Artículos científicos

Representaciones sociales de la docencia universitaria y de las prácticas pedagógicas desde la mirada de estudiantes de ciencias de la salud

Social Representations of University Teaching and Pedagogical Practices from the Perspective of Students of Health Sciences

Representações sociais do ensino universitário e das práticas pedagógicas na perspectiva de estudantes de ciências da saúde

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Resumen

Estudiar y reflexionar acerca de las representaciones sociales de la docencia universitaria y de las prácticas pedagógicas desde la mirada de los estudiantes de ciencias de la salud permite realizar un análisis de la realidad que se vive en las instituciones públicas de educación superior en México. El objetivo del presente trabajo fue determinar el núcleo figurativo de las representaciones sociales de la docencia universitaria y de las prácticas pedagógicas de profesores del área de la salud. Metodológicamente, se utilizó la técnica de redes semánticas naturales para determinar las representaciones sociales y las prácticas pedagógicas del docente universitario desde la perspectiva de los estudiantes. El valor de las redes semánticas naturales reside en que las taxonomías obtenidas son generadas de manera directa de la memoria semántica del sujeto, y el orden otorgado va de acuerdo con su escala de valores y percepciones. Como parte de los resultados, se determinó que el núcleo figurativo "Docencia universitaria" recae en el concepto central de *estar preparado para impartir la clase*, seguido

de los conceptos que integran el sistema periférico de la representaciones sociales: *confianza*, *responsable*, *comprometido* y *asertivo*. Todos estos componentes son básicos para determinar las redes de asociaciones. En tanto que para el núcleo figurativo "Prácticas pedagógicas", el concepto central es el de *aplicación de examen* como herramienta principal para evaluar los aprendizajes de los estudiantes del área de la salud, seguido de los conceptos que integran el sistema periférico de las representaciones sociales: *exposición*, *cuadro sinóptico*, *mapas conceptuales* y *resumen*. Todos estos componentes son básicos para determinar las redes de asociaciones. En conclusión, en cuanto a las redes de asociaciones de las respuestas de los universitarios de ciencias de la salud que se presentan en la configuración del núcleo central de las representaciones sociales de la docencia universitaria, que corresponden a la primera red de asociación, el concepto central alude a la preparación académica de los docentes. La segunda red de asociaciones de las representaciones sociales de las prácticas pedagógicas, por su parte, permite determinar el contenido y organización de la representación social, la cual es determinada por la evaluación de los aprendizajes a través del examen.

Palabras claves: antropología de la educación, colectivismo, psicología social.

Abstract

Studying and reflecting on the social representations of university teaching and pedagogical practices from the perspective of health science students allows for an analysis of the reality that exists in public institutions of higher education in Mexico. The objective of the present work was to determine the figurative nucleus of the social representations of university teaching and of the pedagogical practices of professors in the health area. Methodologically, the natural semantic networks technique was used to determine the social representations and pedagogical practices of the university teacher from the perspective of the students. The value of natural semantic networks is that the taxonomies obtained are generated directly from the subject's semantic memory, and the order given is in accordance with their scale of values and perceptions. As part of the results, it was determined that the figurative nucleus "University teaching" falls on the central concept of being prepared to teach the class, followed by the concepts that make up the peripheral system of social representations: trust, responsible, committed and assertive . All these components are basic to determine the association networks. While for the figurative nucleus "Pedagogical practices", the central

concept is that of exam application as the main tool to evaluate the learning of students in the health area, followed by the concepts that make up the peripheral system of social representations : exhibition, synoptic table, concept maps and summary. All these components are basic to determine the association networks. In conclusion, regarding the networks of associations of the responses of the university students of health sciences that are presented in the configuration of the central nucleus of the social representations of university teaching, which correspond to the first association network, the concept central refers to the academic preparation of teachers. The second network of associations of social representations of pedagogical practices, meanwhile, allows determining the content and organization of social representation, which is determined by the evaluation of learning through the exam.

Key words: anthropology of education, collectivism, social psychology.

Resumo

Estudar e refletir sobre as representações sociais do ensino universitário e das práticas pedagógicas na perspectiva de estudantes de ciências da saúde permite analisar a realidade existente em instituições públicas de ensino superior no México. O objetivo do presente trabalho foi determinar o núcleo figurativo das representações sociais do ensino universitário e das práticas pedagógicas dos professores da área da saúde. Metodologicamente, a técnica de redes semânticas naturais foi utilizada para determinar as representações sociais e práticas pedagógicas do professor universitário na perspectiva dos alunos. O valor das redes semânticas naturais é que as taxonomias obtidas são geradas diretamente da memória semântica do sujeito, e a ordem dada está de acordo com sua escala de valores e percepções. Como parte dos resultados, determinou-se que o núcleo figurativo "ensino universitário" recai sobre o conceito central de estar preparado para ministrar a aula, seguido pelos conceitos que compõem o sistema periférico de representações sociais: confiança, responsabilidade, comprometimento e assertividade . Todos esses componentes são básicos para determinar as redes de associação. Já para o núcleo figurativo "Práticas pedagógicas", o conceito central é o da aplicação do exame como principal ferramenta para avaliar a aprendizagem dos alunos da área da saúde, seguido pelos conceitos que compõem o sistema periférico de representações sociais. : exposição, tabela sinótica, mapas conceituais e resumo. Todos esses componentes são básicos para determinar as redes de associação. Concluindo,

em relação às redes de associações das respostas dos estudantes universitários de ciências da saúde que são apresentadas na configuração do núcleo central das representações sociais do ensino universitário, que correspondem à primeira rede de associações, o conceito central refere-se à preparação acadêmica dos professores. A segunda rede de associações de representações sociais de práticas pedagógicas, por outro lado, permite determinar o conteúdo e a organização da representação social, que é determinada pela avaliação da aprendizagem através do exame.

Palavras-chave: antropologia da educação, coletivismo, psicologia social.

Introduction

Studying and reflecting on the social representations of university teaching and pedagogical practices from the perspective of university students of health sciences allows for an analysis of the reality that exists in public institutions of higher education in our country. Teacher training and updating acquire a central role in the quality of education; both must adjust to the permanent changes that are experienced in national and international educational policies.

The 21st century has brought with it an enormous number of transformations in many spheres of social, educational, technological, scientific and family life. These transformations have particularly touched the educational field, with reforms in their educational models; and with this, university students have undertaken the task of breaking with paradigms of a positivist nature, where the student was seen as a source restricted by the contingent arrangements of the programmer teacher, which were established even before the instructional situation (Hernández, 2006).

In the field of higher education, according to Amber and Suárez (2016), these changes are mainly linked to three processes: a) massification of higher education systems, which leads to the entry of "new students" or "students non-traditional "; b) increasing internationalization of training, which implies a permanent increase in mobility at the university level and the introduction of new information and communication technologies (ICTs), and c) progressive incorporation of the perspective of lifelong learning as a regulatory approach to educational action.

In this scenario, a general demand is that vocational training is based on quality teaching, the responsibility of all the social actors involved, managers, teachers, students and administrators, although in particular, the determining role of teachers in the advancement stands out. of the quality of teaching. The importance of teaching evaluation derives from its potential as a tool to contribute to the professionalization of teachers and, with it, to the improvement of professional training (Rueda and Luna, 2008).

In the case of the Autonomous University of Sinaloa (UAS), in an ordinary session of the H. University Council held on July 9, 2007, the educational degree program in Nursing was approved, which is the first science program of the health that is designed under the model by integrated professional competencies. It is from this curricular change that teaching practices for a new type of teacher and for a new type of student begin to reinvent themselves. In other words, teaching focused on learning, self-regulation and academic emancipation.

That subject whose school performance and learning could be arranged from the outside is in a process of emancipation and awareness; now actively participates in his own learning. Many universities in Mexico work to take a decisive turn and provide autonomy to their students through models such as the constructivist (Zúñiga, 2012). However, in Zúñiga's own words (2012), that autonomy is not authentic: students subsume to the curriculum of their institution and generate learning that is limited to what will be evaluated, and even then they are reified.

The theoretical-pedagogical foundations of the academic model of the UAS (2007) on teaching focused on learning are found in the following:

> In the perspectives of social education, humanism and constructivism, where the person is conceived as a responsible and co-responsible social being in the learning process. Social education is part of the project of education throughout life, and bets on new literacies (computer, language, technical), inclusion and equal opportunities.

> Based on the above, teachers must assume the function of organizing, motivating and coordinating what is necessary to achieve the purpose of comprehensive education, with the participation of the students themselves. In this, it is necessary that the teaching promotes the awareness of students regarding their links with society, the importance of behaving correctly in it and contributing to improve and transform it. Teachers must contribute to

achieving harmony, integration, balance and training of students in all areas (p. 17).

Now, how is the student of the XXI century? That same question is asked by Tourón (March 9, 2015) and, in response, he lists the following characteristics:

- They move and experiment.
- The apprentice is an initiator.
- They navigate between different options.
- Process and product oriented.
- Build and rebuild new meanings.
- It is enriched by multimedia technology.
- You have no limits in the management of your knowledge.
- Share globally.
- Tends to collaborative work.
- Troubleshoots.
- Ask lots of questions.
- It is open system.
- It changes constantly.
- You consider that there is no correct way to manage your learning.
- Perform graphics and other tasks in a practical and immediate way.

Tourón (March 9, 2015) add to the end of this list:

> We are talking about the current needs and for a more or less immediate future that education must address so that apprentices, students, can cope with some ease with the demands of social construction, scientific development, and the world of work. All of them are changing, but it is true that if we focus on concepts, skills, attitudes, and competences, in short, we will be promoting a cultural baggage that will be more adaptable to the changing (párr. 1).

University students have a particular way of perceiving or representing the university teacher and his pedagogical practices. This study is an approach to those representations that are presented in the social reality of higher education institutions.

Thinking about improving the quality of education means thinking about teaching practices. Teaching practices represent the social space in which the motivation to learn, commitment to school demands, learning strategies and the very enunciation and acceptance

of forms of evaluation are developed and promoted; hence the importance of their study and improvement (Covarrubias, 2011).

> Social representations are an invaluable opportunity to get closer to understanding the frames of reference that underpin and support teachers' professional and pedagogical identities, and the ways in which they express or project them during the educational act. They allow knowing how they obtain, build or rebuild their own disciplinary and professional knowledge, and the meanings they attribute to the pedagogical practices to which they are attached (Covarrubias, 2016, p. 89).

For Jodelet (1986), social representations are a way of interpreting and thinking about our daily reality, a way of knowing the social fabric. They are also the mental activity displayed by individuals and groups in order to fix their position in relation to situations, events, objects and communications that concern them.

Furthermore, Jodelet (2006, cited in Beltrán and Garay, 2016) points out the following:

> When people refer to social objects, they classify, explain, and evaluate them, because they have a social representation of that object; and an object is represented when it is mediated by a figure; and it is only in that condition that the representation and the corresponding content emerge. People know the reality that surrounds them through explanations that they extract from communication processes and social thought. Social representations synthesize these explanations and consequently refer to a specific type of knowledge that plays a crucial role in how people think and organize their daily lives: knowledge of common sense (pp. 6-7).

Common sense, according to Reid (quoted in Araya, 2002), is, in principle:

> A way of perceiving, reasoning and acting. Common sense knowledge is social knowledge because it is socially constructed. It includes cognitive, affective and symbolic contents that have a role not only in certain orientations of people's behaviors in their daily life, but also in the forms of organization and communication that they possess both in their inter-individual relationships and among the social groups in which they develop.

Ultimately, [social representations] are cognitive systems in which it is possible to recognize the presence of stereotypes, opinions, beliefs, values and norms that usually have a positive or negative attitude orientation. They are constituted, in turn, as systems of codes, values, classifying logics, interpretive principles and guiding practices, which define the so-called collective consciousness, which is governed with normative force insofar as it institutes the limits and possibilities of the form in which women and men act in the world (p. 11).

For Berger and Luckmann (1991, cited in Barbachán, Cajas, Ramos and Sánchez, 2017), the construction of social reality refers to the phenomenological tendency of people to consider subjective processes as objective realities.

People apprehend daily life as an ordered reality, that is, people perceive reality as independent of their own apprehension, appearing before them objectified and as something imposed on them.

The world of everyday life is one that is taken for granted as reality. The common sense that constitutes it is presented as the "reality par excellence", thus managing to impose itself on the conscience of the people because it is presented to them as an ordered, objectified and ontogenetic reality.

(…) The insertions of people in different social categories and their affiliation to different groups constitute sources of determination that strongly influence the individual elaboration of social reality, and this is precisely what generates shared visions of reality and similar interpretations of events (Barbachán *et al.*, 2017, pp. 708-709).

The reality of everyday life, therefore, is an intersubjective construction, a shared world. This presupposes processes of interaction and communication through which people share and experience others and others. In this construction, the social position of people, as well as language, play a decisive role in enabling the social accumulation or collection of knowledge that is transmitted from generation to generation. In summary, the cultural environment in which people live, the place they occupy in the social structure, and the specific experiences they face on a daily basis, influence their way of being, their social

identity and the way they perceive social reality. The previous approach is approved by a wide sector of those who carry out research in the social sciences (Ibáñez, 1988).

The objective of this research is to determine the figurative nucleus of the social representations of university teaching and the pedagogical practices of teachers in the health area from the perspective of health science students of a public university in the city of Culiacán, Sinaloa. , Mexico.

Material and methods

The technique of natural semantic networks was used to determine the social representations and pedagogical practices of the university teacher from the perspective of the students.

> The value of natural semantic networks is that the taxonomies obtained are generated directly from the subject's semantic memory, and the order given is in accordance with their scale of values and perceptions. When the subject is asked to mention the words that define the concept (stimulus word), he delves into his memory and selects those that he assumes are most related; in this sense, the choice is the result of a subjective process of representing the world (in particular the word stimulus). Thus, the investigator's mediation is limited to stimulation; it does not intervene during the search and the selection of the words with which the subject defines the object. This gives the technique a "natural" and "open" character, while the "qualitative" is generated during the registration process, because what we obtain are words in natural language. (Zermeño, Arellano y Ramírez, 2005, p. 310).

Likewise, Zermeño et al. (2005) mention that "knowledge about the world is built in a network and hierarchically" (311). Figueroa, González and Solís (cited in Zermeño et al., 2005) understand, for their part, that an alternative to evaluate meaning is the semantic networks technique because the internal way to organize information in short-term memory is in a network that links words and events, which generates the meaning of a concept.

In such a way that, when the subject is in need of naming or signifying reality, he reconstructs the information by "pulling" the relationships to obtain the meanings of the concepts (nodes); in short, this process is knowledge, and it can materialize with natural semantic networks (Zermeño *et al.,* 2005, p. 312).

The association of words consisted of establishing an inducing word or phrase, in this case university teaching and pedagogical practices of the university teacher, and the students participating in the different careers that make up the health science college of a public university were asked to Write five words that they spontaneously associate with those terms, and then rank them in order of importance, where 1 is the most important and 5 the least important.

Characterization of the subjects

Study subjects take any semester and any bachelor's degree from the health sciences college of a public university in the city of Culiacán, Sinaloa, Mexico. For each degree, 50 natural semantic networks were applied to determine the social representations of university teaching and 50 natural semantic networks to determine the social representations of the pedagogical practices of university teachers; In each case, the surveys were answered by 25 men and 25 women, whose ages ranged from 18 to 22 years. In total, 1,200 natural semantic networks were applied (see table 1). The selected students were willing to answer and structure the semantic network after signing the letter of informed consent.

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Tabla 1. Distribución de programas educativos del colegio de ciencias de la salud y número de estudiantes a quienes se les aplicó el instrumento de redes semánticas de representaciones sociales

Programa educativo	Estudiantes	Total
Lic. en Enfermería	100	100
Lic. en Medicina	100	100
Lic. en Fisioterapia	100	100
Lic. en Gericultura	100	100
Lic. en Cirujano Dentista	100	100
Lic. en Psicología	100	100
Lic. en Nutrición	100	100
Lic. en Químico Farmacéutico Biólogo	100	100
Lic. en Actividad Física para la Salud	100	100
Lic. en Educación Física y Ciencias del Deporte	100	100
Lic. en Optometría	100	100
Lic. en Biomedicina	100	100
Total	**1200**	**600**

Fuente: Elaboración propia

Results

The value J, which is the final count of the different defining words, was determined. The result indicates the semantic richness of the network. Then, the operations were performed to obtain the value M, which indicates the semantic weight and is obtained by individually multiplying the occurrence frequency (Fa) of each defining word by the semantic value (VS) that is granted according to the assigned hierarchy ; at the end the resulting values are added (Valdez, 1998) (see tables 2 and 3).

Tabla 2. Obtención del valor M de las representaciones sociales de la docencia
universitaria

Jerarquía asignada	1	2	3	4	5	Frecuencia de aparición x Valor semántico					Suma = Valor M
Valor semántico	5	4	3	2	1						
Definidoras	Fa	Fa	Fa	Fa	Fa	FaX5	FaX4	FaX3	FaX2	FaX1	
Preparado	235	114	95	57	22	1175	456	285	114	22	2052
Confianza	166	111	87	34	27	830	444	261	68	27	1630
Responsable	184	117	49	12	09	920	468	147	24	09	1568
Comprometido	154	113	39	32	27	770	452	117	64	27	1430
Asertivo	98	79	49	16	15	490	316	147	32	15	1000
Tutor	90	78	50	12	11	450	312	150	24	11	947
Asesor	88	72	48	15	12	440	288	144	30	11	913
Desactualizado	79	67	50	11	10	395	268	150	22	10	845
Tradicional	75	70	38	18	05	375	280	114	36	05	810
Sin preparación	64	62	28	11	10	320	248	84	22	10	684

Fuente: Elaboración propia

Tabla 3. Obtención del valor M de las representaciones sociales sobre las prácticas pedagógicas de los docentes universitarios

Jerarquía asignada	1	2	3	4	5	Frecuencia de aparición x Valor semántico					Suma = Valor M
Valor semántico	5	4	3	2	1						
Definidoras	Fa	Fa	Fa	Fa	Fa	FaX5	FaX4	FaX3	FaX2	FaX1	
Examen	294	118	88	45	44	1470	472	264	90	44	2340
Exposición	256	98	36	32	22	1280	392	108	64	22	1866
Mapas conceptuales	184	60	52	22	07	920	240	156	44	07	1367
Resumen	91	88	44	29	13	455	352	132	58	13	1010
Cuadro sinóptico	72	52	28	17	04	360	208	84	34	04	690
Caso clínico	71	50	27	15	10	355	200	81	30	10	676
Debate	70	51	25	15	08	350	204	75	30	08	667
Simulación clínica	63	50	30	10	08	315	200	90	20	08	633
Sociodrama	60	32	27	18	05	300	128	81	36	05	550
Ensayo	38	30	16	12	08	190	120	48	24	08	390

Fuente: Elaboración propia

With this, the SAM set was identified, which is the set of the 10 definers that obtain the highest semantic weight and are the central nucleus of the network. The FMG value was also obtained (see tables 4 and 5), which allows observing the semantic distance between the words in the network, that is, it indicates the closeness of the words with respect to the inductor term. To determine this, the highest value is given 100% and subsequent values are determined with a rule of three. This operation reveals data on the hierarchy of the elements of the central nucleus and provides information to understand the meaning (Valdez, 1998).

Tabla 4. Núcleo central de la red, peso y distancia del sistema periférico de las representaciones sociales de la docencia universitaria

Núcleo central de la red	Peso semántico	Distancia semántica
1) Preparado	2052	100
2) Confianza	1630	79.43
3) Responsable	1568	76.41
4) Comprometido	1433	69.83
5) Asertivo	1000	48.73
6) Tutor	947	46.15
7) Asesor	913	44.49
8) Desactualizado	845	41.17
9) Tradicional	810	39.47
10) Sin Pedagogía	684	33.33

Fuente: Elaboración propia

Tabla 5. Núcleo central de la red, peso y distancia del sistema periférico de las representaciones sociales sobre las prácticas pedagógicas de los docentes universitarios

Núcleo central de la red	Peso semántico	Distancia semántica
1) Examen	2340	100
2) Exposición	1866	79.74
3) Mapas conceptuales	1367	58.41
4) Resumen	1010	43.16
5) Cuadro sinóptico	690	29.48
6) Caso clínico	676	28.88
7) Debate	667	28.50
8) Simulación clínica	633	27.05
9) Sociodrama	550	23.50
10) Ensayo	390	16.66

Fuente: Elaboración propia

Figura 1. Núcleo central de la red, peso y distancia del sistema periférico de las representaciones sociales de la docencia universitaria
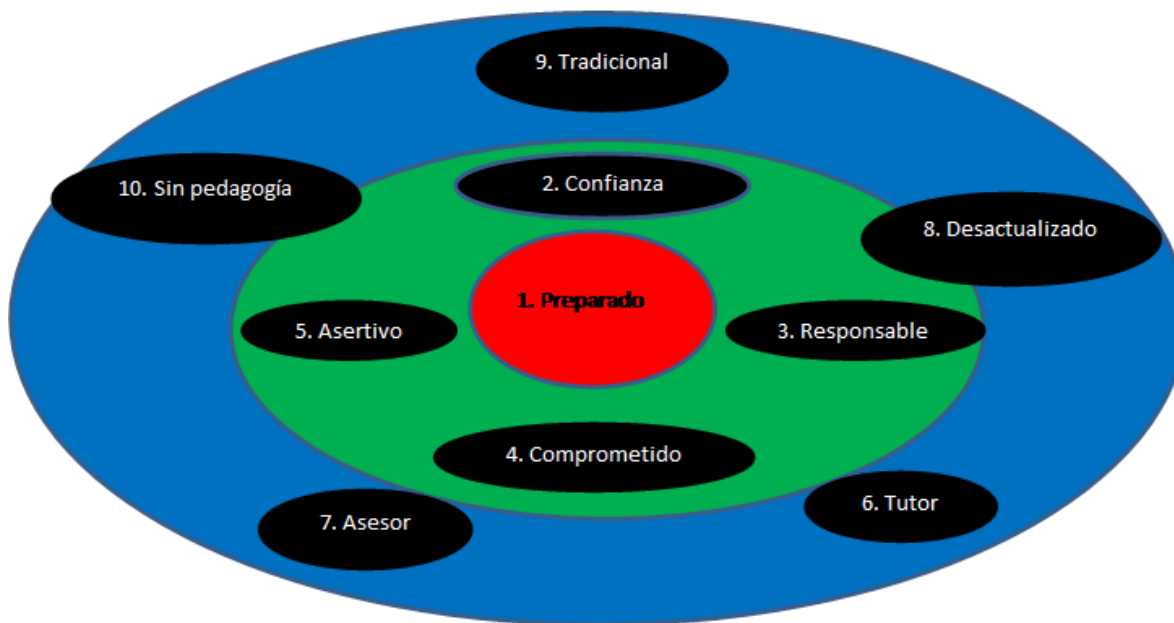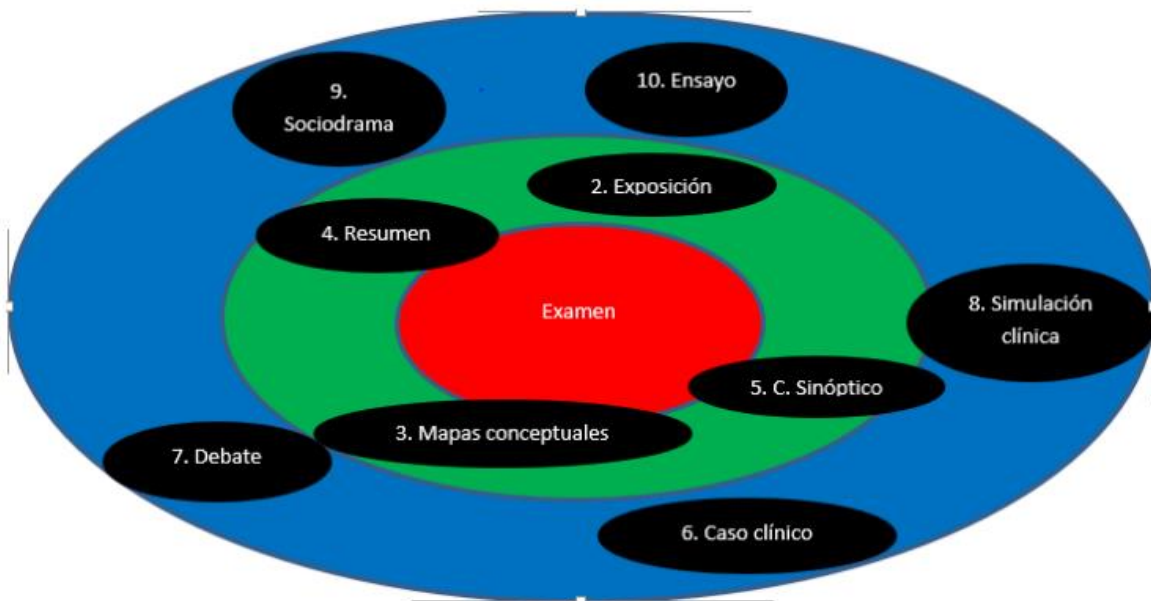

Fuente: Elaboración propia

According to the networks of associations that appear in the configuration of the central nucleus of the social representations of figure 1, it was determined that the figurative nucleus of "University Teaching" falls on the central concept of preparedness, that is, being prepared to teach the class, followed by the concepts that make up the peripheral system of social representations: trust, responsible, committed and assertive. All these components are basic to determine the association networks.

The central nucleus is the element that will most resist change, since a modification of the nucleus produces the complete transformation of the representation. It is protected, therefore, by peripheral systems, which allow, essentially, the adaptation of the representation to the evolutions of the context. The peripheral elements are in direct relation to the nucleus, which is to say that their presence, their weighting, their value and their function are determined by the nucleus. They are hierarchical: they can be very close to the central elements and in this case they play an important role in determining the meaning of the representation (Abric, 1994).

One of the greatest virtues of working with semantic networks is that they show the organization and hierarchy of the evoked words, since it would not be useful to stay with word associations such as random clusters or meaningless lists. To observe the content of social representation, it is necessary to observe the relationships of the words, see how they are linked, organized and, thanks to this, reveal part of the common sense of educational actors around the object represented (Mireles, 2014, p. 8).

Figura 2: Núcleo central de la red, peso y distancia del sistema periférico de las representaciones sociales sobre las prácticas pedagógicas de los docentes universitarios

Fuente: Elaboración propia

Now, following the networks of associations that appear in the configuration of the central nucleus of the patent social representations in figure 2, it was determined that the figurative nucleus of "pedagogical practices" falls on the central concept of examination, that is, the exam as the main tool to evaluate the learning of students in the health area, followed by the concepts that make up the peripheral system of social representations: exposition, synoptic chart, concept maps and summary. All these components are basic to determine the association networks.

According to Abric (1994), social representations fulfill three functions:

- Specification function: directly dependent on the context, they result from the anchoring of the representation in reality, allowing its investiture in concrete terms, understandable and immediately communicable. They integrate the elements of the situation in which representation occurs, refer to the present and what people have experienced (Abric, 1994).

- Regulatory function: due to their greater flexibility in relation to the central elements, the peripheral elements play an essential role in adapting the representation to the evolution of the context. In this way, any new information or transformation of the environment is integrated into the periphery. Faced with the stability of the central nucleus, they constitute the mobile and evolutionary aspect of representation (Abric, 1994).

- Defense function: the peripheral system fulfills a "bumper" function by protecting the central core from its eventual transformation. If the central nucleus changes, it is because the peripheral system is not very resistant or because the new information contains a lot of force. In any case, it is the peripheral system that supports the first transformations: changes in weighting, new interpretations, defensive functional deformations, conditional integration of contradictory elements (Abric, 1994).

Discussion

In the research by Banegas and Fornasero (2004) it was found that the teacher is "the central actor who directs, guides, mediates, facilitates the educational process" (p. 171); On the other hand, in said process the student has an active role.

> The teacher "is that person who has been trained (his current challenge is training, continuous training and updating) in a discipline and is invested with institutional responsibility to teach." Teaching, in turn, is to transfer knowledge, values, ideas, etc. with the "purpose of promoting the construction of knowledge" in the students. The student is the "protagonist of their own educational process", who "should be respected, especially, their psychological potential, interests, attitudes to guide teaching and

learning." Learning is synonymous with "change, modification, value incorporation" of knowledge (Benegas y Fornasero, 2004, p. 171).

In our research it was found that the main networks of associations of social representations about university teaching were determined based on the semantic weight of each of the central concepts or categories: prepared with a semantic weight of 100, confidence with a semantic weight of 79.43 , responsible with a semantic weight of 76.41, committed with a semantic weight of 69.83 and assertive with a semantic weight of 48.73.

> The representation is not a simple reflection of reality but a significant organization (...). It works as a system of interpretation of reality that governs the relationships of individuals with their physical and social environment, since it will determine their behaviors or practices. It is a guide for action, guides actions and social relationships. It is a pre-decoding system of reality since it determines a set of anticipations and expectations (Abric, 2001, p. 17).

On the other hand, Arbesú and Hernández (2015) found that students value that teachers master various teaching strategies, in such a way that the class is dynamic, attractive and this results in greater motivation to learn by the student.

> Likewise, among the strategies that privilege the students, those that allow establishing a link between theory and practice stand out, that is, they consider that they learn more easily when the teacher helps them understand how the content learned can be useful to them in real situations (Arbesú y Hernández, 2015, p. 53).

In our research, it was found that the main networks of associations of social representations about the pedagogical practices of university teachers were determined based on the semantic weight of each of the central concepts or categories: examination with a semantic weight of 100, exposition with semantic weight of 79.74, concept maps with a semantic weight of 58.41, summary with a semantic weight of 43.16 and summary table with a semantic weight of 29.48.

Social representations as a form of knowledge refer to a process and content. As a process, they refer to a particular way of acquiring and communicating knowledge (Moscovici, 1979).

Conclusions

The networks of associations of the responses of the university students of health sciences that are presented in the configuration of the central nucleus of the social representations of university teaching, which correspond to the first association network, allow to determine the content and organization of social representation. It is mainly found in the concept of preparedness, that is, that students recognize that their teachers know the learning units assigned to them in the different professions that make up the health area.

In what corresponds to the second association network, referring to the pedagogical practices of university teaching, in this case the figurative nucleus was determined in the concept of examination. Despite the fact that university health professors have different tools to evaluate their students' learning, the exam continues to be used as the main evaluation tool.

These findings allow us to establish new lines of research applying the theory of social representations in different objects of study in the area of education (educational model, evaluation, quality of higher education, diversification of the educational offer, student trajectories).

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