

<https://doi.org/10.23913/ride.v11i22.847>

*Artículos científicos*

## **El empoderamiento del alumno: una tendencia favorable en la educación superior**

*Student empowerment a favorable trend in higher education*

*Empoderamento do aluno: uma tendência favorável no ensino superior*

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## Resumen

Las nuevas teorías de los procesos de enseñanza en todos los niveles se han separado de las pasadas metodologías del aprendizaje en donde en algunas se priorizaba más la transmisión del conocimiento; sin embargo, actualmente esta tendencia ha cambiado, pues el alumno ahora es concebido como el principal actor en el proceso de enseñanza-aprendizaje.

**Objetivo:** Se determinó el empoderamiento del estudiante universitario ante las nuevas prácticas educativas en la educación superior. **Métodos:** Se realizó una investigación exploratoria, descriptiva y transversal; la muestra estuvo constituida por 113 alumnos a los cuales se aplicó un instrumento tipo encuesta conformado por cuatro apartados correspondiente a las siguientes variables: desarrollo de contenidos temáticos, herramientas didácticas, apoyo docente e interacción del alumno y profesor. **Resultados:** Se destaca la percepción de los alumnos en cuanto al desarrollo de contenidos temáticos por parte del profesor; en concreto, 43 % consideró una mayor inclinación hacia los contenidos prácticos y 36.28 % hacia los contenidos teóricos; esto se suele realizar mediante el uso de herramientas didácticas tales como las maquetas, el pizarrón y las plataformas virtuales. Asimismo, resultaron relevantes los factores que intervienen en la interacción profesor-alumno, tales como la puntualidad, el conocimiento y la práctica ética. **Conclusiones:** Se muestra la participación del estudiante relacionado con las expectativas en su formación profesional, enfatizando mejoras en los contenidos curriculares, en las actividades extracurriculares de los programas de estudios, así como una docencia centrada en el acompañamiento y dirección del estudiante.

**Palabras claves:** capacitación, docencia, enseñanza profesional, gestión educativa, liderazgo.

## Abstract

The new theories of teaching processes at all levels have been separated from past learning methodologies where in some the transmission of knowledge was given more priority, currently this trend has changed focusing the student as the main actor in the teaching-learning process. Objective: the empowerment of the university student in the face of new educational practices in higher education was determined. Methods: An exploratory, descriptive and cross-sectional research was carried out, the sample consisted of 113 students, a survey-type instrument was applied, consisting of four sections corresponding to



the study variables; development of thematic content, didactic tools, teaching support and interaction of the student and teacher Results: The perception of the students regarding the development of thematic content on the part of the teacher stands out, 43% considered a greater inclination towards practical content and 36.28 % towards the theoretical contents, accentuated by a frequent use of didactic tools such as models, pintarrón and virtual platforms, respectively, the factors that intervene in the teacher-student interaction such as punctuality, knowledge and ethical practice are relevant. Conclusions: The participation of the student is shown related to the expectations in their professional training, emphasizing improvements in the curricular contents, in the extracurricular activities of the study programs, as well as a teaching focused on the accompaniment and direction of the student.

**Keywords:** training, teaching, professional teaching, educational management, leadership

## Resumo

As novas teorias dos processos de ensino em todos os níveis foram separadas das metodologias de aprendizagem anteriores, onde em algumas a transmissão de conhecimento foi mais priorizada; No entanto, essa tendência agora mudou, pois o aluno passou a ser concebido como o principal ator do processo ensino-aprendizagem. Objetivo: Determinou-se o empoderamento do estudante universitário frente às novas práticas educacionais no ensino superior. Métodos: Foi realizada uma investigação exploratória, descritiva e transversal; A amostra foi composta por 113 alunos, aos quais foi aplicado um instrumento do tipo survey, composto por quatro seções correspondentes às seguintes variáveis: desenvolvimento do conteúdo temático, ferramentas didáticas, apoio ao ensino e interação aluno-professor. Resultados: Destaca-se a percepção dos alunos quanto ao desenvolvimento dos conteúdos temáticos pelo professor; especificamente, 43% consideram uma maior inclinação para os conteúdos práticos e 36,28% para os conteúdos teóricos; Geralmente, isso é feito por meio do uso de ferramentas didáticas como maquetes, quadro-negro e plataformas virtuais. Da mesma forma, os fatores que interferem na interação professor-aluno, como pontualidade, conhecimento e prática ética, foram relevantes. Conclusões: Mostra-se a participação do aluno relacionada às expectativas em sua formação profissional, enfatizando melhorias nos conteúdos curriculares, nas atividades extracurriculares dos programas de estudos, bem como um ensino voltado para o acompanhamento e direcionamento do aluno.

**Palavras-chave:** formação, ensino, ensino profissional, gestão educacional, liderança.



Fecha Recepción: Julio 2020

Fecha Aceptación: Enero 2021

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## Introduction

The teaching processes of all levels have been separated from the old learning theories in which the transmission of knowledge was prioritized. This has generated a paradigm shift, the results of which have allowed the student to foster their critical sense in order to understand their context and transform their reality (Blancas, 2018).

Indeed, the new teaching practice, especially the higher level one, now requires constant updating to meet the expectations of students, hence the need for teachers capable of developing their skills and working to improve plans and existing programs. For this, the teaching practice must focus its efforts on three essential factors: didactic aspects (that is, planning and determining the work environment with the group), pedagogical development attached to the objectives of the program and the transformation of the new knowledge in the student (Moreno Olivos, 2018). For the latter, however, the active participation of the student is required, who is the main protagonist of the teaching process.

In this sense, there has been much discussion about the processes by which the student assimilates new knowledge, among which the student's involvement in the analysis of ideas, the student's adaptation in their mental schemes to get used to critical thinking, stand out. abstract and reflective, co-responsibility with the teacher on the construction of their own learning, as well as committed participation in the development of the contents of academic programs (Arce-Medina, 2008).

In this context of various situations, one of the methodologies that has had a positive impact on student learning is that which promotes cooperative activities, which seem to offer better results than individualistic models. This could be due to the fact that with the former students act as protagonists of their learning processes and provide them with the necessary tools for their professional training (Guerra Santana, Rodríguez Pulido y Rodríguez, 2019).

Likewise, it has been perceived that harmonic interaction between students and teachers offers great benefits, since the quality of this exchange can increase or diminish motivational aspects that also play an essential role in the learning process (García-Rangel, García Rangel and Reyes Angulo, 2014). On this variable, the identification of the characteristics of the academic profile of the professor that the university student requires should be the objective to establish the training, updating and even the hiring of university professors, which should promote the autonomy of the apprentice. For this, however, they



must know the objectives, expectations and needs of the student in their training process (Liesa, 2018).

The student, therefore, must be conceived as an axis on which the teaching practice revolves. This means, in the words of Zabalza Beraza (2011), that teachers must give the protagonism, discourse and time to students in order to generate more participatory and inclusive contexts. This must happen because it has been shown that students learn and are more motivated by activities when they are allowed to develop their reasoning and when they can reconstruct and problematize a situation of their interest (Molina, 2018). Therefore, it is essential to know what the main academic needs of students are in order to determine those factors that may affect their (dis) motivation and, in the worst case, their school dropout, a reality that no higher education institution should to accept.

## Method

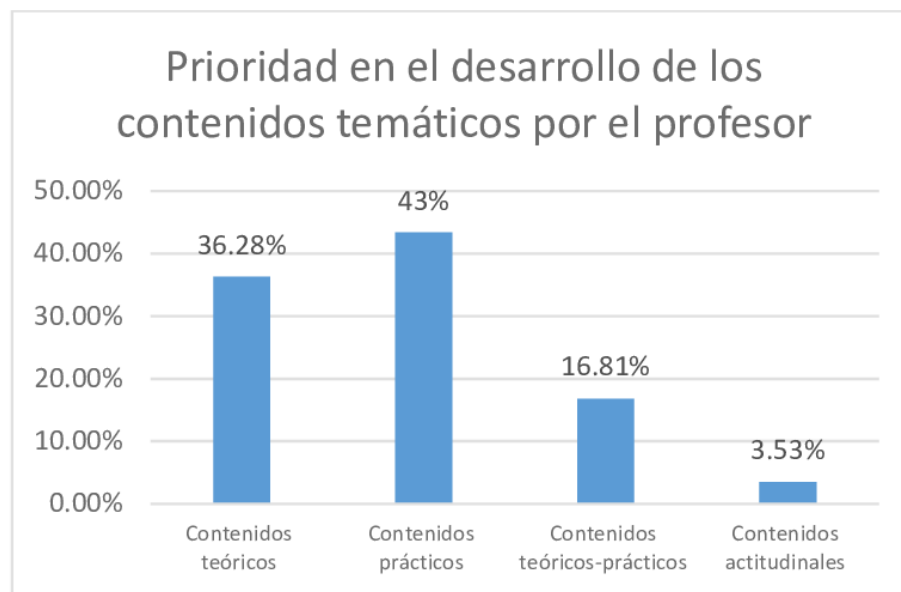
This was an exploratory, descriptive and cross-sectional investigation through which it was sought to determine the active participation of the student as a favorable trend in higher education. The sample consisted of 113 students - out of a universe of 160 students - from the third and fourth cycle of the degree in Dental Surgeon at the Autonomous Juárez University of Tabasco. 95% reliability and a margin of error of 5% were considered for its calculation.

To collect the data, a survey-type instrument was applied consisting of four sections corresponding to the study variables: 1) development of thematic content, 2) didactic tools, 3) teaching support and 4) student-teacher interaction. The instrument consisted of 6 questions, and was previously piloted and validated using the Cronbach index, a process in which it obtained a 0.80 reliability. The research was developed during the months of February and March of the year 2020.

## Results

As mentioned, 113 students were randomly surveyed and with their consent. Next, in Figure 1 it is observed that 43% of the participants considered that the teacher gave priority to practical content, 36.28% to theoretical content, and only 16.81% reported a balance between these two areas.

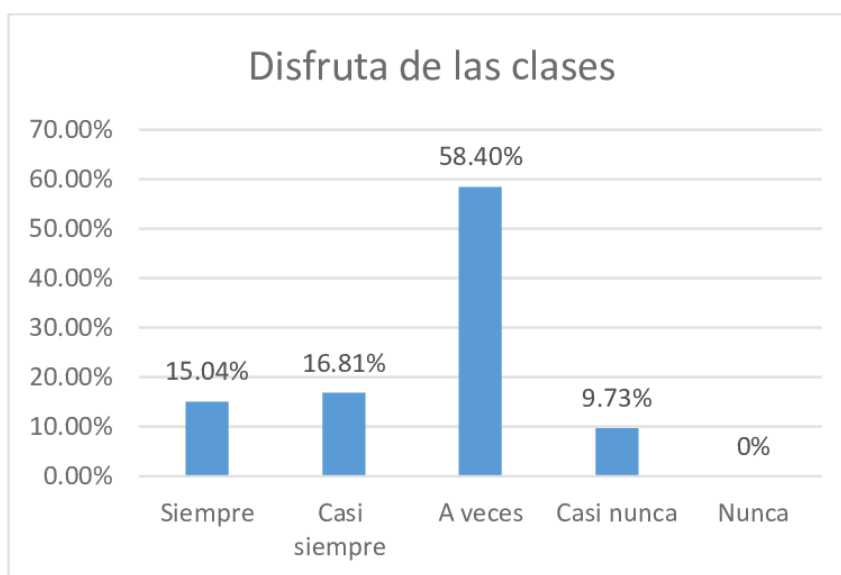
**Figura 1.** Prioridad del profesor en el desarrollo de contenidos temáticos



Fuente: Elaboración propia

In relation to the student's perception of enjoyment of the classes, 58.40% indicated that they sometimes do it, while 9.73% almost never do it. Only 15.04% expressed that they always enjoy the development of the classes.

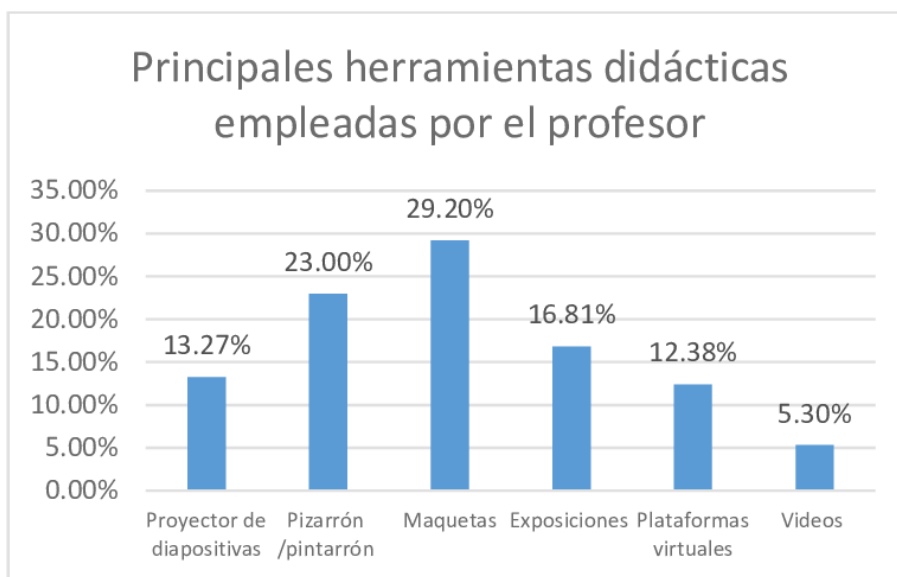
**Figura 2.** El alumno disfruta de las clases



Fuente: Elaboración propia

Regarding the didactic tools used most frequently by the teacher, the use of models stands out (29.20%), followed by the blackboard (23.00%), and to a lesser extent virtual platforms and videos (12.38% and 5.30%, respectively).

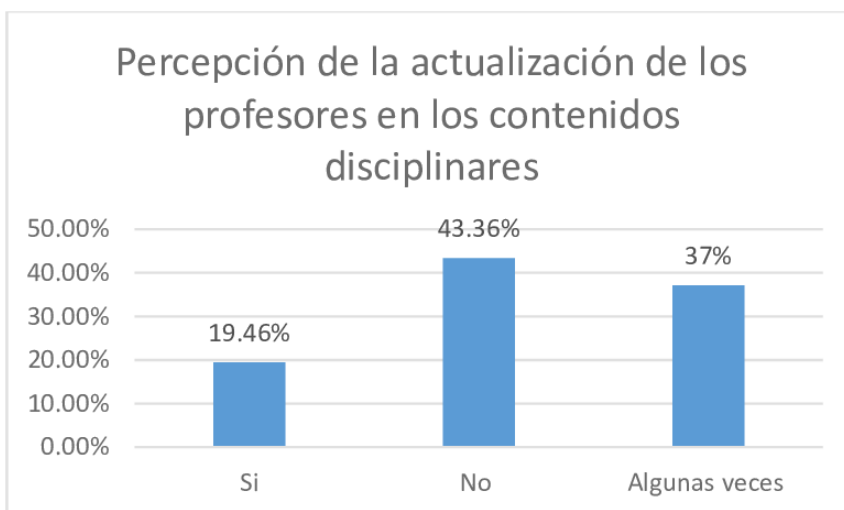
**Figura 3.** Principales herramientas didácticas empleadas por el profesor



Fuente: Elaboración propia

Regarding disciplinary knowledge, 43.36% of those surveyed considered that the teachers are not up to date, while 37% commented that sometimes, and only 19.46% stated that they are.

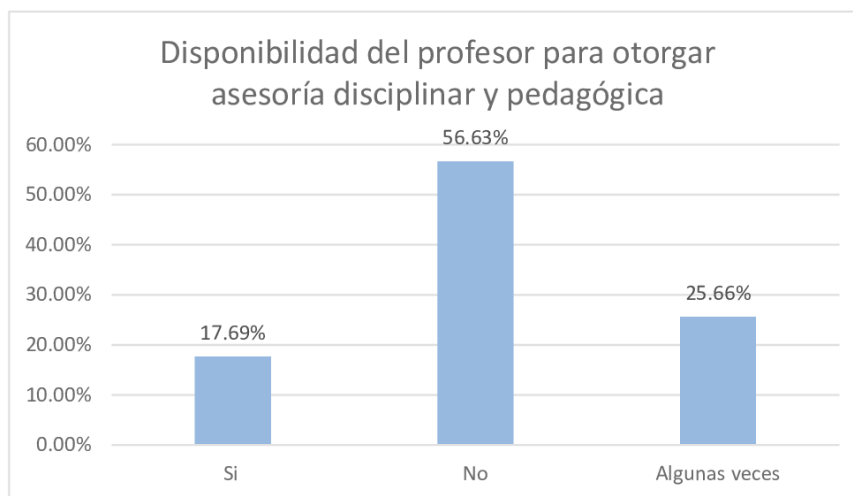
**Figura 4.** Percepción del alumno de la actualización del profesor



Fuente: Elaboración propia

Regarding the availability of the teacher to advise the student, 56.63% believe that there is not, 25.66% believe that sometimes, and only 17.69% consider that there is.

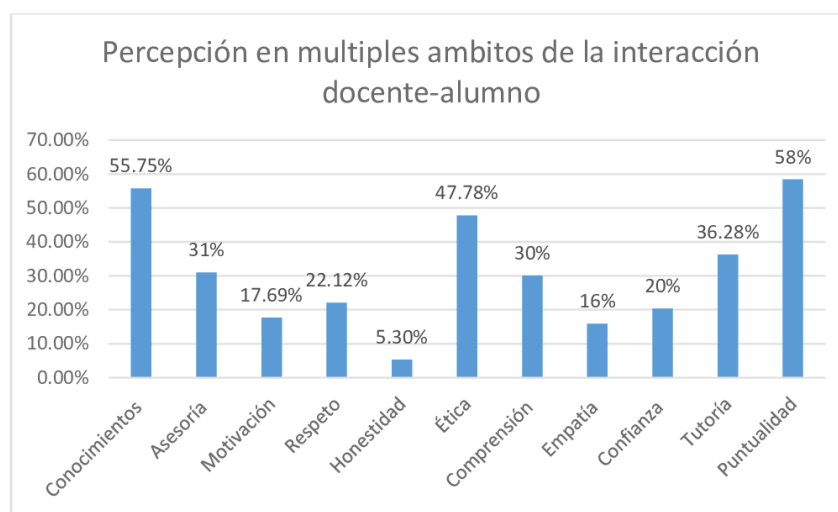
**Figura 5.** Disponibilidad del profesor



Fuente: Elaboración propia

Regarding the teacher-student interaction, various results could be obtained, since the student was allowed to select three main aspects with respect to the teachers. In this sense, 58.0% consider punctuality essential, 55.7% aspects related to the teacher's knowledge or knowledge, 47.7% ethical development, and 36.2% tutoring. On the other hand, it was found that the participants did not consider other aspects such as honesty, empathy and motivation as relevant.

**Figura 6.** Percepción de la interacción docente-alumno



Fuente: Elaboración propia



## Discussion

The symmetry of the thematic contents constitutes one of the fundamental tasks within the teaching planning process, given that there are practical and theoretical activities that the student must develop during their training process. In this sense, the curricular contents must be drivers of cognitive abilities and capacities for professional performance (Alpizar Muni and Molina Naranjo, 2018). Creating the criteria for the scope of the curricular strategies of the contents of the subjects objectively establishes the progress of learning in the student, so the methodological work for the development of theory and practice must be part of the focused teaching work in a new paradigm of didactic and pedagogical planning (Vallejo Portuondo, Mendo Alcolea and Lahera Puig, 2019).

In this context, managing pedagogical practices considering the theory-practice integration in a balanced way will establish the link with the development of competencies, which will translate into the productive insertion of the student in their community (Ferreya, 2018). Theoretical and practical knowledge are important in the appropriation of solid and effective competences for intellectual, social and human transformation (Damasceno and Ribeiro de Lira, 2018). However, as could be observed in the results found in this research, there is a trend towards the development of practical content, which is why it is considered necessary to balance this perception in university students.

Regarding the enjoyment of the classes, a high percentage of the surveyed students determined that only sometimes (58.4%) do so, which is a factor that should be reviewed, since this subjective aspect is decisive to promote the permanence of the classes. people in the classroom, as well as to assimilate the contents. In this regard, one should think about proposing a more variety of participatory options, as some might enjoy speaking more in public, while others would like more teamwork or intellectual challenges. In fact, in a study by Valerio Ureña and Rodríguez Martínez (2017) it was shown that 29.9% of students enjoy the development of the class when the teacher encourages participation through dynamic, stimulating and fun activities, variables that must be considered in the university training process. It is true that the class in higher education can have a theoretical or practical nature, but it should not be forgotten that the main objective is to promote the acquisition of knowledge and the development of skills and values, for which scenarios should be established where the student can take advantage of and enjoy said content (Hernández Infante and Infante Miranda, 2017).

Now, among the main teaching tools used by teachers, the use of models and the blackboard stand out. In a similar study (Teruel, Felipe and Herrera, 2017), the importance of the management and use of didactic tools was determined, since it has been found that 92.6% of the students who have used new tools have obtained a better preparation. This shows the importance of the teaching materials provided and of the social environment generated within the course (Teruel et al., 2017). Although other studies have shown that anatomical models and the blackboard offer good results in dentistry and medicine (Morales García, Priego Álvarez, Ávalos García and Córdova Hernández, 2014), other more current options for reinforcing learning should not be neglected.

On the other hand, the perception of the students in relation to the updating of the teachers on the disciplinary contents turned out to be negative. It should be noted that this appreciation could be due to the fact that it is very common for students to demand greater knowledge from teachers even in cognitive areas that do not yet correspond to their training process (Valerio Ureña et al., 2017). Even so, this is a factor that must be addressed, since a teacher with an innovative profile influences student motivation (Díaz Yáñez y Sánchez, 2017).

In relation to the disciplinary and pedagogical advice given by the teacher, the students expressed that there is low availability. This must also be addressed because at present the formative accompaniment through counseling and tutoring are vital to achieve the integral formation of the student. To achieve this, however, the teacher must recognize the student as a complex individual who is immersed in a changing context (Klug & Peralta, 2019).

In the field of the teacher-student relationship there are factors that are considered important, since it is what the student expects from the teacher. In this study, punctuality, knowledge, ethics and tutorials stand out as the most outstanding aspects. In this regard, it has been determined that individual and professional values are strengthened in the educational field, which requires a set of actions by the teacher. Otherwise, if he lacks or is not clear about his personal values, he may be deficient in the transfer of values required in the professional training process (Expósito, 2018).

In summary, it can be stated that this study only offers a minimal contribution on the importance of knowing the needs and expectations of the higher education student, so it can be conceived as a diagnostic inquiry to draw the competences and abilities required by the university professor .



Regarding the limitations of this work, the methodological approach could be pointed out, which could be complemented with qualitative approaches. Finally, the main weakness would be found in the limited participation of those responsible for planning and executing the study programs.

## Conclusions

The changes in learning theories and the new paradigms in the construction of knowledge for the development of future professionals in higher education institutions - in congruence with the social, political and demographic dynamics - have generated a new conception of teaching practice by Recognize an empowerment of the student, who can now have a better relationship with his teacher, propose the curricular contents, extracurricular activities and get to know the educational institutions that best fit his training process. This, logically, has forced higher education institutions to be more competitive and to improve their study programs, as well as the teaching staff, infrastructure and evaluation mechanisms. Therefore, it is essential to establish ongoing training mechanisms for teachers, as well as innovative initiatives that are tailored to the needs of students. This continuous knowledge of these expectations will contribute to the training of better professionals capable of inserting themselves effectively and efficiently in the work context.

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<b>Escritura - Preparación del borrador original</b>	Manuel Higinio Morales García (principal), Heberto Romeo Priego Álvarez (principal).
<b>Escritura - Revisión y edición</b>	Manuel Higinio Morales García (principal), Heberto Romeo Priego Álvarez (principal)
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