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Artículos Científicos

Opinión de la comunidad de Huajintlán, Morelos, sobre la vinculación con estudiantes de nivel superior

Opinion of the Community of Huajintlán, Morelos, About Linkage with Higher Education Students

Opinião da comunidade de Huajintlán, Morelos, sobre a relação com os estudantes de nível superior

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Resumen

El presente estudio se llevó a cabo en la comunidad de Huajintlán, Morelos, México. Su objetivo fue conocer la opinión de los actores de la comunidad sobre las actividades realizadas mediante la vinculación con los estudiantes del Sistema de Integración al Medio Rural (SIMR). Se realizó una investigación de tipo cualitativa con la aplicación del método fenomenológico; la muestra se compuso de 30 personas, hombres y mujeres, cuyas edades oscilaban entre 24 y 65 años. Para la recolección de datos se utilizó un instrumento con 17 ítems, el cual se aplicó a los pobladores de la comunidad que participaron en el desarrollo de las actividades con los alumnos.

Los resultados arrojaron que la primordial forma de inserción hacia la comunidad por parte de los estudiantes del SIMR se dio a través de las acciones realizadas con los niños que cursaban la primaria (84 %). Las principales actividades que llevaron a cabo los participantes de la comunidad con los estudiantes fueron la elaboración de mermeladas, mazapán y nieve (53 %), las cuales representaron una alternativa para generar ingresos, contribuir al gasto familiar y propiciar un intercambio de saberes entre los educandos y los habitantes de la comunidad; asimismo, manifestaron su disposición para contratar un estudiante una vez que egrese. El binomio vinculación-interacción está presente dentro de las actividades contempladas en la unidad de aprendizaje del SIMR de la Licenciatura en Desarrollo Rural. A través de este proceso se generaron beneficios y necesidades, los cuales son considerados como parte de los métodos que fomentan el crecimiento y desarrollo de los participantes mediante el contraste, la relación y la aplicación de la información recibida en el aula contra lo que está pasando en un escenario real en la comunidad.

Palabras clave: aprendizaje, educación, universidad, vinculación.

Abstract

The presented study was conducted in the community of Huajintlán, Morelos, Mexico. Its presumed objective was to get to know the opinion of the involved individuals from the local community about the performed activities through linkage with students from the Sistema de Integración al Medio Rural (SIMR). A qualitative investigation was carried out with the application of the phenomenological method; the research sample was integrated by 30 people, male and female, whose ages ranged within 24 and 65 years old. An instrument of 17 items was used for data collection, and it was applied to the participants from the local community who took part in the development of activities along with the higher education students.

The results show that the primary form of insertion into the community for the SIMR students turned out to be actions performed with elementary level students (84%). The main activities performed by the students with the community participants were the elaboration of jam, mazapán (a traditional peanut powder based candy) and ice cream (53%), which moreover represented an alternative income venue, contributed to family home expenses and propitiated and exchange of knowledge between the higher education students and the community inhabitants; furthermore, the community participants manifested their willingness to hire a student from the research group once he or she graduated. The linkage-interaction binomial is present within the contemplated activities of the SIMR learning unit from the Rural Development Bachelor Degree. Benefits and needs were generated through this process, which are considered as part of the methods that promote growth and development of the participants by contrasting, linking and applying the knowledge obtained in the classroom in opposition to a real life scenario.

Keywords: knowledge, education, university, linkage.

Resumo



O presente estudo foi realizado na comunidade de Huajintlán, Morelos, México. Seu objetivo foi conhecer a opinião dos atores da comunidade sobre as atividades realizadas, relacionando-as com os alunos do Sistema de Integração do Ambiente Rural (SIMR). Pesquisa qualitativa foi realizada com a aplicação do método fenomenológico; A amostra foi composta por 30 pessoas, homens e mulheres, cujas idades variaram de 24 a 65 anos. Para a coleta de dados, foi utilizado um instrumento com 17 itens, aplicado aos moradores da comunidade que participaram do desenvolvimento das atividades com os alunos.

Os resultados mostraram que a forma primária de inserção na comunidade pelos alunos do SIMR foi dada por meio das ações realizadas com as crianças que frequentavam a escola primária (84%). As principais atividades realizadas pelos participantes da comunidade com os alunos foram a elaboração de marmelada, maçapão e neve (53%), o que representou uma alternativa para gerar renda, contribuir com os gastos familiares e promover uma troca de conhecimentos entre os alunos, alunos e os habitantes da comunidade; Eles também expressaram sua disposição de contratar um aluno quando se formarem. O binômio de interação de links está presente nas atividades contempladas na unidade de aprendizagem SIMR do Curso de Desenvolvimento Rural. Através deste processo, foram gerados benefícios e necessidades, que são considerados como parte dos métodos que estimulam o crescimento e desenvolvimento dos participantes através do contraste, relacionamento e aplicação das informações recebidas em sala de aula em relação ao que está acontecendo. em um cenário real na comunidade.

Palavras-chave: aprendizagem, educação, universidade, vínculo.

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Introduction



Three substantive functions are established in universities: teaching, research and extension, which contribute to the benefit of the academic, social and productive sectors. Since the Reformation of Córdoba in 1918, the university extension focused on having a closer relationship with society and its problems, with the intention of generating changes (Di Meglio and Harispe, 2015); However, it has not had a preponderant role, it has not been able to privilege the binding processes between the university and society, since this allows higher education institutions (HEIs) to efficiently articulate their substantive functions by relating to productive and social sectors, which generates a mutual benefit. That is to say, the link “is validated only to the extent that the material (physical) distances are shortened, between the university and society” (Saavedra, 2009, p. 106).

For several years, universities have implemented various activities to achieve greater links and fulfill the interaction; and although it is a function that has not taken sufficient strength to participate actively and in coordination with the different actors involved, it is necessary that it be of a horizontal type, so that the investigations are carried out in accordance with the needs of the beneficiaries (society) and are within the real demands (social problems), a binomial that will serve the students in the teaching-learning process and society itself.

In Latin America, universities are falling further and further from scientific and technological advances; in the best case they continue to spread knowledge generated in other corners of the planet, without directly linking their actions to national or regional development and much less in their social function as an important agent in the processes of democratic consolidation (Gasca y Olvera, 2011, p. 48).

The universities mostly carry out the linkage through the signing of agreements with the private sector to generate resources that allow them to strengthen the institutional infrastructure for the development of teaching and research activities. However, although this linkage has had a favorable impact, the strategies of community insertion for the development of alternatives that contribute to the improvement of the conditions of its inhabitants must be reinforced, and thus fulfill its purpose: the strengthening and transformation of society (Alvarado, 2009).

In addition, the linking is a function that serves for the professional development of the students, since, knowing the felt needs of the inhabitants of the rural communities and working



with them in different activities, the knowledge acquired is not only strengthened and operated. the classroom but during his life. The need to learn new knowledge, motivation, values, coexistence, are fundamental tools for the personal and professional development of students.

The link-interaction binomial is present within the activities contemplated in the Rural Environment Integration System (SIMR), and through this process different needs are generated, which are considered for the improvement in the design, redesign and application of the curricula as processes that promote the growth and development of participants. Hence the importance of community work as a strategy for meaningful learning in careers related to agricultural sciences: that contextualizes the student with the environment where he will primarily develop his professional life and put into practice the knowledge acquired throughout his training.

Several studies are known that highlight the importance of this link, but focus mainly on the benefits (skills, abilities and knowledge) that students acquire (Benítez, 2014; García, Morales and Castellanos, 2009; García and Román, 2016; González , 2011; Román, García and Licea, 2016). Consequently, there are few studies related to the opinion of the actors involved in these activities that students develop as part of their training process; that is, what kind of knowledge is left to the housewife, the children, the farmer, the community authority. And therein lies precisely the importance of this work, which raised the following objective: To know the opinion of the actors involved in the community about the activities carried out by linking with the students of the SIMR.

The assumptions are that when students interact directly with reality (people from rural communities) knowledge is generated that persists over time for the benefit of the participants, values are reinforced and new skills and competencies are acquired.

Therefore, the following questions arise related to these processes of complementary training of students and approach to social reality: What do the actors involved in the SIMR think about the relevance of this system? What kind of benefits do the participants identify from this interaction?

Importance of the Rural Environment Integration System



In the Faculty of Agricultural Sciences of the Autonomous University of the State of Morelos, the curriculum of the Engineering in Rural Development (IDR) career strategically has a SIMR: a theoretical-practical educational model of professional training; a scheme of direct participation and committed to the processes of rural development that houses in itself an interdisciplinary approach. Its structure includes two major phases. The first, prior preparation that is addressed through the first to fourth semester courses. And the second, of integration into the community or learning scenario from the fifth to the eighth (García et al., 2011).

The educational process of community participation is supported in the construction of actions that simultaneously combine theoretical elements from teaching, considering the conditions of reality, applying the methodological axis of participatory action research that allows apprehension by the student of life community, from which concrete research of a productive technical nature is derived, without losing sight of the participatory axis that leads to the appropriation by the actors of the community of economic, social, cultural, technological and environmental transformations. In this sense, this system contributes to the insertion of the student in work scenarios (García et al., 2011).

The academic objectives proposed by this system are aimed at students living a leadership of community development promotion through a process of integration into the rural environment; discern about the epistemological vision of community intervention, about the most appropriate methods and models of community participation; apply participatory models as a facilitator of community development; employ different planning methods and techniques towards community development; use the technical knowledge of the agricultural, livestock and socioeconomic areas in their integration process from the sensitization stage to the presentation of community development projects; make diagnoses in areas of interaction such as: associative figures of the different localities of the defined municipalities, as well as experience in their relationship with the communities social and political processes in order to support their formation in the affective sphere (García *et al.*, 2011).

Through the implementation of this model of community integration it is intended to provide students with meaningful learning, since these, based on previous knowledge, will make a

theory relationship with the work they will develop in the communities. Or put in the terms of Moreira (2012):

[The] significant learning is one in which ideas expressed symbolically interact in a substantive and non-arbitrary way with what the learner already knows. Noun means non-literal, that it is not literally, and not arbitrary means that the interaction does not occur with any previous idea, but with some specifically relevant knowledge already existing in the cognitive structure of the learning subject (p. 30).

The above indicates that it is important to consider the student's prior knowledge, and establish a direct relationship with what is required to learn. Ausubel, Novak and Hanesian (2016) comment that there are different types of learning: representations, concepts, propositions, supraordinary and combinatorial and discoveries. In the latter "the student must discover this content for himself, generating proposals that represent either solutions to the problems that arise or successive steps to solve it" (p. 64). Undoubtedly this can be achieved through the SIMR subject, since it allows to experience aspects of reality.

As mentioned, this system favors the student's link with the social, economic and productive reality of rural areas, in order to develop feedback processes through experiential learning, which, for the most part, have been successful. As mentioned by Román et al. (2016), students think that community work truly reinforces theoretical knowledge in the socioeconomic, agricultural and livestock area. And García, Alpuche and Yamanaka (2011), meanwhile, report that students who "participate in SIMR develop training activities based on meaningful learning, since they associate theory with daily life and real problems, they also take advantage of the potential which shows them the environment to develop interdisciplinary training exercises "(p. 199).

Students state that it is necessary to participate in rural communities such as IES and not only as a professional career (IDR), because the inhabitants of rural communities require different multidisciplinary services, since sometimes they must rely on other professionals to solve a problem or situation raised; that is to say, it is transcendental to link internally (university) to work from a multidisciplinary approach and collaborate with the actors involved from a holistic vision. This coincides with Saavedra (2009), who points out that the relationship is conceived "as the relationship of the institution as a whole with society ... that all areas of knowledge that universities cultivate contribute something to society" (p. 107).

The university bonding

Linking is a term that for several years has been considered as part of the substantive function of extension of HEIs. However, it has different conceptions. Some authors consider it synonymous with extension (Mato, 2015); others affirm that the link must not only be part of the extension, but goes further: it should be a substantive function of the university (Di Meglio and Harispe, 2015). But what they do agree is that it is a significant function for the teaching-learning process among the various sectors of society, that is, a feedback. What contributes to the improvement of the actors involved because they generate knowledge and improve skills, aptitudes, attitudes and values. It is an “activity that indicates interactive action between living subjects (objects cannot interact without manipulation), on the other hand, this interaction is presented with unobservable subjective links that can be feelings, motives, values, interests or correspondences from person to person (García *et al.*, 2009, p. 108).

The university extension has a double character of function and process consubstantial to the essence of the university activity, assuming it as a formative, dynamic, integrative, multifaceted process in the community and for the community backed by a system of formation and training, stimulation, communication and assurance that make such work more effective (Veliz *et al.*, 2011, p. 10).

In other words, the linkage should start from the search for social talents as an interactive action between the subjects (García *et al.*, 2009) to be inserted in reality (praxis) and to know the social, economic and political needs and problems that are few satisfied. This through coordinated actions between the actors (researchers-teachers-students-society) to support their reduction or solution through the capacities, skills, aptitudes and attitudes of those involved (De Aparicio, Chininin and Toledo, 2017).

Numerous HEIs see linkage as a way to generate financing. Because the projects that are mainly carried out are with private sector companies, and those that are social simply cease to be important or do not have the same enhancement. As Saavedra (2009) comments: “The university sees industry as a source of financial resources and intends to make intellectual contributions of importance to society and in many cases through companies” (p. 103).

However, other studies have shown that rural community-linking has benefited students in their professional training from different aspects (Benítez, 2014; García and Román, 2016): knowledge, skills, abilities, values, attitudes, aptitudes. Therefore, “any linkage program must be taken as an educational teaching process that takes into account the constant evaluation on constructivist bases, which implies the awareness and participation of all actors” (García et al., 2009, p. 109).

For this reason, community-linkage is an exchange of knowledge, and as such the traditional so-called knowledge must be respected and recognized, as well as the culture to develop collegial activities and achieve well-being, which will cause the community to be “a significant universe and cognitive for the teaching-learning process of university students” (González, 2011, p. 382).

Materials and methods

The present study was carried out in the community of Huajintlán, in the state of Morelos. This community is located at 956 meters altitude and belongs to the municipality of Amacuzac. It has a total population of 1792 inhabitants: 891 are men and 901 women. With 491 households, 379 with male and female family heads. It has an economically active population of 772 people: 522 men and 250 women (National Institute of Statistics and Geography [Inegi], 2010).

A qualitative research was carried out in order to get into the reality of the people around the development of activities and their participation with the students of the Faculty of Agricultural Sciences of the Autonomous University of the State of Morelos. In a broad sense, in qualitative research researchers try to understand people from their own reality through inductive reasoning (Izcara, 2014). Therefore, this type of research is inductive, holistic, descriptive, naturalistic and comprehensive (Monje, 2011).

The phenomenological method was used, which consists in seeing things from the point of view of other people through the description, understanding and interpretation of their experiences (Trejo, 2012).

Phenomenology seeks to know the meanings that individuals give to their experience. The important thing is to apprehend the process of interpretation by which people define their world

and act accordingly, attributing a subjective meaning to a lived experience (Mieles, Tonon and Alvarado, 2012).

As part of the data collection, 10 interviews were conducted. An interview builds knowledge through the interaction between the interviewer and the interviewee (Kvale, 2011). These are necessary to obtain more in-depth knowledge about the experience of the participant with the interaction of the students. In addition, 20 structured questionnaires with 17 items were applied. This instrument, the questionnaire, is the most used to collect data, as it is complemented by the interview; and for being a “simple format facilitates the analysis” (Monje, 2011, p. 136). The purpose of using these instruments is to achieve a “description of the study phenomenon as complete and not prejudiced as possible, that reflects the reality lived by the person, his world, his situation in the most authentic way” (Trejo, 2012, p. 100). In this case, the experience that the interviewees and respondents had with the students of the SIMR.

The sample used was not probabilistic; the one that Izcara (2014) mentions as sampling following certain criteria. Since "only cases that meet one or more specific criteria, relevant to the fulfillment of the research objectives" (p. 81) are chosen. For this work it was determined that the criterion to be considered to apply the instrument was that the interviewees and respondents had participated in the different activities carried out by the students of the SIMR, in addition to belonging to the community of Huajintlán. The sample consisted of 30 people men and women whose ages ranged from 24 to 65 years.

Likewise, the ethical aspects that were considered at the time of conducting the interviews and surveys were, among others, addressing respectfully, inviting those selected to participate in the research work, requesting consent to use the information for academic purposes, were raised the objectives and methods of the research and were told about the benefits that would be generated by contributing their opinion in relation to the experience lived with the students.

The information obtained from the surveys was systematized in the Excel program and subsequently, together with the information collected in the interviews, the analysis was carried out.

Results

SIMR-rural community linkage



Linking work, as already mentioned, is a binomial that must be extended in educational institutions. In addition to being part of a substantive function, it is essential for student learning, as it strengthens the development of their skills, abilities, skills and knowledge acquired in the classroom. It also recovers the traditional knowledge of the inhabitants of the community through these training processes in which all actors are benefited interchangeably. As IES there is a commitment to return the knowledge generated to society; nevertheless, in the praxis the work linked with the different actors of the society is still very scarce. Therefore, the importance of the participation of placing students in the reality of communities as a previous process of preparation for their professional life, a process in which they relate to their future employers and in which participants gain knowledge That will impact the development of your daily activities.

Therefore, this paper presents the results obtained from the research instrument applied to the inhabitants of the community of Huajintlán, Morelos, who developed various activities with the students of the IDR career.

As part of these activities, students joined the community of Huajintlán to develop actions with the residents. The main purpose was to strengthen and reinforce the knowledge acquired in the classroom and contribute to some needs required by the community, in addition to implementing their skills to integrate and, thus, develop the framework outlined in the pedagogical guide of the SIMR itself , because “acquiring knowledge and applying it for the benefit of the society to which it belongs provides satisfaction, well-being, fullness and security” (Pérez, 2019, p. 3).

Now, as a context, it is necessary to indicate that in particular two students of the group contacted a professor who until a few years ago worked as a researcher at the Faculty of Agricultural Sciences and who during his community work carried out some research in the town here already mentioned several times. Said researcher, among other suggestions, commented to the students that in that locality alternatives were required to boost local development. For this reason, the whole group and the professors responsible for coordinating the SIMR were exposed to the possibility of working in the community of Huajintlán, since others were initially contemplated.

The students, to know the community and in order to identify the different needs and problems, which they should address during their stay at the SIMR, took a tour that was carried out

with the participation of formal and informal leaders (municipal authority , producer organizations, among others).

On this tour, the municipal assistant and the representatives of community work groups expressed some problems: they said that many young people do not continue with their mid-level studies due to lack of resources, as well as problems of childhood obesity and juvenile delinquency, among others . At the end of the tour, the student teams, already with the information collected, determined the actions to be carried out in the community. They decided to present themselves at the health center and with the principal of Miguel Chontal Elementary to present the proposal in which children and their mothers would be taught about the use, production and transformation of vegetables and fruits as healthy foods through production systems in a sustainable way, with the aim that children and parents had nutritional options within reach and that, in addition, they could generate extra income with the transformation and sale of the products, and thus contribute to the family economy.

Subsequently, in the following visits, meetings were held with various inhabitants, producers and artisans, such as the representative of the Maracas magical work group, where the students supported the organizational process and dissemination of the products they make. These are carried out from the fruit of the cirian or cuatecomate (*Crescentia alata* Kunth), which goes through a drying, painting and conditioning process like maraca. Once the production process is finished, the maracas are exported to the city of Los Angeles, California, United States of America. The work that the students did with the collaboration of the artisans consisted of developing a catalog of products so that they could expand the commercialization of maracas abroad.

The students were immersed in this community for a period of four semesters, from September 2015 to June 2017.

The main way to enter the community and contact the residents and invite them to work with the students in the SIMR (84%) was through the activities carried out in the primary school, since the parents were invited to a talk to expose the actions to be developed during participation in the system; Another way of insertion into the community was through the established working groups (11%), and finally, through the municipal authorities (5%).

As a result of the work carried out in the community, the actors involved in this integration system expressed the following opinion: mostly (89%) that it is very beneficial for university



students to share their knowledge and contribute part of their time and resources to support families or, where appropriate, the community.

In addition, they explained that these academic programs benefit the residents because they learn to perform various activities (53%), they know what healthy eating is (11%), they learn how to generate additional economic resources (10%) and it is attractive and didactic for the children (10%). It should be noted that 16% of the participants did not issue information about it.

In the meetings with those involved, the students clearly stated the procedures they would carry out in each of the activities. They were always conducted with respect, responsibility, modesty and fairness during the integration system process.

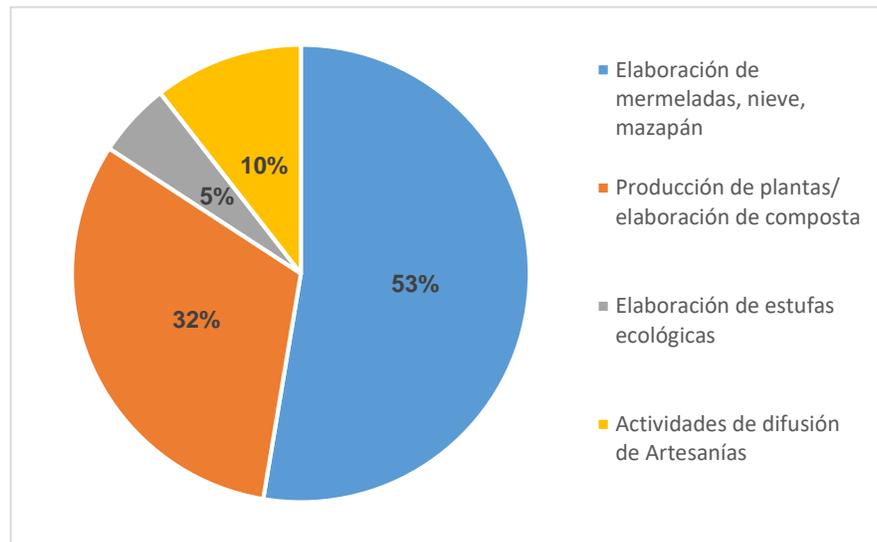
Linking activities carried out

The activities carried out by students in coordination with the community actors were mainly based on a community diagnosis. And from this diagnosis, the needs were identified to propose the actions that were carried out. Once detected, those that could be viable and achievable to be resolved through joint work between participants and students were chosen. In the community of Huajintlán, the majority of the beneficiaries (63%) commented that they decided to participate in these activities because they learn different things that the students share, among which the production of backyard vegetables, composting, jams, snow , marzipans, ecological stoves, the consumption of nutritional foods and the dissemination of handicrafts (maracas) (see figure 1). As a maracas craftsman says:

Since the faculty invited me to participate in exhibitions and events at the university, I have made my product known to more people, and the students supported me with the design of a catalog of products with which it has reached more customers, transferring borders like California and other parts of the United States, and thanks to that catalog I have more customers who place their orders (Guzmán, April 6, 2018, personal communication).

Figura 1. Principales actividades que llevaron a cabo los participantes con los estudiantes del
SIMR

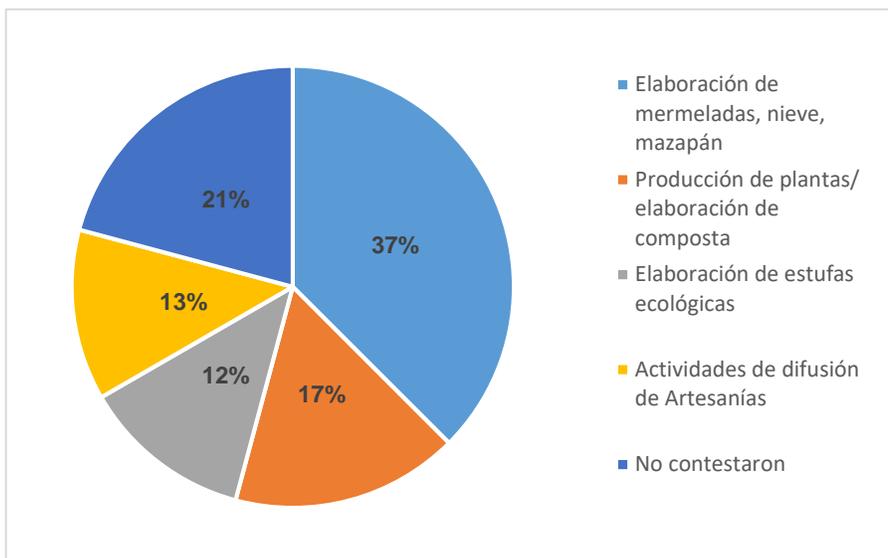




Fuente: Elaboración propia.

Likewise, it is interesting to note that, despite the fact that the students finish their academic work and withdraw from the community after completing the subject credits, the majority of the participating residents (79%) continue to carry out some of the activities learned and implemented during the SIMR, either because it is part of their diet or in support of their family economy. Some even said that learned economic activity became a business and they sell their products at parties (see figure 2). For example: one of the participants shared that “thanks to the boys, I am now dedicated to making and selling snow at community parties, and with that I help my husband with the household expenses” (Cervantes, 13 de abril de 2018, comunicación personal).

Figura 2. Principales actividades que aprendieron a hacer los actores de la comunidad y que continúan realizando



Fuente: Elaboración propia

The people benefiting from the SIMR were mostly women (78%). As already mentioned, they learned and implemented economic activities of transformation and commercialization of agricultural products, among them: to make artisan jam, snow and marzipan. It should be noted that in this community most of the residents have backyards with fruit trees and in the fruiting season abundant fruit is wasted; Therefore, they decided to transform this production and give it added value. This type of process motivates people to continue performing these activities because they obtain benefits such as: knowledge (42%), saving time and money (26%), healthy eating (11%) —the remaining percentage did not specify any benefits (21 %). In this regard, Eustaquio (April 5, 2018, personal communication), one of the inhabitants of this community, commented the following:

For work reasons, I could not assist in the elaboration of the products, but my children worked as their teachers in Cuernavaca [that is how students in the community were called]; They arrived very happy telling me: “Look, what we did today!”, describing the elaborated products, such as jams, marzipan and snow.

Likewise, the respondents stated that of the actions they carried out with the students the ones they liked or benefited the most were: snowmaking (26%), plant care (16%), jam making (11%), marzipan (11%), compost (5%), ecological stoves (5%) and dissemination of handicrafts (5%); The rest did not specify. With the learning of these activities, people say they can continue



practicing what they have learned to implement it in their home and / or do business to contribute to the family's income. González (2011) agrees with the above and argues the following:

It is about knowledge leaving the university, sowing and adopting in the community to implement development and social welfare actions; and at the same time, that the community's own knowledge returns to the university to flourish renewed and recreated under the rigor of criticism and knowledge creation (p. 383).

Regarding the assessment of students' abilities, skills, attitudes and knowledge, most (63%) commented that they have the necessary knowledge and have the ability to share them, 21% said they were good, while the rest did not answer . These activities promoted an exchange of knowledge that fed back the previous knowledge of the actors involved, that is, significant learning was carried out. As noted, the majority (95%) of the participants consider that the knowledge shown by the students is sufficient to propose alternatives for the benefit of the residents of the community. Namely: the generation of new knowledge, income, cost reduction, health benefits and use of existing resources. However, the participants expressed disagreement because the students are only in the community for a period of four semesters. This is because every two years, when the SIMR course begins, different places are chosen in which they will carry out a new process of community insertion.

The total respondents and interviewees said that they are willing to hire a student when they graduate thanks to the experience they had in the SIMR. They even raised the possibility that students continue working with people who are willing to hire them, or, where appropriate, manage resources with municipal authorities and beneficiaries to cover their fees. Therefore, it is noteworthy that community work, when carried out with responsibility, honesty, commitment and especially when it generates some kind of benefit to those involved, reinforces the binding action to perform in a work environment.

Discussion

The SIMR has been carried out for some years as a process of university bonding and community insertion. In this system, the student tests his previous knowledge in order to implement actions with the residents of the communities that allow them to acquire learning from both these



and those, as well as contrast what is seen in the classroom with what happens outside it. Thus, it is possible to know the way in which the student interacts with the inhabitants of the rural environment. Similarly, discover how this process of contrasting, relating and applying the information received in the classroom against what is happening in a real scenario is carried out; what skills and abilities the student should have to be able to transmit and share knowledge with the local people; what strategies and techniques are required for the transmission and assurance of the assimilation of the information offered to the residents of the community, as well as the appropriation of these learnings and their permanence over time, if knowledge continues to be replicated with other residents of the locality or with their relatives and contributing sometimes to improve family income.

It is important to emphasize that although some works have been published that speak of the importance of this linkage, they focus mainly on the benefits that students acquire, and there is limited literature on studies related to the perception of the actors involved in these activities that Students develop as part of their training process. In other words, what is the opinion held in this regard by people who carry out various activities related to students. Therefore, this research work is transcendental, since with the results of this interaction it is possible to measure the reciprocal contributions to the community by allowing students to experience community processes, in order to determine how the programs are impacting education in the development of skills and development alternatives that residents can apply in order to contribute to the generation of knowledge, and at a given time to the contribution in the generation of economic resources.

On the other hand, the information collected can be used to guide curricular designs and redesigns with linking actions in scenarios where students relate and implement their previous knowledge with real situations and in solving problems; scenarios that allow strengthening your personal and professional training. This information will also be useful to assist in the orientation of some lines of research that have a greater impact on the solution of problems and in the approach of strategies that allow to solve the needs of the rural inhabitants.

Conclusions



According to the opinions mentioned by the respondents and interviewees of the community of Huajintlán, it is concluded that the development of activities by the students of the SIMR benefits the community because they learn to do various activities. Among these, the following stand out: they acquire knowledge about healthy eating, and learn about snowmaking, marzipan, jam, ecological stoves, composts, among others. Also, most commented that students have the necessary knowledge and ability to share them. Also, they consider that the knowledge shown by the students is sufficient to propose development alternatives in the community. Finally, they promote the interest of primary school students to grow vegetables and produce products.

This development process gives rise to significant learning, since it is self-constructed based on relevant problems that are addressed through cognitive strategies, whose activities are two-way, which results in a professional with an integral vision of processes of developing.

The link, despite being a substantive part of the universities, remains unattended with due importance, especially that carried out with rural communities, since most HEIs seek to have links with private companies, which can finance your projects. However, universities are obliged to return the acquired learning to society. Therefore, it is important that academic programs contemplate the integration of students-teachers-society to develop attitudes, skills and values that the profession demands.

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