

Estrategia Vestigium para el desarrollo de competencias investigativas en los estudiantes de pregrado, Chiclayo 2016**Vestigium strategy for the development of research skills in undergraduates, Chiclayo 2016**CASTAÑEDA QUIROZ, Selfa Obdulia¹**RESUMEN**

El presente artículo es el resumen de una tesis que tiene por objetivo proponer la Estrategia Vestigium para el desarrollo de competencias investigativas en los estudiantes de pregrado de la Universidad César Vallejo (UCV). La investigación se realizó sobre la base de la aplicación del instrumento cuestionario a una muestra representativa de alumnos de dicha casa superior de estudios. Los resultados obtenidos fueron analizados y discutidos a la luz de las recientes teorías pedagógicas en materia de enseñanza-aprendizaje de la investigación científica, siendo los más importantes: i) Insuficiente formación investigativa en la educación básica regular; ii) Buena disposición de los estudiantes vallejanos para reconocer la importancia de la investigación en la vida universitaria; iii) Se identificó, en orden de importancia, las limitaciones que tienen los estudiantes para realizar investigación; iv) Se determinó el perfil ideal del investigador; v) Se identificó las fortalezas y debilidades del proceso enseñanza-aprendizaje en la UCV. La estrategia propuesta tiene como fundamento metodológico: i) Fomentar el desarrollo de un perfil de estudiante vallejiano socialmente responsable; ii) Fomentar el desarrollo de un perfil de docente investigador vallejiano de naturaleza racional, flexible, interpersonal y respetuosa (democrática) que oriente al estudiante-investigador no a la perfección sino a la innovación; iii) Actualizar el desarrollo investigativo con las más modernas tendencias, promoviendo un estilo de investigación libre, abierto e inclusivo.

Palabras clave: Investigación científica, enseñanza-aprendizaje, investigación inclusiva.

ABSTRACT

This present article is an abstract of a thesis, which aims to propose the Vestigium Strategy for development of research skills in Cesar Vallejo University (UCV) Undergraduate students. The research was carried out on the basis of the application of the survey to a representative sample of students from higher-level studies. The obtained results were analyzed and discussed at the light of recent educational theories on teaching and learning subject of scientific research, where the most important results were: i) Insufficient research training in the regular basic education; ii) The willingness of UCV students to recognize the importance of research in the university life; iii) Being important, the limitations of students to carry out the research was identified; iv) The ideal profile of researcher was determined; v) The high and low point of the teaching-learning process in UCV were identified. The proposed strategy has as methodological basis: i) To encourage the development of a student profile who is socially responsible; ii) To encourage the development of a researcher profile in professors at UCV, which is to have rational, flexible, and respectful interpersonal nature (democratic) to guide the student-researcher to the innovation not to perfection iii) To update the investigative development with the latest trends, promoting a style of free, open and inclusive research.

Keywords: Scientific research, teaching and learning, inclusive research.

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INTRODUCTION

Nature and range of the investigated problem.

In recent times, the research of the teaching-learning process has been paying great attention in various events and analysis of documents and educational proposals, considering its importance for the development of a country, its study is imperative to develop in students and competences that this investigative process requires.

The habit of researching re has been decreasing significantly in students, although it develops skills for intellectual work and helps, with the aim of people to analyze, know and transform their reality.

The subjects of General Training of the teaching process determined the problem of low production and quality research were due to UCV Undergraduate students, Chiclayo subsidiary. They show flaws in terms of the scientific method guidelines, then these redound in the presentation of their academic reports, monographs, essays, opinion articles, among others, since in elementary aspects such as citing or referring to the consulted authors, they do not utilize the basic of rules how to use them; the same thing happens with the data collection techniques. Inadequate use of the signing technique for the processing of information as well as what kind of sources should be handled, since mostly they use the non-specialized repositories, for example rincóndelvago.com or lafacu.com, on account of these sources are not validated, which limit them to be able to investigate.

The lack of knowledge that students have about their professional career is another point to consider, there is the habit of studying the slides, a mean by which they justify "enough" to obtain the necessary knowledge for their training; they forget the bibliographical revision, which is true and main tool that a student should have.

Tapia and Luna (2008), mention that the reading is an activity that allows to build a meaning (understanding), combining the human's knowledge and previous experiences, linguistic competence (phonological, lexical, semantic, syntactic information), the provided information by the text, the context and the way how to relate

to itself (according to the textual grammar). Therefore, it is a cognitive, psycholinguistic and sociocultural process, unfortunately the students do not take advantage due to the lack of reading habit, thus leading to problems during the research process, which requires necessarily the use of reading as the main tool to investigate.

Likewise, the included synthesize and analysis capacity within the aforementioned processes, allow to know the reality faced by the students, at the same time to discover them in a better way, to relate their components and to build new knowledge from others which they have already had (Morales, 2013). Strongly demonstrating the synthesize and analysis capacity are of vital importance for being related to critical thinking, problem-solving capacity, organization and planning, in association with decisions making for the development of the scientific method, and building new knowledge and theories.

In the light of the above of mentioned. It can be said that it is necessary to develop the necessary competences in students, where not only the methods must be taught, but also the ways of carrying out a research, to generate positive effects in the university training, enabling contexts where innovative, scientific and personal growth must be developed because postponing would be a setback of scientific activity, which would represent the postponement of social modernization.

Background

Izquierdo et al (2010) in his research carried out at Universidad de Murcia (Spain) and entitled "Teaching| to investigate: a collaborative didactic proposal from the action-research, presents a constructivist approach of teaching-learning based on the design by projects and the applied group study to the didactics of scientific research.

General objectives: a) To develop a theoretical framework on collaborative learning for science teaching b) To identify the main advantages and the limitations of this study; c) To promote reflective habits for both students and professors. In this context, the principles of the dynamic and the collaborative instructional model are presented.

Malo (2007), a study was carried out in Bucaramanga (Colombia) and entitled "Induction

to research from basic education as a projection to higher education”, moreover the student’s problem of ignorance and lack of motivation towards investigative and scientific activity were detailed and theoretically based. In order to face this problem, a research induction program is designed and implemented, which must start from the elementary school and be extend to basic education, as an integral and systematic process, which is opened to different situations and research subjects; also it is flexible to the cognitive, affective and behavioral competences of the student.

Abello and Baeza (2007), in their research "Strategy of research training in university students: case Universidad del Norte", they implemented two strategies: Hotbed Program of Researchers and Young Researchers Program, which detail and base that through the application of strategies the research activity has been encouraged in the undergraduates and as well as the preparation of the young people to be future researchers.

Morales, Rincón and Romero (2005) entitled their thesis “How to teach to make a university research”. After presenting this background information, it is possible to add - as a conclusion - the research training in students has as backdrop -oriented ideas towards knowledge and competitiveness. If our future citizens are not educate in a context of real research, we will not be in the group of countries which advance to new knowledge research and ensure their quality and lifestyle. Therefore, a model that allows the optimization of the training work in research is required, besides students understand why the science is important, not only in their academic life but also in their personal life and as future parents as well.

Objectives

i) To suggest the Vestigium strategy to develop research skills in UCV undergraduates; ii) To diagnose the current status of undergraduate students in their university research training; iii) To review and to establish the theoretical-methodological bases for the development of research skills in undergraduate; iv) To develop the Vestigium strategy for UCV undergraduates; v) To validate the Vestigium strategy proposal with experts.

METHOD

Population: The analysis unit of the research was constituted by the undergraduate of César Vallejo University - Chiclayo subsidiary who were signed up in 2015. According to the database, a total of 3003 undergraduate was determined.

Sample: The sample was obtained using the probabilistic method of the simple random type, and the formula for sample calculation. 95% reliability was taken to obtain the sample size.
Descriptive study: The purpose in the present study was to determine how the research training was being taught in UCV. The measurement or collection of information independently or jointly on the concepts or variables was attempted.

Propositive study: The study was proactive because it included the preparation of a strategy proposal to develop the research skills of UCV students.

Study design: In order to achieve the objectives of the research, a quantitative investigation was carried out, this one was a non-experimental cross-sectional design of a descriptive type, which was developed in the diagnostic phase through the survey. The obtained data of quantitative observations were combined with the elements of the review of the bibliography, which underlined the formulation of the Theoretical Framework. In the preparation phase of the proposal, a propositive design was used to help to define this thesis.

Finally, in order to ensure the validity, the validation of experts was sought.

Techniques and instruments for data collection in the diagnostic phase: The survey technique was used, the instrument applied was the questionnaire. The instrument was validated by experts.

Elaboration phase of proposal: The analysis that allowed to elaborate the strategy for the development of the research skills in the students was used.

RESULTS

Table 1
 University students according to their professional career

	Frecuencia	Porcentaje	Porcentaje válido
Total	244	99,6	100,0
Ingeniería civil	43	17,6	17,6
Administración	37	15,1	15,2
Psicología	27	11,0	11,1
Marketing	26	10,6	10,7
Negocios internacionales	22	9,0	9,0
Economía	17	6,9	7,0
Ingeniería de minas	17	6,9	7,0
Válidos Contabilidad	16	6,5	6,6
Ingeniería ambiental	13	5,3	5,3
Traducción	9	3,7	3,7
Ingeniería empresarial	8	3,3	3,3
Educación primaria	4	1,6	1,6
Educación inicial	4	1,6	1,6
Derecho	1	,4	,4
Perdidos Sistema	1	,4	
Total	245	100,0	

Source: Own elaboration

The total number of Regular undergraduate according to professional careers, the largest number of respondents belong to Civil Engineering Schools 17.6%, Management 15.2% and Psychology 11.1%.

The respondents considered that the research is important, and it reveals 98.35% as an affirmative answer. This was an advantage for the strategy implementation that encourages UCV university research.

The respondents gave their opinion. They considered that the research is important because: It generates new knowledge 71, 72%; professional greater development 19.67%; it provides contributions to society 6.56% and other answers 0.41%.

Also 0.41% of respondents answered that the investigation was not important. When they were asked what was the reason because they did not consider it important; the great majority, 76.92% do not know why the reason for their response.

Assessing the importance level of the difficulties for the realization of scientific research in UCV, it was found in the respondents that they present, have difficulties in decreasing order: Inaccessibility to information in virtual consultation texts 24%; inaccessibility to physical consultation texts 23%. Which we understand that the inaccessibility to information has a very important weight because it represents 47%; after that, it is still limited in the selection of research advisors 18%; advisor 14%.

32% of respondents have made monographs; 31.8% reports; 15.5% essays; 12.5% articles; 7.9% projects; and 0.2% other works. The respondents considered the below mentioned qualities, which a researcher should have: Analysis - Synthesis 21.5%; Objectivity 19.3% Writing skills 17.4%; studies in scientific research methodology 16%; experience 13.4%; impartiality 12.4%.

The respondents considered that the most relevant attribute in a university professor in research is: Mastery of the topic 38.7%; research experience 30.9%; tolerance 16.8%; emphasis 13.1%; another answer 0.2%.

The respondents designate at the current level of teaching in UCV: Good 69.01%; regular 26.03%; insufficient 3.72%.

Among the respondents, the academic activities where the development of their abilities have best contributed to face research tasks are: The courses in research axis 28.4%; completion of final courses 28.1%; the student scientific conferences 23.2%; the seminars 13.6%.

Among the respondents whose phase of scientific research causes greater difficulties: Introduction 25.5%; problem / hypothesis 17.3%; methodological framework 17.3%; theoretical framework 8.6%; analysis of results 8.2%; importance and justification 6.6%; bibliography 4.5%; conceptual framework 2.1%; elaboration of results 2.1%; conclusions 1.2%; recommendations 0.8%.

DISCUSSION

According to the obtained outcomes, the research is considered important by the majority of respondents. This was an advantage for the application of strategies that encourage the UCV university research.

The research is considered important, by the majority of respondents, because it generates new knowledge. Likewise, many answers were similar with the first and second answers of the survey. Mostly, the respondents have expressed their willingness to recognize in the research as a source of new knowledge.

The vast majority of respondents failed to identify the reason for their response due to the research was not important.

Considering the results of the diagnostic evaluation, the respondents have been able to find some difficulties for the realization of the scientific research in UCV, they answered mainly that it is the inaccessibility to information in virtual and physical consultation texts.

In the research, the respondents answered in a high percentage that the monographs were the most used. It was interpreted that the level of research among students of UCV is fundamentally to search for bibliographic information; the studies that demand opinion, analysis and interpretation of the author are low; almost half, in relation to the monographs, the carrying out of research projects is insignificant.

Regarding the qualities of a researcher according to UCV students, the Research Office of UCV has proposed as basic profile of the professor for teaching research subjects in: have a master's and / or doctorate degree, have publications of their research and experience in teaching in research; for this reason in the selection of teachers, this office is responsible for evaluating teachers, according to the profile required for the development of subjects in the area such as: Statistical report, dissertation, thesis project and thesis report of the IV , VII, IX and X cycle respectively and whose objective is that the students prepare their report of corresponding to the level of the course that will be sustained in front of a jury in such a way that at the end of the

professional career, they sustain and if the opinion is favorable will allow them to obtain their professional title.

The capacity of analysis-synthesis and objectivity are the most desired qualities in a research professor, which considered by the respondents as the high percentage in the diagnostic evaluation of the research.

A researcher must have outstanding qualities because it is necessary that the university professors demonstrate inherent qualities to their capacities to investigate and they agree with the changes in this globalized world. Thus, in the diagnostic evaluation, the respondents considered such a high percentage the domain of the subject and the research experience are the most outstanding qualities that a research professor should have.

A high percentage, the respondents rated as good the current teaching level in UCV.

UCV respondents considered that the teaching of scientific research is acceptable; however, it must be interpreted carefully, since the experience is between teaching and ability.

The Proposal referred in the item is oriented to the Vestigium strategy precisely to UCV undergraduate not only have knowledge but they use them. In the diagnostic evaluation of the research, a high percentage of UCV students confirmed, that the academic activities have contributed to the development of their abilities to face research tasks are the core courses in research and the realization of final works of courses.

This information will allow to maintain the proposal of strategies that motivate the research among the UCV undergraduate.

Respondents have answered that the first phase is the principal difficulties in the scientific research (in other words, the problem formulation, the objectives and justification from the introductory part).

For this reason, the proposed Vestigium strategy, is based on recognizing ICT as an important function in the development of language and the problematization capacity of young people in their research work.

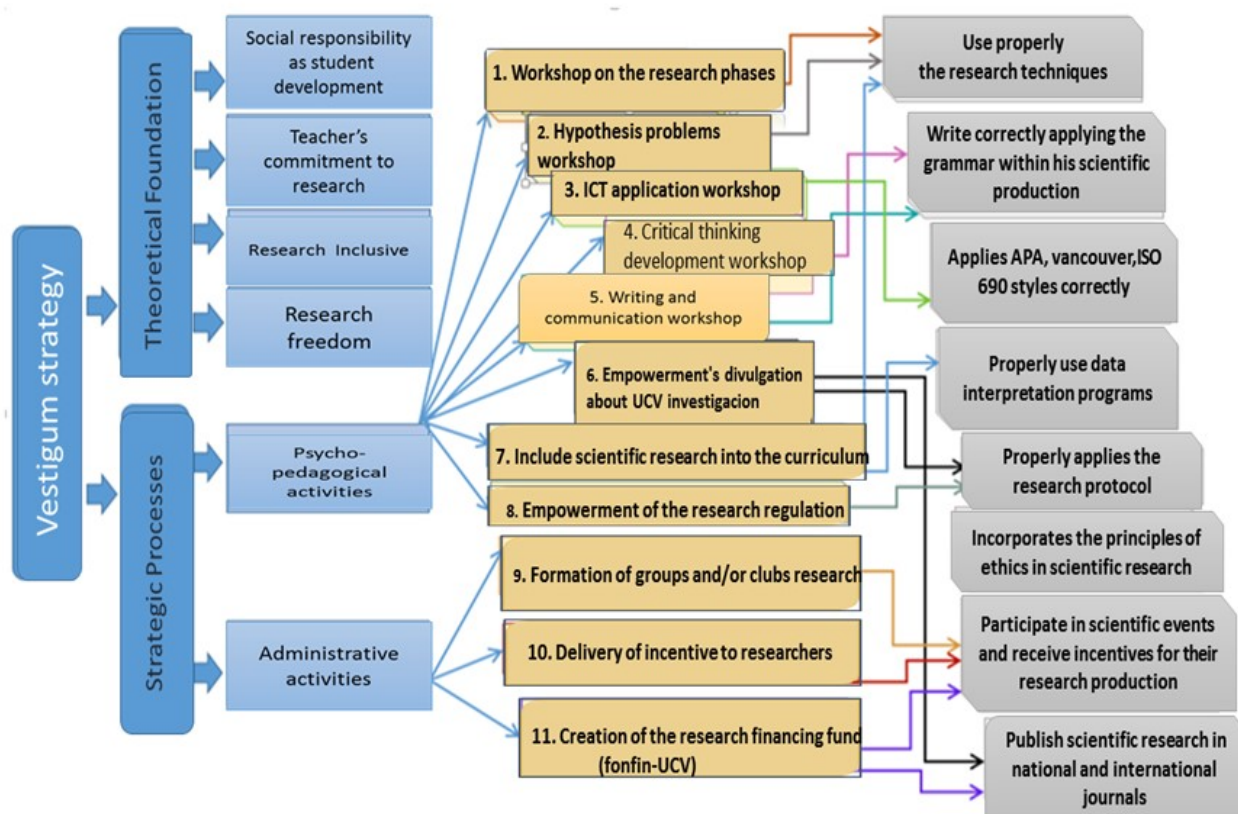


Figure 1. Vestigium strategy model.

CONCLUSIONS

The proposal of Vestigium Strategy for research skills development in the UCV undergraduate is based on their theoretical foundations and their strategic processes, these are translated in a set of activities, which are combined synergistically in a comprehensive manner to reach the research skills development at UCV undergraduates.

The diagnosis was obtained by a questionnaire, this was directed towards in the UCV undergraduate. It showed the following results: i) Insufficient investigative formation in the basic regular education; ii) Good disposition to recognize the importance of the research in the university life; iii) The limitations that the students have to do research were identified, iv) The ideal profile of the researcher was decided; v) Strengths and weaknesses of teaching-learning process at UCV were identified.

The methodological bases of the research skills development in the UCV undergraduate are determined to: i) To promote the development for a UCV students profile to be socially responsible; ii) To promote the development for a research

UCV professors profile, as irrational, flexible, interpersonal and respectful (democratic) who orientates the research student not to the perfection but to the innovation; iii) To update the development research with the most modern trends, promoting a free, opened and inclusive style of research.

The Vestigium strategy was elaborated for the UCV undergraduates, which is the reason for the proposal. Also it is part of the final report,

The proposal of the Vestigium Strategy was proved by experts who expressed their point of view in the expert opinion report. The Vestigium Strategy is valid with 18.6 average.

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