DEVELOPMENT OF PROFESSIONAL COMPETENCIES IN FUTURE ADMINISTRATORS, WITH COMPETITIVE UNIVERSITY TEACHING IN ICA

Esther Vilca-Perales[1] , Ericka Villamares-Hernandez[2] , Uldarico Canchari-Vásquez[3] , Alejandro Quispe-Mayurí[4]

[1]evilca@unica.edu.pe , ORCID: 0000-0003-2117-4344
[2]ericka.villamares@unica.edu.pe , ORCID: 0000-0002-8702-1503
[3]Uldarico.canchari@unica.edu.pe , ORCID: 0000-0002-0425-2032
[4]alejandro.quispe@upsjb.edu.pe , ORCID: 0000-0002-0002-5182
[1,2,3,4]San Luis Gonzaga National University

Abstract

The objective of the study was: to determine how the curriculum by competencies of the administrator is related to the Didactics of the teachers of the Faculty of Administration of the San Luis Gonzaga National University. Therefore, a basic type of research was carried out; according to the type of science, the study is framed in the factual sciences, due to the fact that it was worked with real facts. The research design was non-experimental, descriptive-correlational, which relates the variables: cause-effect, in the year 2019-II.

In the research process, the inductive and deductive methods of analysis and synthesis were used; within the context of a descriptive-correlational research.

The study population comprised all teachers working in the School of Administration, those appointed and teachers from other faculties, totaling 37 teachers. Therefore, the sample consisted of 34 male and female teachers who worked in the 2019-II academic year, with a reliability level of 95%.

The data collection techniques used in the research were observation, recording and survey; while the data processing was carried out electronically. To contrast the hypothesis, a questionnaire composed of 20 questions with closed Likert-type response alternatives was applied.

Key words: Curriculum by competences, curricular competence, university didactics, teacher didactics, curriculum construction.

I. INTRODUCTION

The training of new management professionals requires meeting the new demands of today's society, so much so that a change in the curriculum of the Faculties of Administration is urgently needed. Within this framework, it is very significant to recognize that the student must be integrally trained with a scientific-humanistic formation that develops his basic competencies, specific competencies or those of the administrator and his soft competencies that lead him to develop the competencies of the graduate profile and a quality of action that today's organizations need.

For this, it is necessary to analyze that the competency-based approach is one that reflects the globalization of education in countries, around international treaties and on which they are governed; in Peru this approach has been implemented in basic education more than two decades ago and in the university system after the enactment of law 30220 and this approach, which to get to formulate it Perilla (2018) explains to us that it is necessary to delimit, at first, each educational context from the actors involved in it.

Thus, in this context, the first question to be dealt with is to determine who are the subjects that participate directly or indirectly in the curriculum design process. For this purpose, it is recommended to use five fundamental categories: who are the learners; who are the teachers; the educational environment; the disciplinary experts; and the curricular experts, as explained by Perilla. Each of these actors has interests and needs that must be

addressed by whoever designs the curriculum, to prevent the training proposal from being an isolated element to reality and to make sense from those who intervene in the educational context (Perilla, 2018). Niño et al. (2016) argue that assuming competencies as purposes of the curriculum is an essential change in this context, but the meaning itself, given to competencies is what would allow the necessary transformations of an educational project that transcends the content. As long as the focus on competencies remains on content or know-how, little progress will be made in educational culture. For this reason, it is necessary that the construction of a curriculum involves the context and the subjects belonging to it, since education no longer restricts training to the family and the school but comes into contact with other cultures belonging to the society mediated by technology (Niño et al., 2016).

In this sense, educational institutions are committed to prepare the future, at the service of today's society, which identifies the decisive role and expects from it, with increasing intensity, to succeed in its mission and commitment (López, 2022).

The construction of a competency-based curriculum should be based on a diagnosis with the participation of stakeholders, as well as on recognizing the educational needs and characteristics of those who must develop the competencies, which will be reflected in the academic objectives of each new professionals' training educational unit.

Therefore, defining competencies requires the following criteria from Morales and Varela (2015).

➢ To have as an objective what makes the final product, the "student".
➢ Consider the student's performance as a goal that can act successfully in a work environment.
➢ Express them in the form of measurable behaviors.
➢ Use criteria to know the achievement of the competency.
➢ Let the learner know what he/she is going to learn.

These are the justifications of the definitions or purposes of academic training by competence, like this, there are many among them, we also cite that of Diaz (2017) who argues that competence-based training links learning with professional and social performance; to perform in the personal and professional field; for him, which do not have to learn only conceptual knowledge but procedures, since, to respond adequately in a situation, one must know what and how to do (Diaz, 2017).

II. THEORETICAL FRAMEWORK

Curriculum by competencies

Opting for the training of new professionals with a competency-based curriculum means meeting the educational needs and learning opportunities of future professionals where society recognizes their quality performance as a valuable human resource capable of solving their problems of coexistence, welfare and to meet the demands of the workplace. This approach has been adopted by Latin American countries, according to Niño et al. (2016), who state that at the international level, different definitions and typologies of competencies have been agreed upon within the framework of a new curricular project. The European Union defines competence as: aptitude, ability, sufficiency, or skill, associated to the person to be able to execute, with preparation, sufficiency, or responsibility to respond with diverse tasks.

Meanwhile, in South America, the Tuning Project is proposed, defining competencies as "capacity, attribute, ability, skill and competence" and typified into specific competencies related to the discipline and degree, and transversal competencies, learning, fostering the capacity for analysis and synthesis, and which should be in the programs or degrees and which are of importance for graduates and employers, i.e., general, or generic competencies.

Opting for the curriculum where student performance is significant and constitutes the widespread option in the country. Garcia (2017) argues that this educational model not only establishes student learning on the basis of competencies but changes the interaction between students and the University.

The option of working by academic semesters establishing a curriculum based on competencies allows students to progress at their own pace, as they demonstrate their professional capabilities to obtain an academic degree (Garcia, 2017).

In summary, the competency-based curriculum, as defined by Risco (2014), is a "way of designing, developing, delivering and documenting instruction based on the objectives and results that are proposed to be achieved, for this reason it is also called outcome-based education" (Risco, 2014); that is to say, it is part of the documentation of the modern educational entity that contains not only academic aspects, but also cultural, social and value elements, in this sense, if the document expresses in its content all the elements we can distinguish it as explicit, otherwise, implicit (Montoya, 2020). In that sense, this approach is justified because today's society demands that its higher education institutions provide it with work-oriented graduates, with knowledge, skills, with principles and values for their efficient performance at work (Perez, 2018).

Characteristics of competencies

The competencies to be developed in students, Zuñiga et al. (2008) have the following attributes:

Integrating character: reason that agglutinates, knowledge or theoretical knowledge, procedures or applicable knowledge, and attitudes or motivations that allow carrying out an activity or task.

Transferable and multifunctional character: because they can be applicable to solve any context situation.

Dynamic and unlimited character: A person throughout his life can show that he is developing and then strengthening his competencies, that is, in the continuum of life he is learning and achieving objectives.

Evaluable character: it can be deduced that competencies require capabilities, and these require indicators or performances which, by means of the actions or tasks that a person performs, the degree of development of competencies can be evidenced, therefore, they are verifiable and evaluable.

Didactics of the university teacher

Today, the development of the curricula presents inconveniences in the traditional didactics of university teachers, some of them with very complex knowledge requirements of subjects that do not develop capabilities or skills in students, only giving them a mass of knowledge that at the end of the academic semester only serves to promote the student, or with teachers who consider that the

knowledge of certain subjects is very important and must be present in each academic cycle so that they do not lose validity.

For Diaz (2016), higher education has traditionally been concerned with the production of knowledge, teaching is considered as a process of knowledge dissemination, training professionals for a non-changing and predictable world focusing on conceptual learning.

Now it is expected that the responsible teacher is competent and knowledgeable to develop the curriculum with a competency-based approach as active educational methodologies that in their practical work goes from transmitter of content, to a guide, moderator and energizer of the learning of student competencies, i.e. having a set of strategies, methods, resources from the planning, implementation and evaluation of the subjects, having the student as the protagonist (Grandez, et al., 2019). Consequently, the university teacher who executes the competency-based curriculum is a key element that needs to strengthen his or her didactic abilities and skills to avoid probably continuing with a didactic learned as a student (Durán, 2016).

The teacher today requires having didactic competencies that help them to diversify their didactic style is time of curriculum renewal, which allows them to perform a teaching according to current approaches and student protagonism.

Showing that the teacher assumed the competences of his new educational work implies that he must show didactic abilities and skills that allow him to develop meaningful learning, capable of making the student transfer and generalize knowledge, to be an active learner, autonomous, critical, self-efficient, self-regulating, and able to work in a team (Arribaz, 2016). To use strategies, methods and didactic resources that correspond to constitute the student as the protagonist of his learning that leads us to fulfill the purposes of education (Blanco & Murillo, 2021).

According to Zabalza (2011) university didactics refers to university teaching or university pedagogy, which is exercised by various professionals who have been prepared to exercise a profession in health sciences, in social sciences or engineering that have needed practice and pedagogical training sessions to exercise different professorships, where many of them were concerned that university students have the accumulation of knowledge of the

professional career and now they are the ones who will lead the changes in their teaching practice (Zabalza, 2011).

Nowadays, modernizing university didactics is a fact because the learning styles of students must be considered, based on neuroscience, which has become an ally to know how the learning construction process takes place in the cognitive, affective, and social aspects (Tacca, et al., 2019).

The transformation of university work is not easy for teachers in view of the fact that they were trained in another way and the faculty requires practical references that in the expertise suggest that the approach works successfully as in other universities that will serve as models to follow (Robles-Haros & Estévez- Nenninger, 2016).

University teaching is not very identified as a discipline since teachers mostly identify themselves more with their profession, they should have as an ally to their modernization to training actions to have real mentors that energize the student's professional performance (Casasola, 2020).

III. METHODS AND MATERIALS

The research applied was descriptive, using the quantitative method and the statistical method to validate its variables, in addition to the deductive-deductive and synthesis and analysis methods. The level of the research work was correlational,

The population consisted of the teachers of the School of Administration of the Universidad Nacional San Luis Gonzaga, a total of 37 teachers; the sample according to the application of the formula was 34 teachers, as shown below.

$$n = \frac{z^2 * N * p * q}{e^2(N-1) + z^2 * p * q}$$

Where:

n = Sample size
N = Population size = 975
Z = Confidence level (95% → 1,96)
E = Margin of error (5%)
p = Sample proportion = 0.50
    q = 1- p = 0.50

$$n = \frac{1.96^2 *.5 *.5 * 37}{.05^2 * 36 + 1.96^2 *.5 *.5}$$

n=   = 33.82988 ≅ 34 sample elements

n= 34 sample elements

As a technique for obtaining information, the following was used: observation: a checklist was used to observe what the teachers were doing in their work.

For the elaboration of the theoretical framework we used bibliographic cards, or hemerographic cards, textual cards, and also to obtain information on the research variables, we used a 20-question questionnaire containing the characteristics of each variable to be investigated.

A simple random criterion was used to select the teachers. As for the processing and classification of information, it was organized, tabulated using the descriptive tool, tables and statistical representations of the data were elaborated, using the SPSS statistical package in which the results of the study were presented graphically, as a consequence of the tabulation of data and at the same time served for the analysis and interpretation; For the acceptance of the hypotheses of the research, the existence of a relationship between the variables was tested, inferential statistical methods were used, applying the chi-square statistical test, at a 95% confidence level and the contingency coefficient, using the SPSS statistical package. In addition, the contingency table allowed us to perform the analysis and interpretation of the information obtained from the research.

IV. DATA ANALYSIS

The research, applying the quantitative method, was carried out to validate the variables, Curriculum by competencies and Didactics of the teachers of the

School of Administration, with the following result was:

Figure 1 Contrasting main hypothesis

X²=16, 9160
Critical table value
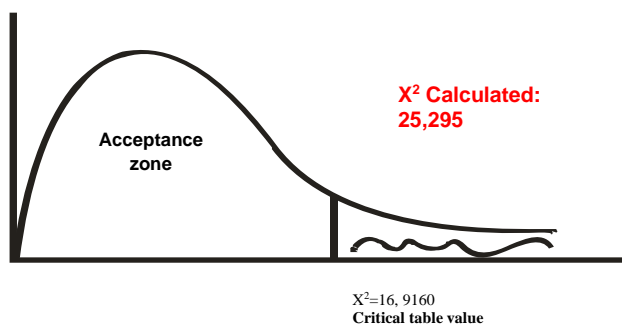
For what is exposed in the graph, consequently; when using the Chi Square statistical method (where its value obtained is 25.295 > 16.9190) with a confidence level of α= ,05 and with 9 degrees of freedom giving as a result of the asymptotic sig = ,003 < ,05; deciding also to contrast by finding the contingency coefficient that verifies the intensity of the relationship between the variables whose value was ,653 and p value= ,003< ,05. It is concluded with the statistical decision to reject the null hypothesis and accept the alternative hypothesis: The Curriculum by competences is positively related to the Didactics of the teachers of the Faculty of Administration of the San Luis Gonzaga National University in the year 2019.

Table 1 Assessment of whether the competency-based curriculum brings about changes in the way of teaching and learning

Category	Frequency	%	% Accumulated
Objectives and Competencies are the same	7	20,6	20,6
Make changes in the previous one by Competencies	12	35,3	55,9
Disagree	1	2,9	58,8
Agree	14	41,2	100,0
Total	34	100,0	

The statistical information presented summarizes the opinions of university teachers working in the Faculty of Administration of the Universidad Nacional San Luis Gonzaga, who participated as sample elements of this research on their constructs of the competency-based curriculum that they are putting into practice in the 2019 academic semester. Of them, 20.6% respond that the objectives of the subject are the same as the competencies, in this sense it must be recognized that the management of the traditional curriculum by objectives is very marked in them and that they consider that they have similarities with the competencies, despite the fact that it seeks the integral professional formation of the new professionals; Likewise for 35.3% they respond that this curriculum obeys to make changes in the previous one, that is to say, it is necessary to make curricular diversification; but there are 41.2% who think that the work of the curriculum by competencies will allow them to make changes in their way of learning and teaching.

Table 2 Appreciation of the importance of a lesson plan

Category	Frequency	%	% Accumulated
The scientific contents of the subject	7	20,6	20,6
Teaching and learning strategies	9	26,5	47,1
Planned activities	5	14,7	61,8
The performance of the competencies to be demonstrated	13	38,2	100,0

	Total	34	100,0

The summarized information from those who participated in the research about the importance of planning what is going to be done in the classroom, the university teachers, most of whom in their initial training have been trained in professional careers other than teaching, respond: 38.2% of those surveyed said that it is the performance of the competencies that have priority and that the other components of the didactics of each one are delineated on them; however, for the remaining 61.8% it is the interest of considering the scientific contents of the subject together with their strategies and activities that must be proposed so that the student learns that are the priority and that they assume in the curriculum by objectives that they have been developing.

Table 3 b Teacher's perception on the fulfillment of students' interpersonal competency development.

Category	Frequency	%	% Accumulated
Develops the subject matter and evaluates students	7	20,6	20,6
Develops the subject with leadership	8	23,5	44,1
Develops creative and innovative capacity	9	26,5	70,6
Develops with roles of leader and disseminator of the Administrative Culture.	10	29,4	100,0
Total	34	100,0	

The table summarizes information referring to the responsibility of the university teacher to develop and strengthen professional competencies as part of the curriculum he/she is executing, due to the fact that the integral education which is the purpose of the curriculum by competencies is not only focused on the theoretical-practical contents of the subject but goes beyond in strengthening the future performance of the new professional, in such sense the answers reported by the participants is 20.6% whose interest is still focused on developing and evaluating the subject, while for other group of 23.5% they think that with them they develop a technical, academic leadership their subject; but also for the others who constitute 55.9% they contribute to the development of interpersonal skills when they develop creativity and innovation with leadership and being the communicator of the administrative culture.

Figure 2 Perception that the academic work performed by the teacher is a product of the training actions.
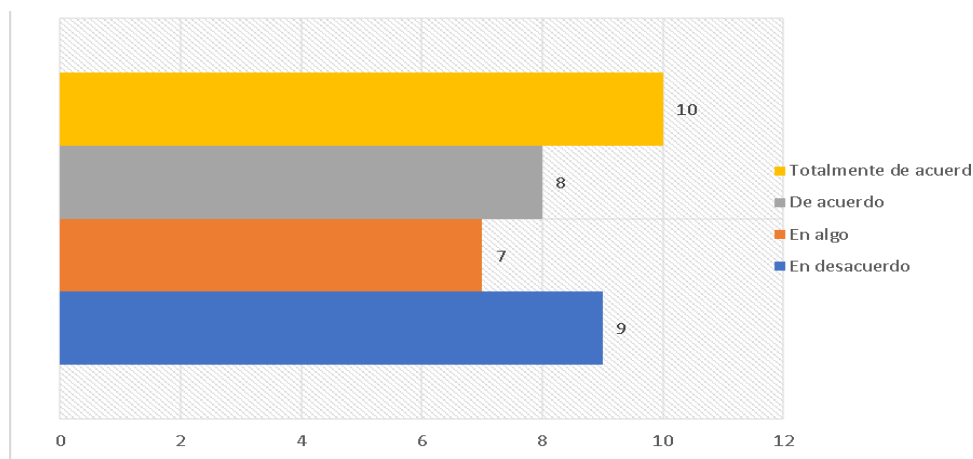
The personal appreciation of university teachers regarding the success of their work when it is the Faculty itself that carries out the training actions regarding the improvement of the teaching work

and they are of the opinion that 52.9% agree or totally agree since the orientations and the good academic practices are collected directly from the events that are prepared in the Faculties themselves, but there are also 47.1% of the others who respond that they do not agree or disagree with it and that if they are successful it will be because of their personal concern with self-learning or participation in events that they attend, without the support of the faculty.

Table 4 Determination of whether student performance is the focus of the work in curricular planning

Category	Frequency	%	% Accumulated
Disagree	8	23,5	23,5
Disagree because of the theoretical-practical contents	7	20,6	44,1
Agree	8	23,5	67,6
Strongly agree	11	32,4	100,0
Total	34	100,0	

Academic work with quality starts from the moment the teacher makes a route of how to achieve the performance of competencies as learning in the classroom, that is to say, to make short-term programs, which become a guide and route for the development of classes, so much so that the statistical table above summarizes the information provided by teachers about whether their lesson plans are designed before class and they in 23, 5% respond that they disagree with that question, since planning has already been done with the syllabus or that for the class it is required to have the necessary materials and bibliographic resources, likewise another group of 20.6% think that they disagree that daily planning is done and that the achievements of the students are not as important as the practical theoretical contents that they should learn. Finally, the other 55.9% agree or totally agree that the students' performances become the objectives to be achieved in the classroom, hence class planning becomes important.

Table 5 Appreciation of the use of different motivating teaching resources in the subjects

Category	Frequency	%	% Accumulated
Not always	11	32,4	32,4
Disagree because I apply other techniques	5	14,7	47,1
Agree	9	26,5	73,6
Strongly agree	9	26,5	100,0
Total	34	100,0	

The information obtained about the curricular execution of the teacher in the subjects of his responsibility is summarized above when, to the question of how he develops the subject so that the student puts into practice his performance of his competences, they say: 32.4% do not always use examples, experiences or make simulations in the subject; others are of the opinion that they use other strategies that are not mentioned; but also 53% are of the opinion that they agree or totally agree that they use those strategies that allow them to have results of the development of the competences that should be done during the academic semester.

**Table 6** Perception of whether the teacher's work depends on training actions in didactics

Category	Frequency	%	% Accumulated
Disagree	9	26,5	26,5
Somewhat agree	7	20,6	47,1

Agree	8	23,5	70,6
Strongly agree	10	29,4	100,0
Total	34	100,0	

The statistical tool summarizes the personal perception of university teachers regarding the success of their work when the faculty itself carries out the training actions regarding the improvement of their teaching work, and 52.9% of them say that they agree or totally agree, since the guidelines and good academic practices are taken directly from the events prepared by the faculties themselves, 9% that they agree or totally agree since the orientations and the good academic practices are collected directly from the events that are prepared in the Faculties themselves, but there are 47.1% of the others who answer that in something or disagree with it and that if they are successful it will be because of their personal concern as self-learning or to their participation of events that he attends, without counting on the support of the Faculty. This response could also be interpreted as meaning that the training events that are carried out are not enough or that they are not successful for the teaching work.

Figure 3 Appreciation of self-reflection and feedback actions carried out by the teacher in the classroom
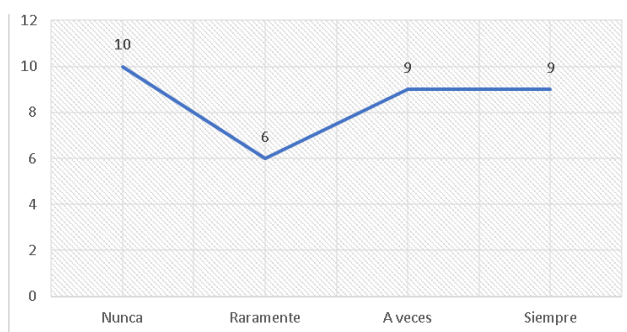
A competency-based curriculum brings with it the implementation of learning to learn strategies as part of the cognitive competencies that must be developed in the subjects, the reflection or awareness of what has been learned and how it has been learned so that it can serve as lasting and significant learning in context situations that must be solved, Hence, the statistical tool summarizes the responses of the sample elements on metacognition actions and for 47% of the teachers these actions are never or rarely performed, but for the group of 53% they sometimes or always have performed them, recognizing that these actions should be planned and executed with greater permanence.

V. DISCUSSION OF RESULTS

With the results of this investigation the level of development of the competences of the administrator regarding cognitive, social and emotional competences demonstrated that there is knowledge of it and there is conscience that must be executed in the academic work as it was also reaffirmed, the investigation carried out in the Universidad Mayor de San Marcos but with students of the professional school of Tourism, where the perception of the cognitive, labor competences on the part of the students is good especially those referred to the basic competences, in our arrivals we know that the beginning is a challenge for many and an interesting challenge since the comfort of implementing a curriculum focused on objectives accommodates the teacher to continue being the important protagonist of the teaching-learning process that with the information obtained in this research tells us that teachers are in transition space for the change that originates to focus their work on the development of competencies completing and validating what was obtained by (Granados, 2013).

It is convenient to contribute from this research that the training programs that are carried out for the improvement of the academic work of the teacher,

should be of interest to put into practice how to achieve the competencies of the profile of the graduate with the participation of the teacher in it that allows them to be a participant in these training programs, unanimously with interest and responsibility to get from him commitments for the application of what he learns and understands since, most university teachers have not undergone initial training in university teaching and participating in actions to improve their performance as university teachers is seen by many as something complementary and of little importance, as also contrasted by Pavié (2012) in his study. 9% who agree or totally agree with the implementation of training actions in the faculty.

The research study also brings us a common reflection that, at the beginning of the new curriculum, the involvement of the various stakeholders is paramount, in view of the fact that this transition stage leaves a trace of the change that must be made to improve the training of new management professionals. To show that this new curriculum by competencies goes beyond obtaining an evaluation that confirms that the student has learned the theoretical and scientific conceptual contents of the professional career, it is important that the teacher changes his planning of his academic work, of his way of collecting what the student learned in terms of his skills and capacities that have been developed throughout the academic semester, 6% that in analysis with the results of the research of San Martín (2012) who argues that the teacher is a main agent for the development of basic competencies of students and his doing is that, he will make the change in the teaching - learning process he leads (San Martín, 2012).

Márquez and Madueño (2016) in their study concluded that evaluating the teacher is to have valuable information to learn from it to the improvement of the didactics of the teacher and for decision making regarding the administrative part, instead with the results of this research it could be verified that 53% always or sometimes perform self-evaluation actions but that it serves him to feedback his teaching work recognizing that these actions should be planned and executed with greater permanence.

Another of the results is that 53% of the teachers recognize that in order to carry out their academic work with students they require the use of methodological strategies and didactic resources, considering the student as the most important subject in the teaching-learning process. This can be corroborated with what Arguedas (2016) obtained from using social networks to carry out a novel didactic work with their students to achieve their learning objectives.

It is convenient to contribute from this research that the training programs that are carried out for the improvement of the academic work of the teacher should be of interest to put into practice how to achieve the competencies of the profile of the graduate with the participation of the teacher in them, which allows them to participate in these training programs unanimously with interest and responsibility, The majority of university teachers have not undergone initial teacher training and participating in actions to improve their performance as university teachers is considered by many to be complementary and of little importance.

Conclusions

Based on the results presented, it can be concluded that there is a moderate positive relationship between the competency-based curriculum and the didactics of the university teacher of the Faculty of Administration of the Universidad Nacional San Luis Gonzaga, in the academic year 2017. This conclusion is supported by the constructs obtained in the research when relating the cognitive, social, and emotional competencies of the future administrator with the elements or indicators of the didactics of the university teacher evidences in the teaching-learning process and in the evaluation activities i.e., the positive relationship of both variables having at the end an r = .56 a positive correlation between the two variables and with p sig value = ,001 < ,050, which is also confirmed with the contingency coefficient that verifies the intensity of the relationship between the variables whose value was ,653 and p value= ,003< ,05.

Another reached conclusion is that there is a significant relationship between the cognitive competences of the administrator with the Didactics of the teachers of the Faculty of Administration of the Universidad Nacional San Luis Gonzaga, in the

academic year 2017. This relationship is supported by the coefficient r= ,615 which assures us that these variables have a positive or direct relationship, with a p sig value = ,000 < ,050, but also to recognize the intensity of the relationship the contingency coefficient was obtained the same whose value is ,631 with a p value of ,007< ,050. It should be noted that there is moderate positive relationship between these variables.

When relating the emotional competences and the social competences of the Administrator are directly related to the Didactics of the Teachers of the Faculty of Administration of the Universidad Nacional San Luis Gonzaga, in the academic year 2019-II; and with the information obtained from the answers of the informant teachers, it was possible to obtain a correlation with Pearson's coefficient r = ,56 , high correlation between the variables that assures us that these variables are related with a p sig value = ,001 < ,050; but in addition we wanted to find out the level of intensity of the relationship between the variables of the study, for this we obtained the contingency coefficient whose value was ,653 and whose p sig = ,003 < ,050.

Recommendations

Suggest to the Faculty's Academic Department Head Office to carry out permanent monitoring and accompaniment actions for teachers in order to support the progress of each teacher in their academic work, since the supervision style currently used will not bring improvements if the teacher is not involved in what is required to change the style of teaching and learning in the new curriculum.

In addition, refer to the Department Head Office to establish a permanent training program that innately involves the teacher with the purposes required by the faculty to implement the new changes in the academic work, these training actions to be continuous and in-service training.

Indicate that those responsible for the implementation of the curriculum by competencies show coordination and be practical referents of the real changes from the curriculum by objectives to the curriculum by competencies, in terms of educating by example.

Propose to the authorities of the Faculty to act with coherence and with arguments in front of the curricular development in each of the subjects that invite the teacher to put into practice the real change of its didactics and avoid actions of "tomorrow we will do better" and this by making a real meta-evaluation at the end of each academic cycle in what corresponds to each element of the curriculum and with all those who put it into practice.

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