



Title: Experiential learning through the Small Business Development Center (SBDC) model in Faculty of Accounting and Administration

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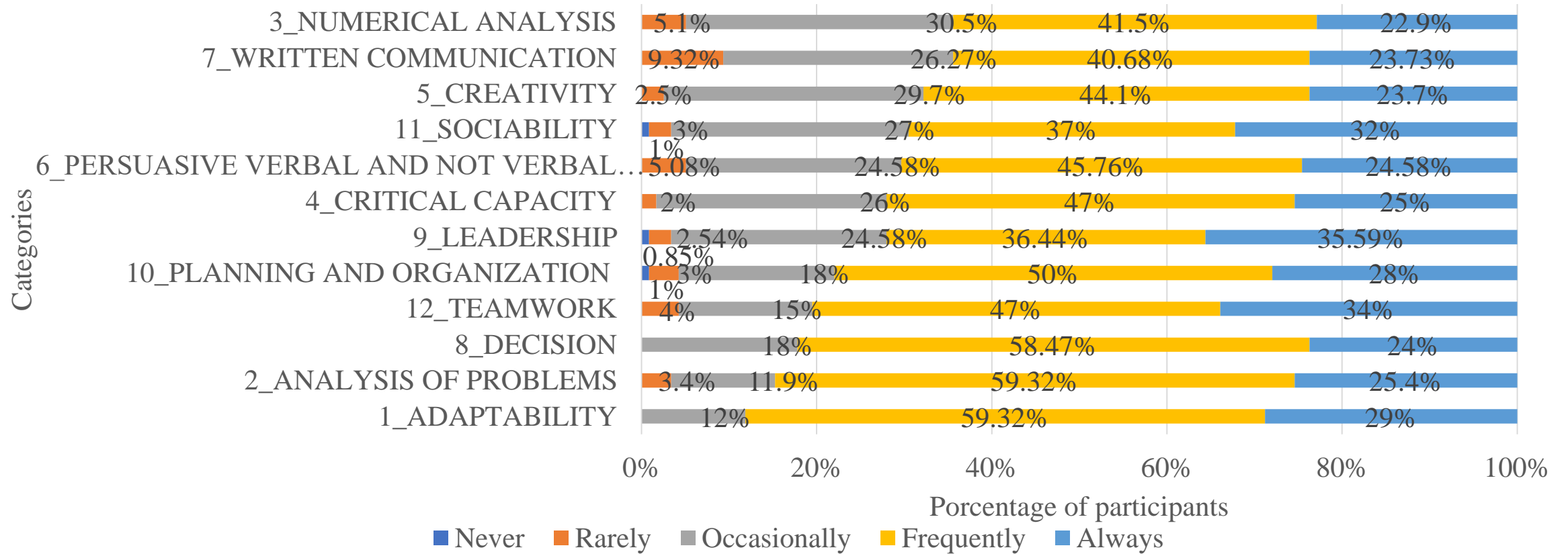
Introduction

Although it is true that there is a great diversity of teaching-learning methods, it is important to identify that their didactic components comply with three main aspects: a) stimulate the exchange of ideas, findings and suggestions; b) prepare people for the working world as well as for assuming their personal responsibilities; and c) respond to the demands of today's society. Based on this context, exploratory-descriptive research was developed at the School of Accounting and Administration of the Universidad Veracruzana, with the objective of proposing a methodological system of experiential learning that allows the generation of applied knowledge for the benefit of society and to improve the training of future professionals. The design of the study is of an analytical-propositive type, since, from an orderly review of: the different sets of competencies that make up the thematic contents of the study programs, the knowledge applied to reality, the teaching strategies and their impact on learning and the resources provided to students to perform in the workplace; a methodological learning proposal oriented to the generation of knowledge through the Small Business Development Center (SBDC) model is constructed.

Methodology

- **Exploratory-Descriptive methodological perspective.** In order to carry out the analysis of how the competencies that are developed in the students in their various curricula, and their applicability through their interventions in SUME,
- **Instrument applied: questionnaire.** Data collection instrument constructed mainly of items in Likert scale format was developed.
- **Sample size.** Students enrolled in the Faculty's careers with admissions in the years 2015, 2016 and 2017 (labeled as S15, S16 and S17 respectively), being the total number of students for these enrollments provided by the secretary of the faculty was 1201, distributed in the 4 educational programs, with the purpose of enriching the results and consequently the description obtained from the analysis. obtaining as a response 118 resolved questionnaires, and with which the sample size was satisfied and proceeded to carry out the analysis.

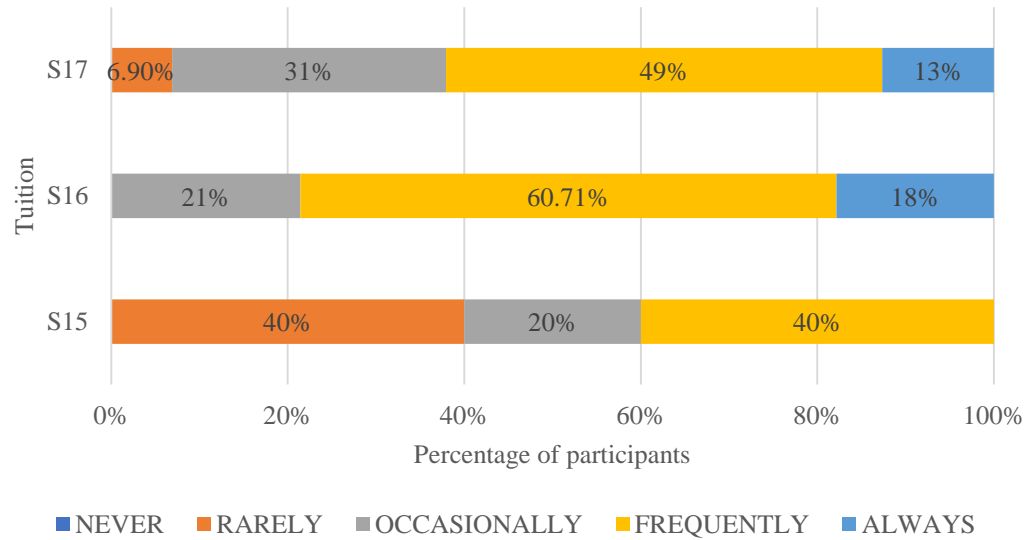
Results



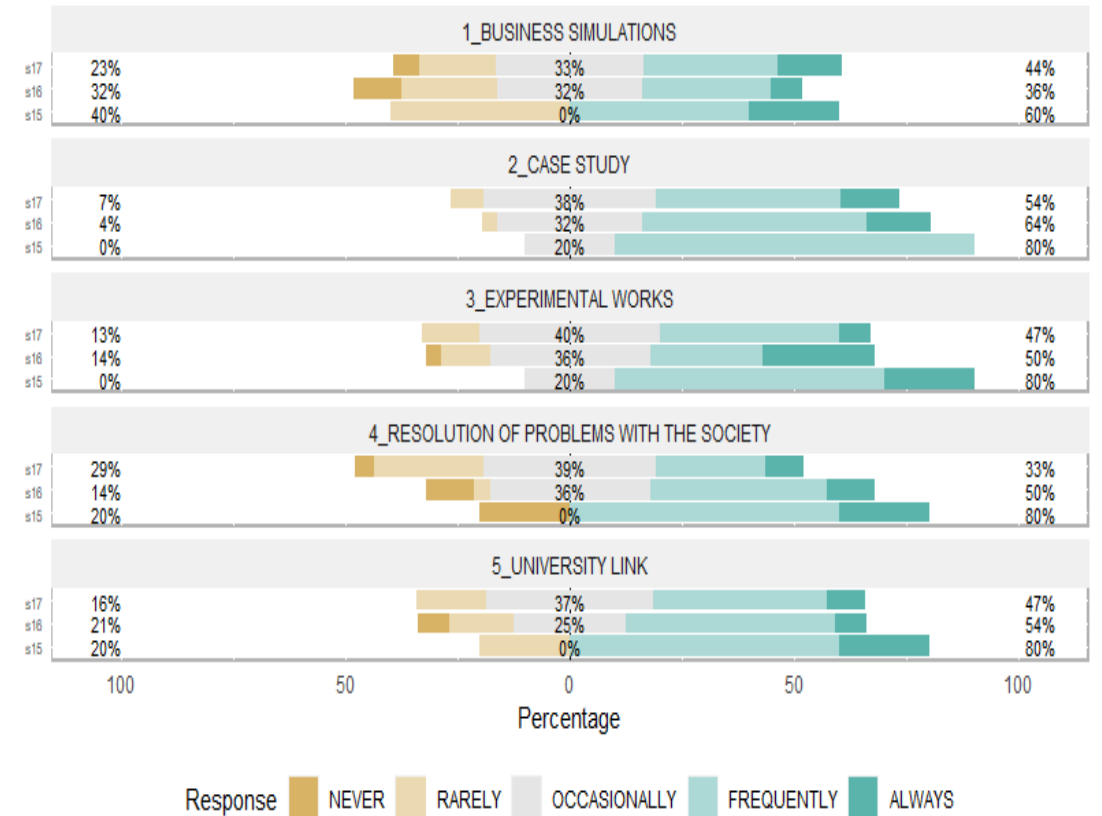
Graphic 1 Competences in educational experiences, *obtained information of the Universidad Veracruzana of the R system*

Results

1_In general, how much do you consider who is applied the knowledge acquired to the reality during his classes?

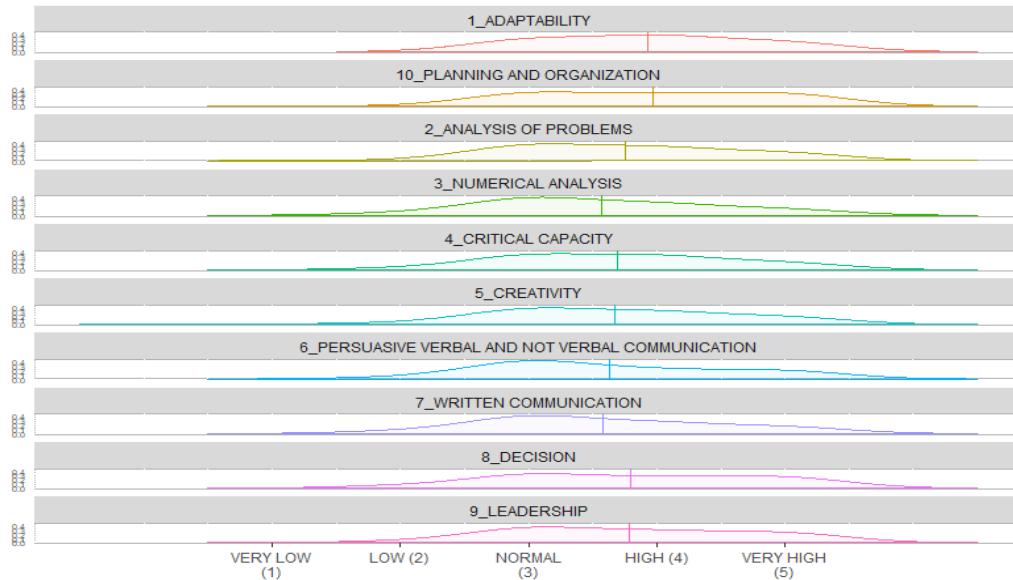


Graphic 2 Knowledge in classes, *obtained information of the Universidad Veracruzana of the R system*

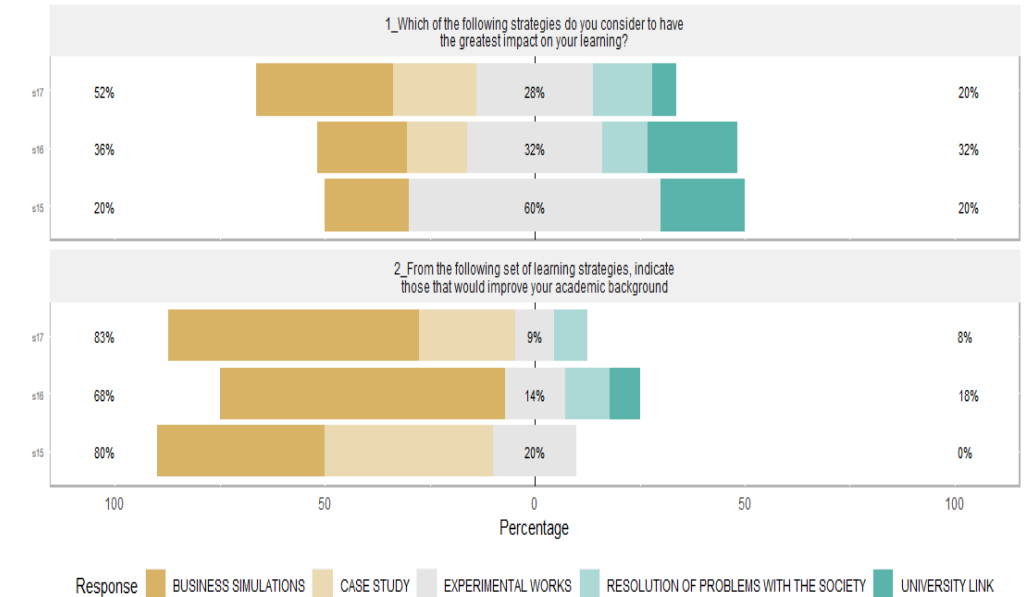


Graphic 3 Teacher Learning Strategies, *obtained information of the Universidad Veracruzana of the R system*

Results

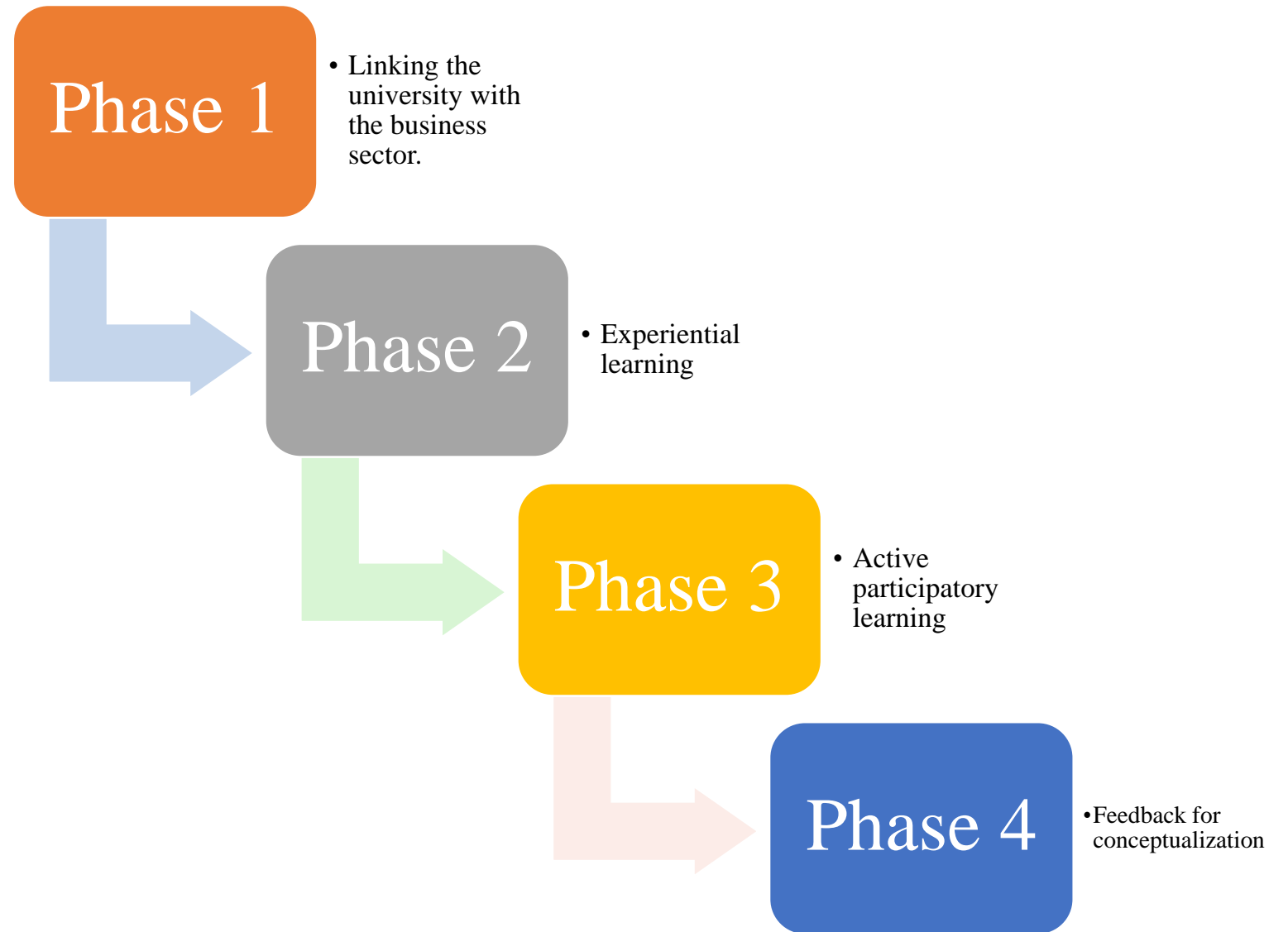


Graphic 4 Impact of competences, *obtained information of the Universidad Veracruzana of the R system*



Graphic 7 Academic training and its impact on learning, *obtained information of the Universidad Veracruzana of the R system*

**Methodological proposal for
the generation of learning
through the small business
development center (SBDC)
model.**



Conclusions

It can be affirmed that experiential learning plays an important role as an alternative that improves the quality of learning and outcomes. There are different strategies to apply this type of learning, among which include the university linkage model.

The SBDC model represents a type of university linkage. SBDCs that are located at universities involve a learning process that emphasizes an interactive framework that highlights the building-up of knowledge. This is achieved by fostering a relationship between students, faculty, staff and entrepreneurs. This ultimately can allow students to apply what they have learned in the classroom as well as in “real-life” situations working with different types of organizations.

It is important to keep in mind however that successfully applying experiential learning through the SBDC model requires collaboration at a high level between the SBDC and its host institution.

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