Artículos científicos

La enseñanza y el aprendizaje desde el enfoque de proyectos integradores para la educación turística

Teaching and learning from the approach of integrating projects for tourism education

Ensino e aprendizagem na perspectiva de projetos integradores de educação em turismo

Norma Patricia Juan Vázquez
Universidad Autónoma de Chiapas, Facultad de Ciencias de la Administración C-IV, México
normajuan_06@hotmail.com
https://orcid.org/0000-0002-2284-8905

Resumen

El objetivo de este artículo es describir una estrategia didáctica que utiliza a los proyectos integradores como articuladores de los conocimientos cognitivos y metacognitivos para asegurar el aprendizaje del estudiante. Por lo anterior, será importante determinar si las estrategias didácticas empleadas se desarrollaron en las condiciones adecuadas para la vinculación de los aprendizajes. Los proyectos integradores son una herramienta didáctica cuyo objetivo es vincular los contenidos temáticos con la práctica. En esta investigación, se tomó como objeto de estudio a la Facultad de Ciencias de la Administración C-IV de la Universidad Autónoma de Chiapas, y en específico a algunos estudiantes de la licenciatura en Gestión Turística. La mayoría de las unidades de competencias que estructuran el séptimo, sexto y tercer semestre estuvieron involucradas. A partir de un total de 136 estudiantes, de ellos 69 % mujeres y 31 % hombres, se formaron 26 equipos y se les dio seguimiento desde agosto del 2016 al 2018.

Abstract

The objective of this article is to describe a didactic strategy that uses integrative projects as articulators of cognitive and metacognitive knowledge to ensure student learning. Therefore, it will be important to determine if the didactic strategies used were developed in the right conditions for linking learning. Integrative projects are a didactic tool whose objective is to link thematic contents with practice. In this research, the Facultad de Ciencias de la Administración C-IV of the Universidad Autónoma de Chiapas was taken as an object of study, and specifically some students of the degree in Tourism Management. Most of the competency units that structure the seventh, sixth and third semesters were involved. From a total of 136 students, of them 69% women and 31% men, 26 teams were formed and followed up from August 2016 to 2018.

Keywords: learning, teaching, integrating projects.

Resumo

O objetivo deste artigo é descrever uma estratégia didática que utiliza projetos integrativos como articuladores dos conhecimentos cognitivos e metacognitivos para garantir a aprendizagem dos alunos. Portanto, será importante determinar se as estratégias didáticas utilizadas foram desenvolvidas nas condições adequadas para vincular a aprendizagem. Os projetos integrativos são uma ferramenta didática cujo objetivo é relacionar os conteúdos temáticos com a prática. Nesta pesquisa, tomou-se como objeto de estudo a Faculdade de Ciências da Administração C-IV da Universidade Autônoma de Chiapas, e especificamente alguns alunos da licenciatura em Gestão de Turismo. A maioria das unidades de competência que estruturam o sétimo, sexto e terceiro semestres foram envolvidas. De um total de 136 alunos, sendo 69% mulheres e 31% homens, 26 equipes foram formadas e acompanhadas de agosto de 2016 a 2018.

Palavras-chave: aprendizagem, ensino, projetos integrativos.

Introduction

As teachers we have the task of establishing and applying a teaching-learning model based on processes based on its validity and not on power, and prioritize a more horizontal rather than vertical relationship between teachers and students. Fortoul (2008) states that "teaching is the transmission of knowledge by the teacher so that students achieve learning" (p. 81). From here teaching is visualized as a function of the teacher; learning will be the student's task. For a long time this model of conceiving of teaching has been used, and the impact on cognitive training in many generations has been recognized, but recently it has become highly questioned. Teaching in our century seeks for the teacher to be a facilitator of the necessary means and for the student to construct their meanings according to their contexts.

In constructing learning processes, the teacher must be able to use teaching modalities appropriate to the needs of students from different social backgrounds and cultural backgrounds. Along these lines, we must recognize that students have unique ways of learning. Therefore, it is necessary to assume a pedagogical practice that encourages reflection for a didactic change and so that the integration between teaching and learning processes is more effective. According to Hunt (cited in Terrádez, 2007), learning styles describe the conditions or identify the structure on which a student learns best. Sandoval (2005) mentions that learning is strategic when metacognitive resources are available to regulate it. While Hernández and Martínez (2008) affirm that when learning focuses on the results and acquired competences it is more collective, active and self-regulated. Finally, Bandura (1977) points out that learning is determined by three elements: personal factors, environment and behavior, which interact in a cyclical way.

Following all these precepts, the Autonomous University of Chiapas [Unach] (2010) implemented, after almost a decade into the 21st century, a series of linking strategies between society and the educational organization in question. Among them were the teaching linkage units (UVD), which were conceived as "flexible learning instruments that allow adapting the thematic contents of the study plans to the problems of economic, social and cultural development; enriching curricula and impacting on social phenomena and energizing substantive functions (Estrada, 2009) "(Unach, 2010, p. 26). From the UVD perspective, the

professor acts as a facilitator of the various theories, models that give an explanation to the phenomena that influence the environment of the discipline.

Figura 1. Esquema de las UVD

Fuente: Unach (2010)

In 2012, with the update of the educational model, the competence approach was incorporated and new areas of academic training were structured:

- Life training area: it is aimed at developing generic cognitive-scientific, civic and ethical, communicative, digital, socio-affective and interpersonal skills.

- Basic training area: contributes to the development of disciplinary skills. Its purpose is to consolidate basic knowledge to understand the structure and operation of the disciplinary and professional field.

- Professional training area: contributes to the development of professional skills based on the knowledge, skills, attitudes and values that allow professional performance in addressing social needs and problems.

- Integrative training area: contributes to the consolidation of professional competencies through units of competence that allow the student to mobilize knowledge, skills, attitudes and values, and through the resolution of problem situations. It is made up of: professional practices, optional competence units, integrative projects and the UVD (Unach, 2014).

Due to the requirements of the evaluating and accrediting bodies of the country, in 2015 a new restructuring of the educational and academic model of Unach was undertaken. It was a work carried out in conjunction with the university community. Teachers, students, administrators and external opinions of businessmen and experts in the pedagogical matter allowed to establish the new scenarios of the teaching-learning processes. This work concluded in 2019 and was approved by the University Council in January 2020. The objective now focused on generating synergies between curricular structures and academic processes to improve educational quality and consolidate learning communities. The following are the main characteristics that define it:

- Focused on learning.
- Competency approach.
- Learning and knowledge technologies.
- Flexibility.
- University social responsibility (RSU).
- Innovation.
- Internationalization.

Again, didactic tools are incorporated into the teaching work and integrative projects are taken up from the generic and disciplinary competences approach. As a more autonomous and self-regulated form of learning, the student processes the contents, appropriates them and generates new patterns of thought and action within their semester plan.

The importance of documenting this teaching experience has the objective, in addition to characterizing it as a didactic strategy, to disseminate it among the teachers of the faculty, because the results obtained make student learning more practical.

Method

The research has a qualitative approach and is descriptive in nature. With the goal of integrating a portfolio of evidence, the student's opinion about the implementation of teaching through integrative projects was investigated; Furthermore, with the intention of detailing the learning process, all the didactic and methodological dimensions that were designed were described. Thus, a 15-item questionnaire was applied to 136 students of the

degree in Tourism Management (LGT) from Unach. The questions were open, closed and multiple choice. The topics focused on the student's learning perspective on the subjects, the didactic resources used, the implemented methodology, the work time, activities developed, the work product obtained and on what was his opinion to improve the processes once already experienced.

The study constituted the work of two years (2016-2018). The projects that were implemented were semi-directed and open (the teacher intervenes to guide the process at relevant moments; in addition, work guidelines were defined; the students indicated specifications for the development of their activities). The scope of the study was cross-sectional. As already mentioned, it began in August 2016, where we only worked with the seventh semester students; in 2017, they were the two periods (January-June, August-December), with sixth and seventh semesters, and in 2018, in August, the students of the first semester and third semester were incorporated.

Tabla 1. Población muestra

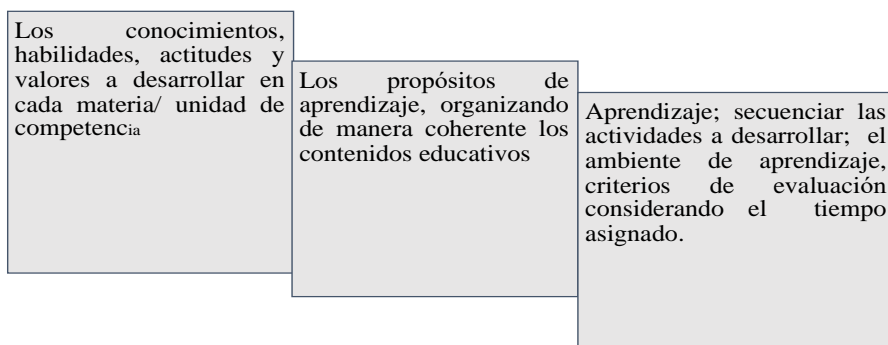| Año	Semestre	Número de estudiantes
2016	7.° LGT	25
2017	7.° y 6.° LGT.	22, 27
2018	1.° y 3.° LGT	30, 32

Fuente: Elaboración propia

The choice to do the study with LGT students is due to the fact that, unlike the other degrees of the Faculty of Management Sciences C-IV, they begin their internship process from the third semester, due to their own characteristics of be more active, creative and used to developing jobs outside the school environment. The bachelor's degree is in great demand. And it has been observed that at the end of their specialization practices they tend to immediately join the labor field, due to the diversity of companies that exist dedicated to tourist activity, because the city borders the Central American market and has a large tourist influx commercial type, destination of beaches and mountains and an international airport. At the national level, tourism is the third source of foreign currency income, it generates direct and indirect jobs, due to the great diversity of ecosystems and Mexican cultural heritage. According to the Ministry of Tourism [Sectur] (2018), the arrival of international tourists to the country was 41.4 million and 60,875,000 national tourists. Along the same

lines, the World Tourism Organization [UNWTO] (2018) reported that Mexico is among the ranking of the 10 countries with the highest international tourist influx.

For the development of these integrative projects, the methodology synthesized in figure 2 was used, the result of a series of didactic planning meetings.

Figura 2. Planeación didáctica

| Los conocimientos, habilidades, actitudes y valores a desarrollar en cada materia/ unidad de competencia | Los propósitos de aprendizaje, organizando de manera coherente los contenidos educativos | Aprendizaje; secuenciar las actividades a desarrollar; el ambiente de aprendizaje, criterios de evaluación considerando el tiempo asignado. |

Fuente: Elaboración propia

Table 2, for its part, shows the work schemes that integrated the projects of the first and third semester, as well as the learning objectives.

Tabla 2. Esquema de trabajo desarrollado en primer y tercer semestre

Objetivo	Búsqueda de información, argumentación y la elaboración de un diagnóstico descriptivo.
Materias involucradas en el proyecto	1.° semestre: configuración administrativa de las organizaciones, metodología de la investigación, caracterización del turismo. 3.° semestre: marco del liderazgo en las organizaciones, animación y recreación en el turismo, caracterización de la mercadotecnia, identificación de los atractivos turísticos.
Objeto de estudio	Empresas e instituciones relacionadas con actividad turística, vinculación con hoteles, restaurantes y agencias de viaje de la localidad seleccionada por los docentes. Para investigar temas vistos en clases de acuerdo con la tira de materias.
Temas para investigar	1.° semestre: estructuras administrativas de las empresas turísticas, a través de un planteamiento del problema, marco teórico, método, resultados y conclusiones. 3.° semestre: características, tipos, modelos de liderazgo en la organización turística. identificación de atractivos turísticos de la localidad y el estado, programa de animación y recreación en un hotel y restaurante e identificación de plan de mercadotecnia de las empresas, cada proyecto desarrollado con un proceso metodológico.
Diseño metodológico	Estructura metodológica y capítulos donde cada unidad de competencia involucra a la temática de acuerdo con sus contenidos.
Producto final de aprendizaje	Entrega de trabajo por escrito y exposición de la investigación hecha de cómo se encuentran estructuradas organizacionalmente las empresas turísticas objeto de estudio a partir de la aplicación de una investigación con pasos metodológicos y el uso del modelo de la Asociación Americana de Psicología (APA), y hacer un contraste de lo teórico con la práctica.

	Identificación de las características, tipos y formas de liderazgo en los dueños, gerentes y personal que ejerce dirección en las actividades laborales de la empresa.
	Programa de animación y recreación en hoteles y restaurantes dirigido a niños y adolescentes que acompañan a sus padres.
	Identificación del programa de mercadotecnia desarrollado por los empresarios, propuestas de trabajo para mejorar. Identificación de atractivos de playa, montaña de la localidad y de Chiapas
Curricular	Actualización de contenidos temáticos de las unidades de competencias que estuvieron involucradas, formas y herramientas de evaluación y actualización bibliográfica. Actas de academia.

Fuente: Elaboración propia

The scheme developed from the sixth to the seventh semester was determined by the progress and maturation of the student's cognitive and metacognitive process.

Tabla 3. Esquema de trabajo desarrollado en sexto y séptimo semestre

Objetivo	Intervención y diseño de productos turísticos.
Materias involucradas en el proyecto	6.º semestre: gestión de alojamiento, desarrollo turístico sustentable, marco legal de la empresa turística, sistema de información de la mercadotecnia turística. 7.º semestre: administración estratégica, planeación del espacio turístico, formulación y evaluación de proyectos turísticos, mercadotecnia de servicios turísticos.
Objeto de estudio	Comunidades rurales que tienen restaurantes y hoteles ubicadas en reservas naturales que desarrollan actividades turísticas sustentables.
Temas de estudio	*6.º semestre* Desarrollo turístico sustentable: análisis socioambiental, evaluación del impacto ambiental de los proyectos turísticos, local. Gestión de alojamiento: identificar uso de *software* y estructuras de operatividad. Marco legal: constitución jurídica de la empresa, tipo de sociedad. Sistema de información de la mercadotecnia: estudio de mercado. *7.º semestre* Administración estratégica: elaboración de un plan de planear, hacer, verificar y actuar terminado en un programa de calidad. Planificación del espacio turístico: describir el proceso de desarrollo turístico sustentable de una localidad desde un enfoque de la planificación del espacio físico subregional. Mercadotecnia de servicios turísticos: diseño de estrategias de comercialización de productos y servicios turísticos de una comunidad. Formulación y evaluación de proyectos turísticos: análisis económico-financiero de

	inversión en materia turística que le permita visualizar oportunidades y tomar decisiones
Diseño metodológico	Estructura metodológica y capítulos donde cada unidad de competencia involucra a la temática de acuerdo con sus contenidos.
Producto final aprendizaje	Paquetes turísticos diseñados de acuerdo con los contextos investigados que contengan un plan estratégico, estudio de mercado, programa de cuidado del medio ambiente y elaboración de un programa de *marketing*.
Curricular	Actualización de contenidos temáticos de las unidades de competencias que estuvieron involucradas, formas y herramientas de evaluación y actualización bibliográfica. Actas de academia.

Fuente: Elaboración propia

A didactic sequence was developed, which planned and organized the academic activities based on the Alfonzo model (cited in Feo, 2010), which is composed of three moments, the beginning, the development and the closing.

Tabla 4. Diseño de estrategia didáctica

Secuencia didáctica	Recursos y medios	Estrategia de evaluación
Momento de inicio: exposición de la estructura del proyecto integrador: objetivos de aprendizaje de cada materia, misión, visión, actividades a desarrollar en las empresas o comunidades, productos a entregar y programación para fecha de inicio y término del estudio.	Exposición del diseño por medio de diapositivas a los estudiantes por cada uno de los docentes participantes.	Preguntas y respuestas. Lluvia de ideas para determinar la compresión de las ideas. Presentación para asesorías de avances y supervisión de actividades.
Momento de desarrollo: formación de equipos de trabajo. Visitas de trabajo a las empresas y comunidades. Asesorías académicas por parte de los docentes, dos veces por semana. Reuniones de trabajo de docentes una vez por semana para conocer avances y problemáticas. Tres visitas de supervisión de docentes para asesoría en campo.	Listado de equipos de trabajo formados por afinidad. Fichas de observación para registros. Avances del trabajo documental y presentación de productos realizados, trípticos, diapositivas, videos, audios, anuncio de radio, maquetas, lonas, etc. Minutas de trabajo de reunión de docentes y acuerdos para cumplimiento de objetivos. Bitácora de registro de visitas.	Registro de todos los equipos de trabajo Lista de cotejo. Guías de observación. Hoja de análisis de tareas. Descripciones Avances logrados Avances en las actividades de campo.
Momento de cierre: presentación del proyecto integrador.	Documental: presentación de trabajo final por equipos en el aula. De campo: cierre de actividades en la empresa o comunidad.	Evaluación de rúbrica de presentación del trabajo final y de exposición de acuerdo con los objetivos curriculares de cada materia. Evaluación de todos los docentes involucrados.

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		Presentación a los empresarios, en el lugar donde se desarrolló el proyecto, de los resultados y donación de los productos obtenidos.

Fuente: Elaboración propia con base en Alfonzo (citado en Feo, 2003)

This applied didactic sequence is to articulate knowledge, know-how and know-how in student learning.

In the field stage, the following methodology was designed (businessmen, some institutions from the federal, state and municipal government sector, residents, students and teachers participated for their intervention). Figure 3 shows the intervention design in the community of Ejido el Águila, municipality of Cacahoatán, where ecotourism activities were implemented because it is located in the protected reserve of the Tacaná volcano. We worked for two years with different groups of students. The main product would be to create different innovative tour packages that diversify their offer.

Figura 3. Metodología de campo desarrollada en el proyecto integrador

Fuente: Juan y Pérez (2017)

In order for hotel entrepreneurs, restaurateurs, travel agencies and local communities to get involved in the teaching process, the following steps were incorporated:
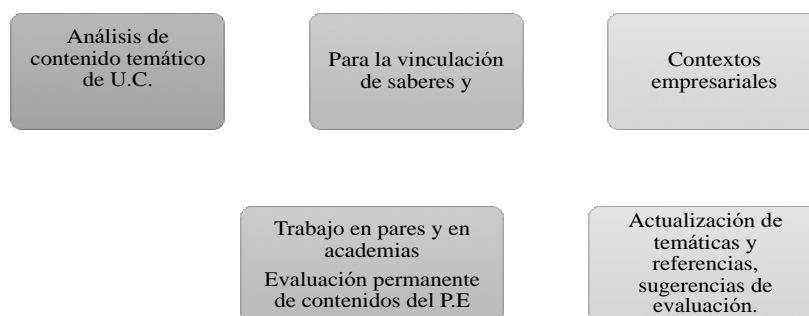
- Written request to make an approach visit between the employer and the teacher.
- Presentation of the project (objective, structure, work period).

- Visit of the teacher and students to the company to determine the work area to intervene and make decisions together with the employer.
- Planning of activities in programmed areas.
- Supervisory visit of the teachers involved in accordance with the objectives of the subjects.
- Presentation of results in the classroom with the presence of businessmen, students and teachers.
- Delivery to entrepreneurs of results and products that originated in the activity carried out.

Curricular process

From the theory-practice linkage, a problematizing, systemic, complex and holistic approach that allows the undergraduate study plan to be systematically evaluated and thus enrich thematic content, bibliographic references that feed the lines of research, review of the profile of egress.

Figura 4. Evaluación curricular

Fuente: Elaboración propia

The data collection was the product of a previous reflection and organization on the opinion of the students. The findings emerged from the data obtained and are presented schematically to give a clearer explanation of the categories used, in order to reveal the meaning of the learning process in the student.

Results

The results obtained from each of the integrating projects were diverse. Different themes were worked on in each one. The sociodemographic data presented are from 136 students from the Faculty of Administration Sciences C-IV, Tapachula, Chiapas, from Unach. 26 work teams were formed. The average age of the students was between 18 and 24 years old. Regarding the questionnaire applied to the students at the end of the entire didactic intervention, the responses were concentrated in Table 5.

Tabla 5. Resultados del cuestionario

Temática	Opiniones más frecuentes
Contenidos claros y precisos de las asignaturas	Después de haber desarrollado sus actividades asignadas, los contenidos quedaron más claros y precisos.
Herramientas de aprendizajes utilizadas	Al inicio tenían muchas confusiones para realizar las tareas; además, trabajar con varias asignaturas integradas, era la primera vez utilizando tantas herramientas didácticas para el seguimiento y evaluación.
El objetivo del aprendizaje obtenido	Consideran que fue conseguido, al tener la visión completa de cómo las unidades de competencias articulan todo el conocimiento y ellos pueden movilizarlo para obtener un producto.
Pertinencia de la evaluación con un proyecto integrador	Consideran que los criterios se visualizaban muy difíciles de conseguir, pero, al ir desarrollando sus actividades, se percataron que iban cumpliendo con ellos, y además se les sirvió para fortalecer su habilidad de presentar resultados en público poco común, esto es, los empresarios.
Estructuración metodológicas y asesorías	Un poco confusa al inicio, pero gracias a la asesoría y al seguimiento las dudas se fueron disipando.
Accesibilidad de las empresas	Consideran que el empresario estuvo al inicio escéptico sobre lo que se haría, pero la supervisión y comunicación de los docentes lograron que muchos estuvieran de acuerdo, aunque otros dudaban de la capacidad de ellos. Luego de presentar los resultados, les externaron

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	su aprobación y agradecieron los productos que les entregaron.
Trabajo en equipo	Externan que fue difícil por las personalidades y caracteres de los integrantes, se presentaron conflictos que resolvieron para conseguir los objetivos planteados en cada actividad.

Fuente: Elaboración propia

The result of the opinions was satisfactory for the teachers, as it implied a more punctual planning, consulting, observation and monitoring work both in the classroom and in the field. It should be noted that the evaluation was very satisfactory due to the products obtained and the effort made by the students, and it was also obtained without pressure of any kind. The most relevant general opinions expressed in the questionnaire by the students are found in table 6.

Tabla 6. Opiniones generales

Importante se inicie desde principio de semestre, incluso un semestre antes, porque así hay más tiempo para la búsqueda de información y actividades en campo.
Integración de lo teórico con lo práctico de cada materia por medio del desarrollo del proyecto.
Se requiere mayor organización en las asesorías.
Buscar empresas que tengan más iniciativa para participar en el proyecto y no involucrar empresarios que impartan clases en la facultad.
Habilidades que adquiridas, trabajo en equipo, porque sintieron que estaban laborando y sus productos eran propuestas dirigidas a buscar mejorar a la empresa.
Desarrollaron más liderazgo, responsabilidad, redactar informes, saber hablar en público, principalmente frente a empresarios.
Algunos temas necesitan que sean visto por especialistas.

Fuente: Elaboración propia

Regarding the didactic tools used, there is the checklist and the rubric for documentary works and the exhibition to be able to weigh the learning obtained.

The checklist was used in order to evaluate the activities and tasks, behavior, skills, attitudes in the learning process from the level of achievement or absence of some criteria.

Tabla 7. Lista de cotejo

Criterios de evaluación por equipos de trabajo	Sí	No
Realizó sus actividades en tiempo y forma	25	1
Las tareas contienen todos los criterios solicitados	22	3
Creatividad, innovación, utilidad del producto final	19	7
Organización, responsabilidad y puntualidad	17	8
Actitud de servicio y trabajo en equipo	24	2

Fuente: Elaboración propia

Each of these criteria used allowed to observe the progress of each team, from the planning of its activities to the way to search for information, the leadership assumed by one of the members and the way of leading the group, as well as the ability to assume responsibilities and make decisions on the problems presented. Most of the products delivered met expectations and some others exceeded them.

Regarding the rubric, several criteria were defined for the written document and for the verbal presentation, all of which were made known to them to be a work guide and self-assessment of compliance.

The criteria for the written work were the following: Document content (theoretical references of the development of the chapters, APA format); Comprehension (congruence and coherence in understanding and disciplinary interconnections); Style and form (correct use of spelling and grammar), and Complementary information (maps, charts, tables, graphs, images, questionnaires, etc.). Table 8 shows the corresponding results.

Tabla 8. Criterios de trabajo cumplidos por equipo de trabajo

Trabajo escrito	Cumplió	Intermedio	Novato
Presentación del proyecto	26	0	0
Contenido del documento	18	5	3
Comprensión	20	3	3
Estilo y forma	15	6	5
Información complementaria	22	3	1

Fuente: Elaboración propia

The criteria to evaluate in the presentation of results were the following; Organization of the information (according to the structure agreed in the chapters), Contents of the topic

(according to the research topic, current information and the connection with the activity carried out in the company); Technological resources (projector, computer, audio, concept maps, blackboard, cardboard, among others), and Image presentation (use of uniforms, characterization, order, cleanliness, punctuality).

Tabla 9. Criterios de evaluación para la presentación de la exposición por equipos

Presentación verbal	Cumplió	Intermedio	Novato
Organización de la información	22	3	1
Contenido del tema y manejo grupo	20	5	1
Recursos tecnológicos y didácticos	24	1	1
Presentación de imagen personal	25	1	0

Fuente: Elaboración propia

The results obtained in the presentation of the written work indicate that 69% complied completely; 31% presented an absence of elements such as clear objectives, spelling mistakes, among others. The constant advice of the teachers was essential for the student to obtain the necessary knowledge. Regarding the exhibitions made by teams, the creativity of the students stands out, who took advantage of all the resources at their disposal and others were created, thanks to which they made a consistent and marketable product. The opinion of the businessmen was very satisfactory when witnessing the results. It should be noted that one of them was adopted by a restaurant, through a business plan, which caused them to lower resources, remodel the kitchen, the restaurant area and incorporate a multipurpose room.

Finally, describing each didactic strategy used in the implementation of the integrative projects has allowed us to know the articulation of learning in the student, from the ability to perceive to experience the contexts that surround them and how to regulate, organize and build their own knowledge. Their vision of learning becomes more holistic

because they analyze the set of knowledge discharged and its multiple interrelationships, which undoubtedly supports their professional training.

Discussion

The results that are presented constitute a valid approach to know the university learning process through integrative projects. The challenge was for teachers and students of the Faculty of Administration Sciences. It was possible to describe the didactic strategies and the methodological development was made for the articulation of cognitive and metacognitive knowledge. With what was obtained, it was determined that the academic work is very fruitful for both actors in this process. The appropriate conditions were created and the strategies were adapted to the contexts where the student would apply the knowledge obtained. The link allowed their intervention and mobilization of knowledge to achieve an outstanding academic evaluation. Student satisfaction was evident; the comments made by both teachers and the business sector also point in that direction.
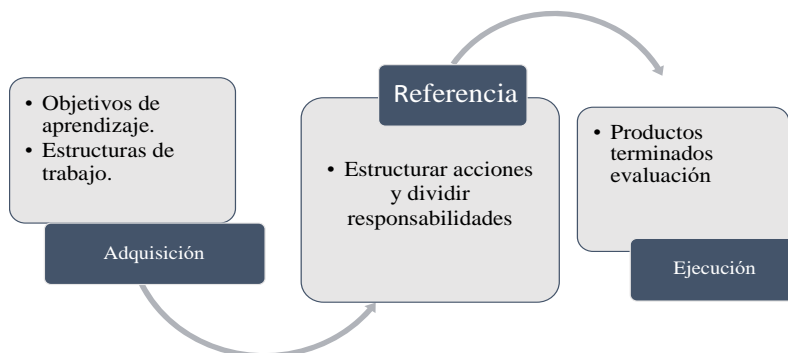
Another consequence was the process of updating the contents of the study plan through didactic planning and work in academies done by the group of participating teachers. Feedback processes became indispensable for everyone. The process was not without resistance to change from teachers and students: in the former, lack of time due to having other responsibilities, students because they felt they had little time and many activities to do, confusion and believed that progress was little ; In the end, however, they discovered that it was worked in a timely manner and that the products obtained responded to the needs felt.

Cognition process

The cognitive knowledge that was articulated with the integrative projects crystallized mainly in the behavior and attitudes assumed by the students. Bandura (cited in Alegre, 2014) calls this cognitive mental factors, a concept that is part of his theory of social learning. And it classifies them into three fundamental processes:

- Acquisition: where you pay attention and perceive the most important elements.
- Reference: remembering through images or words what the model did.
- Execution: transforms what has been learned into action to obtain a result (Bandura, 1997, citado en Alegre, 2014).

Figura 5. El proceso de aprendizaje cognitivo

Fuente: Elaboración propia con base en Bandura (1997, citado en Alegre, 2014)

Metacognitive process

Authors such as Brown (1987, cited in Torres, 2019) and Schraw and Moshman (1995, cited in Torres, 2019) refer that metacognitive strategies are self-regulatory activities that help control thinking or learning, and the three sub-processes that make them They are made up of: planning, which is based on decision-making, objectives and organization; contextualization, which consists in the development of content and space, and revision, which resides in the evaluation or correction of the product. This knowledge was developed throughout the execution process, but was more relevant in the products obtained.

Tabla 10. Proceso de aprendizaje metacognitivo

Operación	Actividad proyecto integrador
Planeación	Define el objetivo que quiere alcanzar en cada una de las asignaturas y toma la decisión de qué producto será el que integre todos los elementos requeridos por el proyecto investigación documental. Organización y designación de actividades del equipo de trabajo. Plan de trabajo de mercadotecnia, planeación estratégica, capacitación, alimentos y bebidas, atención al cliente, entre otros. Investigación de campo. Determina con visitas de observación, contacto con empresarios, líderes comunales, instituciones gubernamentales.
Contextualización	Elaboración del producto turístico en la comunidad, por ejemplo, rutas turísticas en coordinación con instituciones gubernamentales. Elaboración de paquetes turísticos de temporada que incluyan alojamiento, alimentos y transporte. Programa publicitario en radio, elaboración de videos, lonas publicitarias de ubicación del destino, programas de capacitación administrativo, manejo de alimentos y bebidas, carta menú y atención al cliente, programa de reciclado de basura, entre otros. Determinar tiempo en qué se realizará la actividad, quiénes serán los participantes y en qué espacio podrá desarrollarse la acción requerida.
Revisión	Se establece desde la asesoría constante, docente, empresarios y retroalimentación de los procesos para corregir desviaciones. Supervisión y evaluación de avances programados por cada miembro del equipo de trabajo formado. Presentación del producto final, evaluados por los docentes de cada asignatura para determinar cumplimiento de objetivos de aprendizaje y rúbrica de trabajo. Evaluación por parte de empresarios del ramo turístico.

Fuente: Elaboración propia con base en Schraw y Moshman (1995, citados en Torres, 2019)
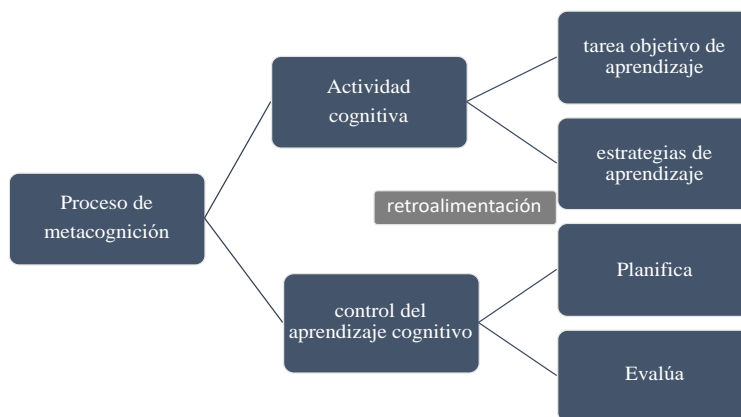
In this process, the students regulated their learning with greater precision and reached the expected objectives. The most relevant was directing some processes autonomously, solving problems with implemented strategies and developing meaningful learning. The final evaluation for the presentation of the results was before a faculty of teachers, businessmen and community members, who rated that the products met the desirable characteristics.

Conclusions

Every day the teaching process is more complex. New technologies are very useful tools when it comes to transmitting knowledge, but they can also be distractions or simulators of learning. The teacher has to be in constant innovation on the use of didactic strategies that ensure their training in the student. Determining learning in students is undoubtedly a very diverse task due to the family, economic and academic contexts that surround it, and they are factors that directly affect their performance.

There are countless didactic strategies that ensure learning to a greater or lesser extent and all are valid. In this study, the implementation of the integrating projects was considered the most suitable. These, the integrating projects, were constituted in an approach to the complex phenomenon of teaching and learning, they became a tool that can be used by those individuals involved in the task of teaching. In Figure 6, the cognitive and metacognitive processes that were observed throughout this study were conceptually articulated.

Figura 6. Proceso de articulación

Fuente: Elaboración propia

In conclusion, the learning process linked to integrative projects brings with it qualitative components that can be observed in the students' attitude towards the activity in class and the assigned work, from their personality, reflected in their sense of responsibility, motivation and interest. for learning.

Regarding the teaching process in the teacher, the didactic planning and alignment to the objectives of the study plan was relevant, according to the results obtained, and, in addition, the interaction with the group of teachers allowed a greater approach to achieve that the semester had a totally out of the ordinary dynamic.

The structuring of a portfolio of evidence allowed an objective assessment of the work carried out. The motivation to undertake the work by the student and the teacher, the link made with the business sector of the tourist activity, the acceptance of the results obtained and, in all cases, the execution of actions for their benefit are some of the benefits of this experience. Knowledge assurance occurs in various ways and integrative projects are part of this wide range of possibilities.

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