



ANALYSIS OF THE CONTEMPORARY EDUCATIONAL PROCESS BASED ON THE TEACHING - LEARNING PROCESS BASED ON THE DIDACTIC TECHNIQUES USED BY THE TEACHER

Miguel Alejandro Cruz Pérez¹., Mónica Alexandra Pozo Vinuesa Esp²., English. Elsa del Pilar Tapia Calderon³ and Lic. Pablo Andrés Almendáriz Pozo⁴

¹National University of Loja, Ecuador

²Academic Vice Rector of the National University of Loja, Ecuador

³School of Public Health at the Polytechnic School of Chimborazo, Riobamba, Ecuador

⁴National University of Chimborazo, Riobamba, Ecuador

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ABSTRACT

The current contemporary educational process influences the handling of the different subjects depending on the use of the strategies and didactic techniques of greater influence in the teaching - learning process and basically to carry out this educational process correctly, besides undertaking a student environment since everything turns in education, manifesting the fundamental deficits. That is why you need both the contribution of teachers and students in the classroom in order to capture and interpret the knowledge of the teacher in a better way. Therefore, teachers must be in constant study to incorporate new technical advances, methods, modes, etc. teaching-learning that will help students to be trained as people and as future professionals of the country full of new knowledge which are reasons for change and renewal within the constant and changing knowledge society I have included in it a globalized world. In addition, it must be taken into consideration that self-education is a point in favor of the student, that is, not content with the subject that is given in the classroom, but complement it with information sought by each individual, in order to be an active part together to the teacher of the teaching-learning process. The objective of this article is to analyze the teaching-learning evaluation process of the contemporary educational process in university students in the current Ecuadorian context; to motivate the students to improve their point of view regarding the different subjects, which are being basic activities, indispensable for the construction of learning and professional for future generations.

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INTRODUCTION

The present work is based on the fact that society in general grants the educational process as a deficient process and as a fundamental and important part for university students, a great interest has been built around their teaching and their learning. Teachers are not the only ones interested in the problems of teaching and learning in the educational process; this interest is quite generalized. In this paper we will address relevant topics such as: teaching and learning, teaching practices, learning and teaching styles, types of learning and collaborative environment in the environment for learning in the

contemporary educational process. This is intended to offer information about the basic knowledge and skills acquired by university students and that their level of study is increased and perfected.

The general population has different opinions about how to teach and learn, such as: good use of teaching materials, facilitate students to have a better understanding, and the basis of good teaching and learning is in the practice between the teacher and the student building each other's knowledge. This will help students develop their independent, rational, reflective thinking and perseverance. In this perspective, learning can be

understood as an essential function in the attention, retention and reasoning of students, which allows the assimilation of the knowledge that is founded and incorporated into the mind of each student with precise structures and coordinated. When the student is learning is able to make transformations in their environment through a dialectical relationship and as they occur, the student will learn more and more.

For Ausubel (2010), "learning is where the student relates what he already knows with new knowledge, which involves the modification and evolution of new information, as well as the cognitive structure involved in learning." On the other hand, we believe that learning is based on understanding, elaborating, interpreting and including what has been learned personally.

Learning is also spoken of as an activity, where the individual learns spontaneously, for example, the attribution of intellectual abilities of information or concepts, cognitive strategies and motor skills or attitudes. This will help us to form ourselves as people and as future professionals full of new knowledge and paradigms which are reasons for change and renewal. While teaching tells us that it is a socio-communicative and cognitive activity, in which there is an exchange of information (messages between teachers and students), Stenhouse (1991) understands by teaching the strategies adopted by the school to comply with his responsibility to plan and organize student learning, and he tells us, that "teaching does not amount merely to instruction, but to the systematic promotion of learning through various means". Teaching will also generate some advantages in students, for example: by organizing and planning all the elements that intervene in the educational field, either short or long term, it will also help the student's integral education, to motivate him, to capture his attention and keep your interest in the different moments of class and especially the scope of the objectives: cognitive, affective or psychomotor, general, particular or specific. But there are also causes that make teaching and learning in the educational process of students a tedious process and a little significant, as, for example, when there are no necessary materials in the classroom, inadequate spaces for interaction between teacher and students, when the teaching resources are not available at the right time.

However, both learning and teaching must be oriented towards the development of mental abilities so that students are able to solve everyday difficulties, while at the same time strengthening logical and creative thinking, in order to use said knowledge in the moment the environment demands it. In this perspective, learning becomes the primary center, because in this way it helps to enhance skills, abilities and skills in students, so that they recognize their importance from the practical benefit. The subjects of professional training of the student, are able to get the necessary skills to deal with this magnitude and be able to encourage creative professionals. "The necessary innovations must be made and the level of motivation for learning must be related to other sciences that merit the result" (university sector planning office OPSU, 2017. pp.21).

It has an academic structure in which the theoretical elements are, indispensable practices for the integral formation which identifies the teacher. Thus it can be considered that the purpose of teaching is to transmit knowledge in such a way that the student is incorporated into the current life since it is considered the human need originated in the real essential needs. In this way, the importance of the professional role is given. The teaching has a very strict correspondence in which the students of the University can more easily grasp the understanding of the current occupational educational process.

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For teaching and learning methodologies should be used to give the student a clear and concise understanding, so that university students can give another perspective to the teaching - learning process as it is a basic activity for their students. professional training and necessary in its educational projection to develop in the professional field, since all acquired knowledge will be of great help and that is why it should be emphasized that the educational process is a very important and necessary foundation for our student development.

For this depends on the methodology used and an appropriate environment for the university student to tell the educational process is something important and necessary since they are used in their professional training, in the same way to be aware of everything should be self-educated to be in accordance with the changes around us. A teacher should always have a mastery over the following: in the conceptual, in the procedural skills, strategic thinking, represent and solve problems, so that the student understands through the medium of cognitive language and attitudes in the environment. These aspects belong to the academic training that a teacher must have in order to achieve success with the students.

In this way a triumph will be achieved and will be able to direct, plan and regulate teaching and learning by means of appropriate methods, which will allow us to transmit and understand learning. The general objective is to analyze the theoretical references on the evaluation of teaching-learning to improve the self-learning process in university students.

Development

Considerations on the Teaching and Learning Process

Teaching is an activity executed through the interaction of different elements such as; teachers, teachers or facilitators, students, the object of knowledge, as well as the appropriate environment for direct contact between teachers and students. It must provide the opportunities and materials for students to actively assimilate, discover

and form their own concepts, in order to strengthen their intelligence.

According to the Dictionary of the Royal Spanish Academy "is a set of principles, ideas and knowledge, etc., that one person transmits to another" (Royal Spanish Academy, 2012), Bruce, Weil and Calhoun, (2002), "the Teaching can be seen from three aspects: comprehensive, artistic and scientific."

Learning is the process by which knowledge, skills and abilities are obtained, this being the result of study and practice on a specific topic or area. In other words, it is the gain of new behaviors thanks to previous experiences, in order to achieve an adaptation to the physical and social environment, it is also considered as a seemingly permanent change of behavior as a result of the practice.

Salas (2008) in his book *Learning Styles in the Light of Neuroscience* believes that if we think a bit, from a neurobiological point, each of us not only learn with the brain but also with each of our senses. Kolb (1984): "Learning would be the acquisition of new knowledge to a degree of generating new behaviors. Knowledge results from the combination of capturing and transforming the experience."

From another point of view, we consider that Salas in his contribution, touches an interesting and assertive point to the opinion that the learning process is also affected by the senses of each human being, since we can not forget that each individual receives or receives the information in a different and unique way, some people are a little more visual, others auditory and others a bit of both, therefore we find ourselves in agreement with the aforementioned author.

Therefore we can say that, teaching as learning, go hand in hand and are focused on the development of the student's mental skills, where he is able to solve everyday problems and at the same time strengthen the logical and creative thinking; In turn, take advantage of and develop your maximum potential in terms of the main meaning you use to capture knowledge, and acquiring new knowledge for your daily life.

Then, implement strategies and methodologies that include the senses (visual and auditory) would not be a crazy idea, being evident that the practice continues of the subjects is fundamental in fact for the greater capture or retention of the information dictated, and more in the level academic. Although it is true, many professions do not fully require managing 100% of all areas, it is also true that the thinking of the educational process is found daily in professional development, which leaves as an indicator that all university careers must handle to the percentage that is a cognitive learning, even at a basic level.

Finally, by analyzing in detail the teaching-learning process, it can be observed that this process actually involves a unique level of difficulty, since the teaching methodologies for learning are different for each level, that is, the basic level, intermediate level, medium technical level, university level; each one with more precision and focus than the previous one, taking us in fact to the study cycle, the university level, being this one in

which more should be focused on strategies and methods for the correct capture of the information.

Teaching Practices - Learning

Ávila (2000) "Teaching-learning practices have been changing from didactic approaches." The teaching makes it clear that knowing is not guessing, that knowledge is not generated or an improvised action, but rather that it is an intellectual discipline where the subject appropriates a logical knowledge, through a series of activities harmoniously linked and that enable the integration of knowledge in a logical manner.

According to Schulmaister (2000)

Teaching - learning practices before the 1993 reform; they were centered in the teaching and the interventions of the students in learning the basic theories to interpret the acquired knowledge, since they reflect little knowledge on the representative figures with which the teachers counted. The reform introduced in 1993, postulated that students would learn better if their teachers raised problems so that, in solving them, build new knowledge. Visual perception was privileged in the teaching of theories, the priority of cognitive reasoning over interpretation or analysis.

Ávila (2001) states that, "there is an important range of variations in the daily work of teachers called" traditional ", concludes that traditional education is a myth, in the sense that refers to those opinions to which a collective adhesion too obligatory has deprived of the benefit of precise verifications.

On the other hand, Castro, Peley&Morillo (2006) consider that the practices are like an action that allows us to innovate, deepen and transform the teaching process of the teacher towards the student in the classroom. This practice is linked to the reality of the classroom, because everything the teacher does affects everyday life.

For Godino, Batanero and Font (2003) the use of teaching resources not only refers to tangible material, but also to those tasks that are proposed in the class, which are also part of these resources, since when solving these tasks the student gives meaning to concepts and knowledge acquisition.

Báez, Cantú and Gómez (2007) carried out a qualitative analysis on the teaching practices in the classrooms at the high school level, taking into account in a general way the different beliefs and conceptions that these teachers have of teaching. The authors characterized the beliefs and conceptions of the teachers through the didactic tendencies proposed by Contreras (1998), the traditionalist, the technological, the spontaneous and the investigative.

Porlán (1989) proposes four didactic tendencies that he calls traditional, technological, spontaneous and investigative, which are described below.

The traditional tendency is characterized by the exposure of pre-established and rigid contents by the teacher, in which the student does not have active participation, since the teacher has the only curricular material the use of books and its purpose is that students memorize contents to then evaluate them.

In the technological trend the teacher focuses on the follow-up of previously established plans and with fixed objectives, the student is considered as the main responsible for the learning results, provided that the context chosen by the teacher is adequate.

In the spontaneist tendency the teacher assumes that the student learns spontaneously; the model focuses on the interests of the students, the concepts are less important and the procedures are more emphasized and the meaning of the subject is more formative than informative.

Finally, the investigative tendency proposes a process that will lead the student to knowledge through research, interesting not only the student's learning but the promotion of positive attitudes toward the subject and the development of the procedures. In the investigative tendency, learning is based on inquiry and permanent questioning, on the generation of doubt, that is, on the question and the search for the answer; the evaluation in this trend is formative.

Therefore, we can say that the teaching practices within the different subjects are in a logical and clearly practical broad aspect, and that as the years go by there will be new advances, techniques and methods for the correct teaching, it is also clarified that it is not Predict some result, but know each detail of that forecast, therefore, the teaching must be rigorous and extensive, so that in this way students have greater uptake and lasting knowledge on the issues that are being addressed in the classroom.

However, it should be clarified that the techniques and methods applicable to a group of students should not be exactly the same no matter how much it is considered an "advance", since the teacher in charge of dictating the subject should do a study on the weaknesses and strengths of each group and based on these results, apply the methodology that is convenient for the best retention of information and in this way the knowledge lasts over time and not only for the moment.

If any teaching-learning method or technique is applied in several study groups without a proper evaluation of the same by the teacher, it would be a waste of time because, not exploiting their skills, but force the student to exploit some weakness Without help, these will be in a state of frustration, which will prevent the true retention of information and a total failure of the "teaching-learning". It is concluded that, the teaching - learning practices have been changing or evolving over time, as the methodologies of each teacher and teachers to teach with their students, since the teaching was previously set to learn theories, basic concepts and based on the fact that students would learn better if their teachers raised contexts not linked to social problems, with the aim of acquiring and building their knowledge, without taking into account that each student is individual and learns in different ways, paying special attention to the teaching and not learning. Taking into account the words of the authors Castro, Peley&Morillo, we can see that today it is important to innovate, deepen and transform teaching towards students, so that they have a greater knowledge and construction of knowledge, with the objective that they can form their intelligence and their reason.

Collaborative Environments in the Environment for Teaching – Learning

Collaborative learning is a didactic technique that promotes student-centered learning by basing work in small groups, where students with different skill levels use a variety of learning activities to improve their understanding of a subject.

Dillenbourg (1999) states that the notion of collaborating to learn in education has a broad meaning, in which the possibility of working in an educational situation contrary to individual learning is contemplated, in which the interactions between the students in the development of the activities proposed in class, and the structure of the collaborative dialogue is of great importance.

Fernández&Melero (1995) point out that collaborative work makes a more equitable distribution of knowledge between the educator and the students, in which the responsibilities are expected to be shared. Thus, students are invited to define their specific objectives within the subject being taught, and options are offered to carry out activities that attract their attention.

Collaborative learning seeks work in small groups, in order for students to interact with peers to maximize their own learning and that of others (Johnson *et al.*, 1993). According to Collazos& Mendoza (2006), Collaborative learning is a carefully designed system of interactions that organizes and induces reciprocal influence among the members of a team. The purpose of collaborative learning is to help the student to be increasingly aware of the existing boundaries between the various communities of specialized knowledge, to which he will be exposed during his university education.

Collazos& Mendoza (2006) emphasize that collaboration can be effective if there is a genuine interdependence between the students that are collaborating, in which it is described as: The need to share information that leads to understand concepts and draw conclusions; the need to divide work into complementary roles, and finally the need to share knowledge in explicit terms.

Camacaro (2008), the interaction in the classroom, is a communicative capacity of the interpreters (student-teacher) to share cultural and curricular topics, whose purpose is, on the one hand, teaching, and, on the other, learning.

In other words, it makes us mention of an egalitarian work of the parties involved in teaching-learning, that is to say, teacher and student, with this it refers to the students to previously inquire on their part the topics that will be dictated during the classes, so that there is a feedback and in this way the teacher focuses on the areas that the students really do not know or do not handle correctly; so that students can relate better to the subject in order to attract their attention and avoid the rejection that commonly exists and therefore a better grasp of the subjects was achieved.

However, the importance of this type of learning, is that it will help those who are in the process of learning the subjects to forge their own and individual strategies to achieve the objectives of the subjects, in turn improve

their critical thinking and without forgetting that they will begin to look for the logical meaning to the concepts, theories or situations proposed in classes, managing to maximize the knowledge of them; In turn, they will develop fellowship in the classroom, since that is what collaborative learning is all about, in which students group and support each other on topics that some manage and others do not, as well as make interventions during the class and / or notes so that it is not just a teacher or professor who is responsible for dictating the class. With the purpose of helping students who are increasingly aware of the diverse frontiers of specialized knowledge, to which they will be exposed during their university and personal education.

Types of Learning

The constructivist learning starts from the knowledge of the students and the interaction between them and generates a supplementary teaching, with which a collective and not individual knowledge is obtained; therefore, it is relevant in interdisciplinary methods (Vigotsky, 2003).

Team Learning is carried out in groups of students based on the selection of problems and organization of activities, the practice of the proposed exercises and examination of the work of each of the groups, with suggestions made by the teacher. (Díaz and Hernández, 2002). This helps to be able to work as a team and learn from others. This learning is done in two steps the first ask for opinions from colleagues to solve the problems raised and the second is team motivation.

In the behavioral learning the teacher takes into account the participation of the students from the stimuli and the environment that he provides to generate a greater academic cognitive performance (Zilberstein and Valdés, 2001). The previous types of learning that teacher's do it is the discipline and the way in which students must present their tasks and instead this type of learning makes the student can develop and reach a higher academic level.

Authors such as VALERDI (2002) Point out that the Education Materials that are Recommended to Produce for the Different styles Should Consider

The assets, who participate and evaluate by means of results, require materials with practical applications, through the proposal of exercises and cases to solve in class.

The reflective, who are based on their own thoughts and feelings, to form their opinions and power to act in classes if they wish, require materials with questions that arouse the interest of students and provoke their curiosity when reading the questions.

Whereas Alonso (1997) Considers that

Theorists, who let themselves be carried away by first impressions, prefer intelligence and equality. Therefore, heavy materials must be developed that provoke thought, make practice the discovery of contradictions or weak points in the arguments of other people, in reports, in press articles.

For specialists should be met techniques, practical ways of doing things, on anything that may be useful, use analytical techniques, interpersonal, presentation of time savings, statistics, techniques to improve memory and concentration. Look for opportunities to perceive some of the newly found techniques, rehearse them in practice.

It is understood then, that in order to promote a truly effective learning, it is necessary to work on those four categories, a real learning is the result of working the information in these stages, since, in this way, the information that you want to learn meets a sequence of events that should be considered, or taken into account in the classroom, so that the group and individual learning process is easier, thus achieving the goal of the teacher and the student, which is nothing more than learning a specific topic that will help in the future to function properly in an environment, profession, etc.

In other words, we cover four types of learning in the first place, the assets which consider that certain instruments are necessary for the correct evaluation of the topics or information already provided; second is the reflective who believe that their own thoughts and opinions serve as an incentive for interaction during classes, and consider the use of materials that draw attention.

In third place are the theoreticians who consider that the cognitive reasoning should guide them to a response that agrees with the subject and finally the pragmatists or experts, these are of the opinion of creating and gathering methods for the fixation of the information and its create stimuli to help the memory; and of course applying those techniques in daily practices during classes.

Then, the importance of the types of learning is as much for the teachers as for the students, because these types improve the individual and collective development of the students, in order to reach an academic level superior to the one they already have and that they have the skills and abilities to transmit the knowledge acquired to other interested persons, these types being of great scope, because as already mentioned above, it improves the development of the parties involved in the teaching-learning process.

If the context is analyzed and the four mentioned types are united, in order to unify them, a much greater scope would be achieved, because its application would not be focused on a specific point, but on several, therefore more students would be attracted, unlike as dictates the text, which is an individual application of these types, therefore only reaches a certain number of students, when what is really sought is the result of unified rates, since higher level consequences are obtained in the positive and not negative sense.

Learning Styles –Teaching

The learning styles are those that help to stimulate the student's concentration, since everyday situations are proposed so that the student can test their skills and knowledge. For that reason, some teachers propose collective work so that they can help each other and so the motivation develops. the same and above all strengthen the camaraderie, that is to say, that between the students of

classes they help each other and so together they can solve a proposed problem.

According to Díaz (2005, cited in Castro & Ávila, 2013) to originate learning in the student body, it is important that this is introduced in the scenario that faces and that, at the same time, communicate their experiences and findings, and that they understand that they should not be paralyzed in its development, but, on the contrary, insert more into it.

Teaching is not exempt from the same difficulties related to the existing link between History and Education itself, in which it is pointed out that there is no clarity in the academic community regarding the links between them.

It is very important to continue advancing with the different methods and implement them according to the needs of a specific group, in order to increase student interest in the subjects, and as a positive result an increase in student scores will be achieved. , and in most of them the knowledge will last in time.

We can consider the educational process as a human activity, a complex social structure for thousands of years in complicated processes of cultural interrelation. Therefore, they are inevitably tied to their history; who's merely conceptual development is inspired by the base of it which develops in an environment of social complexity. The strategies used to raise the interest of the students in the classes are the participation in the blackboard, elaboration of teamwork, the evaluation of the work in class and extra class, in the same way it is controlled by the teachers with a signature next to each task in your notebooks or portfolios; In addition, when contextualizing controversial situations of daily life, funny or striking names are placed.

Analyzing the context, learning the student receives continuous stimuli associated with real-life reacting emotionally positive or negative, reaction is conditioned by their beliefs about himself and about the (satisfaction, frustration); it being these very important when learning of the subjects, since the performance of a satisfied student about subjects not be equal or similar to that frustrated or disappointed, because the motivation of the latter is almost null with respect to the first student, for this reason the application of different methods and techniques by teachers and professors is necessary, in order to achieve a greater reach of the students.

Thus, affections exert a decisive influence on learning and how students perceive and consider mathematics as well as in their own view of themselves as learners, while a key element influencing their behavior (Gómez, 2000).

The influence of teachers on the quality of teaching and, as a consequence, on the quality of student learning, is so important that their initial training and continuous improvement is a priority concern of didactic research. Indeed, almost all research paradigms take the teacher as an object, either from the point of view of their characteristics before entering the classroom and later in the classroom, but rarely relate directly to the learning of their own students, as if this process was solely a teaching responsibility.

The teacher in most cases teaches in the same way as teachers did with him. Thus, the difficulty of change seems to lie in the repetition of a way to make teaching just for believing that this is the only way to do it: transcribing the contents to the board, by force of habit, which makes it very difficult to change (Jiménez, 2010) Pérez and Gimeno (1998) consider the teacher as an interpreter who works in a complex, uncertain and problematic social environment, in which he inevitably becomes involved as an actor and receiver; the teacher must be a researcher interested in the knowledge and the performance he performs, but above all in the constructions made by the student in the classroom.

Given that the teacher is a fundamental actor in the learning process of students, their commitment not only lies in training in knowledge, but also in helping students develop a social, ethical and civic responsibility that allows them to live in community (Ruay, 2010)

The teacher will influence the formative process of his students through his initial professional alignment and human formation, that is, the kind of person he is, although the result of his performance will be mediated, as is logical, by the cognitive and affective processes of the students, by their contexts of origin and, in addition, by the context in which their professional work is carried out. These two ways of influence can be called technical and relational (Zabalza, 1999).

Within this framework of ideas, we can say that teaching is focused beyond the concepts, theories, and mechanism, because the teachers of these subjects must possess qualities and abilities to transmit information in order to reach students, as well same, must know the varied techniques and methods; to apply them correctly and to teach the students of the different levels, in this case university level, having respectively a fundamental role on the formation and the acquisition of the knowledge imparted to the students.

Teaching as learning is the basis of a professional future and although certainly all professions do not require a very high level of cognitive management and knowledge, if it requires that much or little that should be known is truly good, that is, the percentage that whether it is handled professionally correctly, and for that you must have the knowledge well embodied in the mind.

But we must also bear in mind, on the fundamental role of a teacher on the students, since they are essential for their initial, cognitive formation and in the construction of new knowledge, with the objective that their students can satisfy their needs and not remain in gaps of ignorance, in order to form great people and professionals.

According to the authors Ruay and Zabalza, the commitment of a professor not only lies in knowledge training, but also in that students develop a social, ethical and civic responsibility; in which his professional work is carried out.

CONCLUSIONS

The understanding and development of the evaluation of learning suspects to register in a reciprocal idea the particularity of the purpose of the students' training, in the

aspirations or objectives that guide such training and the restriction of the role of evaluation in that process. It involves composing an idea of the evaluation of learning from the more general hypothetical representation of human development and the goals that a given society poses.

To obtain a good learning in the student, techniques must be applied with which the student can interact since it is considered that there are two ways of learning the visual and the auditory the visual is the one that through graphics and numbers the teacher can make the student understand on how to solve real everyday problem, on the other hand the auditory one is only listening how a cognitive problem is solved and it is also true that another method of learning is that the student interacts with his classmates so that they can discuss how to solve a social problem and also share your knowledge.

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