the specific performances implicit in his professional training. The competences are related to the curricular content, since they are performance variables that are linked to the learning, because the learning process will be oriented towards the achievement of these considering conceptual, procedural, attitudinal and valal contents (Pimienta, 2012).

Methodology

There were 16 sessions in the workshops of analysis of the teaching work to reflect on the tasks of the professional practice, with two hours of duration. The teacher responsible for the course conducted each session with the focus of communities of learning professionals, focusing on improvement processes based on data from the real fields where each participant was doing the professional practice. In order to evaluate the degree of acquisition of the specific competences in the labor fields of the graduates in education, a sample of 18 students was considered, corresponding to the second generation of students of the curriculum 2010. The analyzes were based on the logs of field (professional memory); the performance evaluation questionnaires, issued by the external advisors of the receiving entities; the transcripts of the focus group; and the letters of release and the learning records that were made through the sessions of the Workshop, reflection and Analysis of Teaching Work.

External advisers (in each receiving institution) participated, which, after three months of the practices, issued their evaluation of the practitioner's performance. An electronic survey was used where software was used to process the results in real time to share with the students and to feed the practice during the face-to-face analysis sessions. The

instrument was structured based on the types of competence that the graduate must demonstrate. In total there were 23 Likert scale-based reagents to qualify the performance level in the competition: (a) Not needed, (b) Elemental, (c) Improved, (d) Optimal and (e) Excellent; an open-ended question about some recommendation to improve professional practice in student performance was also included.

In conducting the focus group, directors, heads of department or owners of educational institutions were invited; in total there were six, two for each level: basic, upper and upper half. The event was called a "Forum of Educational Leaders" with a duration of three hours and based on a structured script that explored from its experiences as directors or founders of an educational institution the following two questions: What has been your biggest challenge? What is relevant training? In relation to the general objective of the program was questioned: Do you consider that it has consistency with the demand demanded by the labor field? How have they been able to remain as educational leaders in the community? What lessons would you recommend to new professionals in education? Do you have any comments that will enrich the practitioner's training?

At the end of the professional practices, a Professional Practice Assessment Colloquium was conducted, conducted by the practitioners themselves for the rest of the student community of the previous semesters and with full-time professors who collaborate in the program. The duration of the colloquium was four hours and the script was based on the description of the context where the practice was developed, identification of the subjects and processes with which they worked, mention of the project and objective of the practices, description of the functions and tasks undertaken, determine which professional competencies demand the place where they performed the practice, mention of limitations that they had to perform their tasks at an ideal level (internal and external factors) and self-evaluation of the congruence of the graduation profile of their degree, the demand made by the labor sector.

For the qualitative analysis of the texts of interview, professional memory and letters of release, the selection and codification was made, based on the specific competences that the curriculum establishes, as well as in the categories derived from it related to the areas of

Results

Areas and activities developed during professional practice

Of the 18 students who completed the professional practice, 6 were in the private sector and 12 in the public. The area of performance with the greatest demand was teaching with 66%; then orientation with 11%; administration and educational management: 11%; research: 5%; and adult training: 5%. The main activities developed were limited to the development of preventive strategies for school performance, integration between parents and children, assistant teacher education, teaching in basic and higher education, development of research projects, elaboration of curricular adaptations at the basic levels, educational control processes at the higher level, monitoring and evaluation of training courses. Analyzing the areas and the activities was observed relation with the five specific competences that the program establishes.

Discussion topics of the Workshop on Analysis of Teaching Work

Once the professional practice began and through the activities recorded in the learning logs, a discussion was held at the workshop on Analysis of Teaching Work on the various problematic approaches that the practitioner was facing and shared methodologies of work among peers to enrich the work of the 18 members of the group. In each session, a professional practitioner took the lead to share, with visual assistance, what he was doing, what he knew and did not know about the need to attend, how he gave him a solution, or asked for guidance to approach the problem from the perspective of his peers ; while the research professor became another professional partner, responsible for coordinating the ideas to bring them to a consensus and a clear concretion in work performance. The most relevant cases that were discussed were related to:

(a) Methodology for the design of an educational feasibility project.

(b) Participation of high school students, not being an authoritarian teacher.

(c) Elaboration of curricular adaptations.

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(d) How to initiate innovations in school control processes, without feeling threatened by changes.

(e) Group security (voice).

(f) Strategies for working with multi-grade groups.

(g) Elaboration of training courses for adults.

(h) Design of teaching materials for children with specific needs.

(i) School management, including parents.

(j) Make class planning according to the Comprehensive Reform of Higher Education (RIEMS).

(k) Strategies for controlling large groups (basic level).

(l) Development of competences in the training fields established by the Integral Reform of Basic Education (IEB).

The learning needs of the students who performed the professional practice, in the 12 topics listed, demonstrate the demand of the graduates in Education. There was an emphasis on the methodological, needs to be addressed within the specific competencies during the four years of training progressively.

Perceptions of scope of competencies, according to external advisors

The generic and interdisciplinary competences reached a level of development from optimum to excellent, which shows an acceptable perception of the competences that the practitioner is demonstrating in the receiving institutions. Specifically, it will be necessary to review the area of educational research, evaluation and training and innovation, since they present an improved level of performance.

Table 2. Evaluación de las competencias por asesores externos de las instituciones receptoras en %.

	No se necesita	Elemental	Mejorable	Óptimo	Excelente
Competencias del Programa	%				
Genéricas					
Cultura de salud	0	4	0	58	38
Comunicación y relación social	7	3	7	25	58
Cultura emprendedora, educación y transdisciplina	0	4	8	54	33
Universidad, ciencia y humanismo	0	0	0	64	36
Educación para la sustentabilidad	0	9	18	45	27
Dominio de las TIC	0	9	9	27	55
Interdisciplinarias					
Organización del aprendizaje y aplicación pedagógica	0	5	9	59	27
Investigación en el área de las humanidades	0	0	18	45	36
Específicas					
Gestión educativa	0	14	9	45	32
Investigación educativa	0	0	27	55	18
Fundamentos teóricos de la educación	0	9	9	68	14
Evaluación educativa	18	0	36	36	9
Formación e innovación	5	0	23	55	18

Interview with external advisors

The results of the interview with the external consultants in the work centers were carried out face-to-face; the main theme with which he was led was to know how the practitioners performed in their work; there was no structured script: the informant was left free to start as he wished; three advisors were interviewed for each performance area and a total of twelve interviews were conducted (Table 3), where the fragments that had the highest frequency for each performance area were highlighted.

Table 3. Opinión de los asesores externos sobre el desempeño del practicante profesional.

Área de desempeño	Alcances	Limitaciones
Docencia	"Es muy responsable en cada una de sus clases." "Los alumnos están muy contentos con su maestra." "Clases muy activas." "Rápido se adaptó a su grupo y compañeros."	"El tiempo de la práctica debería ser mayor, porque da oportunidad de que el estudiante mejore su desempeño de manera progresiva." "Resolver conflictos de disciplina" "Mantener un poco más de control de grupo, para que los niños vean que ella es la autoridad dentro salón."
Gestión y Evaluación Educativa	"Sabe ser ética en la información que emplea." "Tiene conocimientos sobre su carrera." "La alumna es muy buena, se esfuerza en superarse."	"Se sugiere trabajar mayor liderazgo." "Mejorar autonomía en la toma de decisiones." "Se debe mejorar los tiempos en la entrega de productos."
Investigación Educativa	"Nos ha ayudado con su estancia, ni nosotros sabíamos por dónde empezar." "Es muy creativa para diseñar materiales didácticos."	"Ser más puntual."
Formación e Innovación	"Es muy comprometida." "Tiene seguridad de lo que sabe." "Se relaciona con sus compañeros de trabajo de forma respetuosa."	

In order to analyze the pertinence of the training, two key questions that were established in the script of the focus group were extracted from the transcripts: the meaning of pertinence and the congruence of the general objective of the career with the labor fields from which the interviewees they perform. In this sense, the articulation that according to González, Galindo and Alvarez (2004) must be applied in relation to the "Disciplinary: information that responds to what the graduate must know; Professional: what must know how to do and the Institutional: what must know how to do" (p. 11).

Fragments of the meaning of relevance to the focus group:

"We must meet a social requirement, the university creates these careers to cover students of the humanities, those who have needs with private schools, public responds to a need, that is relevance"; "... it is the linkage in the labor field ... the pertinent education is aligned with the social needs, the education and the necessity that exists, because it also agrees with what City of Carmen requires", "Relevance has to do with the vision, with the solution of educational problems in your region and in your country, "" what you learn, today is what you will develop in the workplace".

Congruence of the general objective of the program with the demand that is demanded in the labor field?

E. (1) "From my point of view, yes, needs change, and that's where the pertinence is that I must learn so much that I must know to fit into reality. "E. (2)" The pertinent thing is to end and congruence is part of our formation: to have a proper formation, but know that with our feet on earth we know that times are difficult, do not be left. "E. (3)" Both public and private universities have in your hands the formation of you and that training should be relevant; you are in the classroom, but also going to the field to different institutions, because you are going to be future trainers, they will train new generations; (4) "If it is congruent, totally congruent, it is a current model, it is humanistic." E. (5) "The goal is congruent to the training area that is the one I know, however, now the work is no longer stable: now work by projects, then here comes the relevance of learning to learn throughout life and know how to work collaboratively; the work involves an interdisciplinary approach and here then comes the important thing mentioned by the teacher of communication, I do not know if they are incorporated in their curriculum and, if not, I suggest you take these comments into account for your students to incorporate these "(6)" Your program is relevant because your students are being sued in the various places where they go, for example, now with the energy reform, here in Ciudad del Carmen PEMEX will need courses of training that help lower all this normativity to its employees and here is an opportunity for the students."

Perception of the performance of the professional practice, starting with the letters of release

Table 4. Percepción del desempeño de la práctica profesional, a partir de las cartas de liberación.

Juicios emitidos en las cartas de liberación de la práctica profesional
Conocimientos: "Aplicó los conocimientos adquiridos en el desarrollo de sus tareas"; "buen desempeño en las actividades relacionadas con la docencia"; "tiene capacidad para enriquecer el proceso enseñanza aprendizaje"; "conocimientos de inglés, tiene oportunidad de concursar por una plaza federal, que participe en las convocatorias"; "la preparación que reciben los alumnos en esa facultad es la adecuada, con el actuar en la actividad que se le encomienda"; "la estudiante ha realizado un excelente trabajo con los alumnos y padres de familia, demostrando profesionalismo"; "desarrolla actividades de manera responsable y coordina frente a grupo demostrando habilidades propias de su carrera, además de realizar de manera integrada el programa de intervención propuesta: asesoría e intervención educativa". *Habilidades:* "Desempeño excepcional"; "disponibilidad de acatar la política institucional"; "disponibilidad para ejecutar tareas"; "responsabilidad, paciencia con los niños"; "se adaptó al grupo"; "creatividad para diseño de materiales didácticos con apego a las adaptaciones curriculares"; "desempeño óptimo, destaca su empatía, equidad y respeto frente al grupo". *Actitudes y Valores:* "Responsabilidad"; "Alto espíritu de superación personal"; "disponibilidad para trabajar en equipo"; "compromiso profesional"; "trabajó con excelente capacidad y actitud de responsabilidad"; "eficiente".

Source: fragmentos recuperados en las cartas de liberación emitida por los directores de área, 2015.

Self-assessment of professional practice: Evaluation Colloquium

The development of the practice allows to know the labor fields and the specific characteristics demanded of the student, for example (see table 5), show fragments of the self-evaluation that the practitioners did on the scope of their competences.

Table 5. Autoevaluación de los practicantes, respecto al alcance de las competencias específicas.

Autoevaluación	Competencia específica desarrolladas durante la práctica
	"A través de la realización de la práctica profesional dentro de esta institución, pude obtener diversos saberes sobre los procesos que se llevan a cabo para poner en marcha un proyecto de intervención, enfocado a responder a las necesidades laborales de PEMEX."
Percepción de alcance en las competencias específicas	"Las practicas brindan la oportunidad de experimentar y conocer acerca del aprendizaje en el nivel básico, el cómo controlar conductas, autonomía y su independencia desde una edad pequeña, favorece la experiencia en las habilidades que se requiere como responsable de un aula."
	"Estuve en el área de terapia, trabajando con alumnos autistas, retraso mental, problemas de escritura y TDH, de preescolar y primaria, aplicándoles actividades para ver su desarrollo educativo."
	"Las prácticas profesionales las realizo en el área de investigación educativa la cual me es de gran ayuda para reforzar y adquirir experiencia en el ámbito laboral; el enfoque metodológico cuantitativo es tomado como referente debido a que en esta área se realiza la revisión de tesis y que estas cuenten con los lineamientos establecidos por la Universidad Pedagógica Nacional."
	"El área de control escolar en donde se realizan diversas actividades como coordinar la operación de los procesos de inscripción, reinscripción, cambios y traslados de alumnos conforme a las normas y lineamientos establecidos; coordinar y controlar los trámites de revalidación y equivalencia de estudios de los alumnos."
	"Es importante mencionar que está a mi cargo un programa sobre 'comprensión lectora' en el cual se trabaja con alumnos de 5to.grado. Este programa tiene como objetivo principal fortalecer la comprensión lectora en sus tres niveles (literal, inferencial y crítico) en los estudiantes y despertar mayor interés hacia la lectura."

> "Aprendí la aplicación de los campos formativos y estándares curriculares. Elaboración de los planes de clase con sus respectivos campos formativos y competencias. Manejo de los estándares curriculares en ciencias y español."

"My recommendations to practice a more efficient professional practice would say that it would be for the practitioner alone, during a semester, to dedicate themselves to doing them, along with what this requires is the design of their classes and the creation of their memory, as well the practitioner can dedicate himself to one hundred percent to that. I suggest that teachers of the faculty are constantly innovating knowledge, techniques and certain learning disorders, so the teacher is fit for any situation, as they have arisen many changes that force the practitioner to intervene in a differentiated classroom. It is recommended that the student attend for each semester the real field, that has in the curriculum map more subjects on the areas of training and management, also greater practice in these two areas. The professional practices are carried out exclusively for one semester. Put more subjects on special children as interdisc not as optional, because one is common to face in the field. "As can be seen in the recovered fragments, practitioners make it clear that teachers are kept up to date and aware of the changes that are demanded in the profession for the profession that they teach. For example, there is an emphasis on care in the area of special education for which it must be assessed if there is a profile in the faculty association to meet this need in vocational training.

Discussion

Conducting the course from a professional learning communities approach allowed the creation of a live laboratory for analysis of real problems, which had to be attended immediately by a panel of experts, which required a response in the institutions where the reception was made of the professional practice of the bachelor in education.

With regard to the results obtained in the External consultants' opinion on the performance of the practitioner (Table 3), the training of the practitioner evaluated in terms of his abilities and innovation to face problems, procedural aspects and in relation to his ethical principles as a professional, his human quality, empathy, disposition and taste for doing his work. One aspect to work on is the responsibility and commitment regarding punctuality in their activities. Aspects that do not specifically obey a particular subject, but also have a lot to do with the culture of students (Salazar, 2013). The empirical evidence shows that the impuntualidad is a habit very rooted not only in students, but in interns, professionals or the community in general, reason why they are appointment to them at the time of the beginning of a session or event. Characteristic that can be remedied by the application of operative behavioral resources that sanction or incentivate those who manage to improve the punctuality during the performance of their activities. This sanction could be applied, for example, not only by the teachers of the educational program, but also the external advisers, who can be completely free to extend the times of the practitioner if he continues with his impuntualidad.

Another aspect that is interesting as a limitation detected in the practitioners was the autonomous moral judgment in the decision making, inherent characteristic not only of this particular group, since previous studies show that the majority of the practitioners or students of Social Service lack generally of this type of reasoning and its tendency is always to follow orders, rules or indications and not to be leaders in their acts (Castillo, 2009); this aspect could be improved by incorporating a methodological strategy similar to that elaborated by Dr. Georg Lind at the University of Konstanz, the method of moral dilemmas whose methodological proposal is completely related to the educational model of UNACAR, since its structure obeys to the implementation of problems situations in the way of teaching chairs whose evaluation and objective process does not lie in teaching students what to do but in helping them to think, be creative and make decisions with consistency, sizing the scope of the same in their practice (El método Konstanz de Dilemas morales. Guía no. 1, 2005).

On the other hand, it is expected that higher education will guarantee a systematic confrontation between the ways of thinking and the resolution of problems within the academic fields and areas of professional performance (Martínez, 2014). Therefore, one of the alternatives proposed is the training of students through curricular projects of linking in real apprenticeships, where the practitioners provide a professional service that allows them to develop specific competences in the labor field. In this sense the professional practices of students form a repertoire of current circumstances of social exigency, on which a reference base was constructed to renew the processes of teaching and learning.

The results shown in table 3 show similarity with the results obtained in the Perception of professional practice performance, based on the release letters (Table 4), which demonstrates an argumentative consistency in the responses of external advisors with with respect to the actions performed by the practitioners. It is possible to observe a significant degree of satisfaction with the work performed.

The specific competences are linked to the development of the special areas of knowledge, which in congruence with Bellocchio (2010) include transferable knowledge of theoretical and practical order. Before that, pedagogical mediation of experts is a key factor to develop them, hence the implication of incorporating professional learning communities into teaching, especially as the performance of a new professional is modeled. The Laboratory of Work Study Analysis turned out to be an efficient strategy to reflect on attitudes related to professionals. In addition to finding problematic areas in which the student's disciplinary training should be reinforced, a sense of identity was invoked that is created or modified, according to Stets and Burke (2000), with the relationship between people and the experience of situations typical of a group. It was also observed that to the extent that a student appropriated a relevant role in the institutions receiving the practice, self-evaluation of his performance influenced positive feelings of identification with the work space where he practiced.

Perrenoud (2004) offers a dynamic vision in the acquisition of competences and the labor market, which emphasizes that the profession is not immutable and its transformations happen mainly due to the appearance of new related competences; for example, work with

other professionals or with the evolution of didactics, the emphasis of recognized competences, to cope with the growing heterogeneity of publics and the evolution of programs. Facing this complexity, it is not enough to evaluate the professional practices that students perform as the only reference for innovation, it is necessary to have several feedback channels that constantly identify the pertinence of the required competencies, so that the sequences of learning with problem situations that establish congruence with social and professional needs.

The impact of the education professionals of UNACAR on the labor market in Ciudad del Carmen, Campeche; is demanded in 60% for the area of Teaching and Training, with less response the other four areas that contemplates the specific competences of: Educational Management, Research, Theoretical Foundations and Educational Evaluation. The tasks and activities that are performed during the professional practice establish consistency with the objective of the program, the scientific relevance and with the curriculum model that has, which centers a competence approach for an integral formation.

The various strategies of linking with the social and labor sector applied in the framework of professional practices provide a reference for self-evaluation of the relevance of the specific competencies with which the Graduate in Education is being formed; to do it in the eighth semester using a methodology of professional learning community shows a living laboratory of discussion and analysis of the discipline itself, which contributes to reduce possible educational imbalances that could lead to job dissatisfaction in graduates. However, it is still necessary to analyze in particular this aspect of job satisfaction of the graduate with respect to the skills acquired during their training process, which is why it is recommended to go deeper into this area through the alumni follow-up program, either by collecting information through conducting surveys, interviews or even take advantage of the event of alumni Forum that annually performs the UNACAR to form focus groups or forums of discussion that provide again feedback to the work that is done within the educational program.

Another suggestion expressed by external advisors was to incorporate the subject of special education into the curriculum permanently and not only in an optional way, since from experience they shared the possibility that at any moment they have to face working in special classrooms and for the moment this type of content has not been worked in a wide and explicit way in the curriculum. This is an excellent opportunity to continue impacting with the research projects that have the researching teachers of this educational program, who currently have registered a project on analysis of the current situation of educational inclusion in the institution itself. Therefore, incorporating this type of content would be a strategy to start working on this type of subject with the students, while as an institution, not only the recommendations of the external consultants are met, but also a better academic training for the students. graduates who have a favorable impact on society.

Finally, with respect to the self-evaluation process that was generated as a community of practitioners' learning professionals in function, the specific competences observe congruence between their metacognitive processes and the judgments issued by the external advisors. Practitioners clearly identify their strengths in obtaining the specific competencies and in general dimension that is what each of them can contribute to the institution where they performed their practices, beyond simply solving the needs of a company or school in particular. This accounts for a significant apprehension learned, since, although they were all in divergent spaces, each of them adapted satisfactorily in their practice environment.

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