Digital Journal Academic

MUÑOZ, Alberto*†, PORTILLO, Susana., RODRÌGUEZ, María and TAPIA, Erik

Abstract

The academic magazine digital (RAD) was a school project made during the mounts on May and August 2015. It shared 120 scholars, 9 teachers and 71 business man in the city Huejotzingo, Puebla, Mexico. In the Technological University Huejotzingo. Therefore the three actors before mentioned activated the skills for the undergraduates of administration, it`s here where reside the importance from the article. The subjects of the RAD were reconstruct previously inquiry in the classroom for the students for be transfer to the business man of the region of Huejotzingo, this were the shaft main of the strategic and proportioned a sensitive active. In view of the above in an environment collaborative work. The learners got a score of the business man in general terms, they caught up 88 points of 100 possible, and that is, it existed a formative evaluation. The value so high was possible for the role active and preponderant, it allowed creative and free in the word. It was a research quantitative with deductive method, descriptive, non-experimental and transverse. The academic magazine digital (RAD) finished with a summative evaluation and feedback toward the students.

Students, business man, journal

---

* Correspondence to Author (E-mail: ramos@itpachuca.edu.mx)
† Researcher contributing first author.

Introduction

A classic journal would be based on capturing subjects from the decision of a teacher, following an established index and without consulting students; On the contrary, Revista Académica Digital (R.A.D) was structured with the consensus of the collegiate of teachers in administration corresponding to the third quarter of the course, students were free in their design and development of information. With four new elements for UTH; First, some subjects were taken to make an explanatory video with collaborative participation, according to the students established their own theoretical conception on the subject as a team as well as examples, advantages and disadvantages, it should be clarified that nothing was printed all the magazine was digital and For that reason the use of the tics was made, third there was a formative evaluation of entrepreneurs of the region of Huejotzingo and fourth a summative evaluation of the magazine in a fair of projects was realized. For the aforementioned elements, the existence of a degree of novelty is considered, it is here that the idea is born to carry out the research and present the results of the educational strategy.

The objective of the research is to describe the results of the Digital Academic Journal in terms of the elements that compose a competency, which arises from a research question of the RAD is What recommendations do the international organizations for higher education?. Within the justifications to carry out the present is the need to establish innovative strategies that allow the student of the career of Administration to activate their competencies and integrate all the subjects corresponding to the term. In addition to achieving the integration of the business context to the teaching and learning process.

The feasibility of the research was high, it had the right human resources, the financial resource was not an impediment and the material resources were covered by the researchers. The results of this research will allow the development of an integral educational strategy, which will reinforce teaching, learning and evaluation. The core competence was business consulting.

The central hypothesis is that the Revista Académica Digital would activate the business consulting competency of a higher education student of the career of Administration?

The central competence of the project is the business consulting, which allows to help the business environment according to their own needs. This being the educational purpose of the development of RAD.

This article presents a brief theoretical framework, which will guide the actions developed during the R.A.D. In the section of methodology the steps followed for the development of the RAD in each one of its stages were listed. Results are presented which come from the business context. Subsequently thankings are presented and finally some conclusions were developed.

Theorical framework

The Revista Académica Digital (R.A.D) was constructed on the basis of the educational premises of the different international organizations related to education, such as the UN and UNESCO, which are briefly described below. In the first place, competence is understood from Delors et al. (1996) as learning to know, to learn to do, to learn to live and to learn to be with a lifelong approach, for this reason The RAD strategy will seek to activate, mobilize and integrate each of these pillars.

There are also excellent guidelines for education, in this sense UNESCO (2014) raises the need to "adopt a comprehensive approach and lifelong learning, and provide multiple paths of learning through innovative methods and technologies Of the information and the communication ", therefore the Academic Digital Magazine was designed so that the students learned with the teacher, with his classmates and with the entrepreneurs, allowing that the different channels of knowledge will activate the competences making use of the Computer, internet, video camera, digital libraries and thus comply with the above guidelines.

One of the goals suggested by the EFAGMR (2014) establishes "A teaching of good quality", this concept obliges to surpass the expectations of the students, at the same time served as motor for designing and implementing the strategy. The theoretical framework gives the pattern to dare to carry out the different steps in which they were involved the 120 students of the career of Administration of the Technological University of Huejotzingo. And the teachers participated as a collegiate with the same objective, contributing ideas and evaluating the different processes established, giving way to the fundamental premise mentioned above.

In addition to the UNESCO (2014b) in the world conference establishes some points of agreement for an education for sustainable development, Revista Académica Digital had a section on the theme to be relevant to the "Development of knowledge, skills, attitudes, skills And values needed to meet challenges related to global citizenship and current local and future contextual challenges, "because of the above, a topic of relevance to the regional context was developed in relation to the environment.

The world conference referred to above establishes "critical and systemic thinking, analytical problem solving", as vital elements, so the strategy established a methodology where students captured advantages and disadvantages of the subject as well as some examples designed by them , With the purpose of helping to understand the corresponding theme and achieve systemic thinking.

The OREALC report (2014) for Latin America and the Caribbean highlights the challenges for the next years from 2015 for the region in terms of education. In relation to competences, emphasize, they should focus on "the learning needs of people throughout life, integrating in it their development needs and realization in all its dimensions. It is important to give relevance to the skills and qualifications linked to employability ", this is where one of the justifications of the present research lies, given that individual and group learning was encouraged. As well as autonomously to generate basic research processes and these were contrasted with the business context of the Huejotzingo region of the State of Puebla.

It is of vital importance to consider the Technical Consultative Group (2015) in relation to a strategy "By 2030, increase by [x]% the number of young people and adults who have the necessary skills, in particular technical and professional skills, to access employment , Decent work and entrepreneurship, "because of this, the strategy designed sought to mobilize the skills for the business context, each group of students visited real companies. In doing so, the active participation of the students will allow the achievement of the graduation profile established for the career, which seeks the professionalisation of students for the private, public or social sector. And in the short term to propose entrepreneurial ideas in companies or in the organizations of the students themselves.

Without neglecting the United Nations Development Group (2015) Task Force on Achieving the Millennium Development Goals (UNESCO), this body carried out consultations on the world we want and reveals great messages to society , Among the highlights are "People want to enjoy good quality education throughout their lives," is why the system of universities to which belongs the University of Technology Huejotzingo implements integrative tasks every four months, which allows interaction Of academic materials and products that strengthen higher education and helps to fulfill the message established above.

In addition, the Fifth Declaration of Incheon (2015) states that efforts should focus on "Quality and learning outcomes, within a lifelong learning approach"; Are these elements taken up to build the Revista Académica Digital, establishing it as a result of the students developed during a semester in collaboration with teachers and entrepreneurs. In the same statement in the ninth paragraph, "Strengthening the inputs, processes and evaluation of results and mechanisms to measure progress" is resumed, whereby a formative evaluation was established in which an external actor participated in feedback to The students, the results obtained will be of great help to reach the competences of the university students. A relevant guideline is to offer "Flexible learning paths", that is, the authors considered when designing and applying the strategy as a way that allows the learner to build their competences using learning with mechanisms other than the traditional ones.

At present, the Declaration of Lima (2016) envisions students as "More creative, innovative, critical thinking, effective communication, solving problems autonomously", in designing the RAD students had complete freedom to develop it , Students were asked to place their own definitions, constructing their examples and shaping the themes according to their creativity.

In relation to the formative evaluation according to Pimienta (2008), it aims to improve the students' learning process, ie, the R.A.D implements it, by allowing an entrepreneur to evaluate the business theme developed by the students in a collaborative way.

Methodology

It is a research with a quantitative approach, making use of the deductive method, the scope will be descriptive, non-experimental cut and is a cross-sectional study. The sample will be non-probabilistic and a reliability degree of 95% was reached. The data collection was carried out at the entrepreneur's own premises thanks to a unique instrument which sought validity and reliability called the evaluation rubric. The data analysis was with descriptive statistics.

The variables to be described will be the knowledge, know-how and know-how in the present investigation.

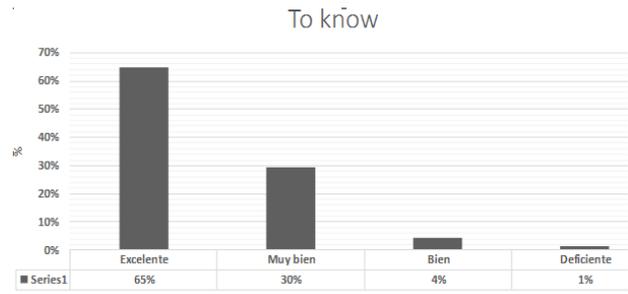The steps followed for the development of the strategy "Digital Business Magazine" will be:

1. Integration in teams of 4 to 5 five students.
2. Explanation about Revista Académica Digital (R.A.D) at the beginning of the semester to students.
3. Compliance with the academic program.
4. Selection of topics that strengthen professional skills in collegiate.

5. Construction of Digital Business Magazine during a four-month period.
6. Research and consensus of two definitions on the subject to be developed.
7. Construction of group definition on the subject.
8. Development of advantages and disadvantages of the topic.
9. Example reconstructed by students of the subject.
10. Collaborative video on a topic in Spanish and English.
11. Previous presentation to teachers of the progress of the R.A.D with feedback.
12. Identification and selection of three entrepreneurs interested in receiving students.
13. Transfer of in situ knowledge by students to entrepreneurs.
14. Feedback from entrepreneurs of the region towards students, being a formative evaluation.
15. Acquisition of signature and formative evaluation in rubric of evaluation.
16. Presentation of evidence obtained with the entrepreneurs such as rubrics, photos, videos and the own R.A.D in a format of fair of projects.
17. Summative assessment of skills and attitudes by teachers at the project fair.
18. Summative evaluation of competence by teachers.
19. Feedback to the teams by the teacher in charge of the project.

Activities	Learn to know	Learn to do	Learn to live and learn to be
1. Integration in teams			
2. Explanation on the Revista Academica Digital (R.A.D)			
3. Teachers academic program.			
4. Selection of themes			☐
5. Construction of Digital Business Magazine.	☐		☐
6. Research and consensus of definitions			☐
7. Construction of own group definition		☐	☐
8. Development of advantages and disadvantages			☐
9. Example Construction			☐
10. Conducting collaborative video			
11. Presentation to teachers			
12. Identification and selection of three entrepreneurs	☐		
13. Transfer of knowledge in situ.			
14. Feedback from employers			
15. Obtaining an evaluation rubric	☐	☐	
16. Presentation of evidences obtained such as rubrics, photos, videos in format of fair of projects.			
17. Evaluation of skills and attitudes by teachers at the project fair.	☐		
18. Evaluation of competence by teachers.			
19. Feedback to teams			

Table 1 Correlation of methodology and elements of a competition. Source: *Made by myself*

Results

Graphic with title "To know". Vertical axis in % (0% to 70%). Bars:

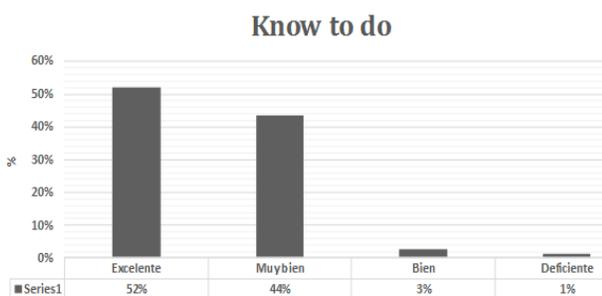|	Excelente	Muy bien	Bien	Deficiente
Series1	65%	30%	4%	1%

Graphic 1 Knowing Source: *Own elaboration with field data*

Description

In the graph 1 the entrepreneurs evaluated the students in relation to the knowledge, each entrepreneur selected the subjects relevant to his organization of the Revista Académica Digital, the students made the transfer of their knowledge, that is, the students became active subjects and Then there was the formative evaluation to improve the learning process of the students when there is a business feedback after the student's conclusion. The results are shown in figure 1.65% of the entrepreneurs considered the presentation by the student team to be excellent, 30% rated it very well, 4% rated the students well and only 1% rated it poor.

Interpretation

With the data presented we consider the existence of an area of opportunity in the students and in the teaching-learning process of the Administration career, the ideal data should be 100% of the students achieved an excellent exposure to the entrepreneurs. It is considered that the contextual element of a competition was mobilized and to obtain 1% as deficient allows to infer, the students reached a level of the domain of the competition. The results presented here correspond to the values obtained from all the evaluation rubrics filled out by the entrepreneurs of the Huejotzingo region participating in receiving R.A.D.
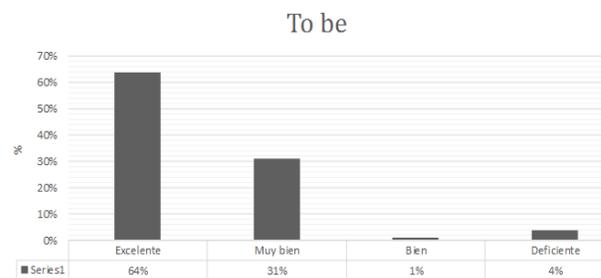
Description

Entrepreneurs in qualifying if the subjects were understandable responded as follows, 52% of employers considered it as excellent, 44% identified it very well, 3% rated it as good and only 1% considered it to be poor. The results are visualized in graph 2.

Interpretationn

Appropriating the subject and being able to reconstruct knowledge, is a constructivist ability that was sought in the students, initially within the classroom individually, in a second moment with group participation in rebuilding the central theme and in a Third time to transfer knowledge to entrepreneurs, at this point 52% considered it excellent but the ideal value should be 100%, where all students should achieve the know-how. Therefore there is an area of opportunity in the teaching work.

Having a minimum percentage of 1% as deficient, it allows to interpret that the strategy of Revista Académica Digital helped the students to transfer the knowledge in a clear and simple way. This was thanks to the result of several moments, individual work, classroom work and teamwork.
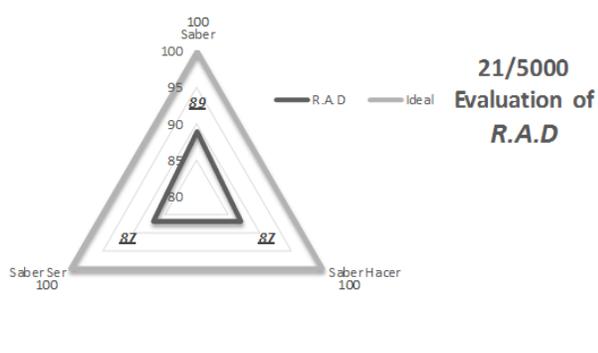

Graphic 3 Knowing how to be. Source: *Own elaboration with field data*

Graphic 2 Knowing how to do.Source: *Own elaboration with field data*

Description

When presenting as a team of students who seek to transfer relevant topics and where there should be group work. The entrepreneurs evaluated the collaborative work of the students in 64% as excellent, 31% evaluated very well, 1% evaluated well and 4% believed deficient. The results are shown in figure 3.

Interpretationn

The attitudinal part was considered as excellent in 64% by the employers, which reflects a high percentage of the collaborative work, although it did not reach 100% of all involved. It is necessary to improve and provide tools to the students to activate this type of collaboration.The high percentage was obtained thanks to allowing the conformation of the members was by their affinity, being an element of success in favor of the RAD.

Graphic 4 Evaluation of the Journal based on elements of a competitionSource: *Own elaboration with field data*

Description

When quantifying the data obtained by the entrepreneurs, the knowledge was evaluated with 89 points, knowing how to achieve 87 points as well as knowing, where the maximum percentage was 100 points. The results are shown in graphic 4.

Interpretation

The Revista Digital viewed in a global way reached 88 points out of 100 possible, which means that the students reached a high level in terms of the pillars of education. The Journal meant a good formative evaluation strategy given that the students received feedback from entrepreneurs and the results were captured in a rubric, from which the data that were presented in the results of the present investigation were obtained.

The score obtained was considered to be high. It is considered that being developed during a quarter and in collaboration with teachers, was a great help. Just as the transfer to the entrepreneurs was also tried by the teachers previously. That is, there was a secondary role on the part of the teacher in providing the pillars of education and feedback to each team.

Another factor of success is the explanation at the beginning of the semester to the students about the process of the RAD. As well as a subject that coordinated all the efforts and gave answer to the different problems arisen.

Aknowledgement

Conclusions

Revista Académica Digital was a strategy that allowed to leave the classroom, that is to say, the context of the competition is the business world, the students had a brief approach with entrepreneurs and they valued the activation of the business consulting competition. The strategy achieved a result of 88 points, which presents a high value. The teachers involved were surprised by the results, the theoretical framework set the pattern, the incorporation of meaningful learning, collaborative work, the approach to competencies, learning to learn, decision making and creativity of the students; Materialized with excellent results, so it is recommended to use the strategy in higher education.

One of the relevant variables is that the students have participated every four months in a project where it is linked to other subjects.

The generation in particular of the four-month period May-August 2014-2016 of Higher Technical University in Administration took the Academic Digital Magazine with great seriousness and it found sense, the success was reached when sensitizing the students on the benefits.

Another relevant conclusion is that the students understood the expected results. One element that motivated the students was the autonomy in the design, writing and formation of the magazine. The visit to the entrepreneurs allowed to reach a significant learning. And because of the above the central hypothesis is affirmative. The multiple paths of learning were achieved by having teachers, students, classmates, the magazine itself and entrepreneurs were promoters of knowledge.

The information technologies were present during the research and the conformation of articles using the digital library, the use of video camera and its own cellular when making explanatory videos, as well as the use of computers, tablets and in some of the cases video projector.

Improvements are necessary in the strategy, it is necessary to detail the score in each of its stages, in our case the final result has a score of 30% of the final grade, but it is considered that the students require a value in stages, not all conclude the strategy with all the elements achieved.

References

Declaración de Incheon (2015) Educación 2030: Hacia una educación inclusiva y equitativa de calidad y un aprendizaje a lo largo de la vida para todos, Korea, UNESCO.

Declaración de Lima (2016) Balances y desafíos para la agenda educativa regional 2015-2030, Santiago, Editado por la Oficina Regional de Educación para América Latina y el Caribe.

Delors et al. (1996) La educación encierra un tesoro, UNESCO, Ediciones Santillana.

EFAGMR (2014) Informe de seguimiento de la educación para todos en el mundo, Francia, editado por UNESCO.

Equipo de Tareas sobre el logro de los Objetivos de Desarrollo del Milenio del Grupo de las Naciones Unidas para el Desarrollo (2015) Un millón de voces: el mundo que queremos, Editado por la ONU.

Grupo Consultivo Técnico (2015) Indicadores temáticos propuestos para el marco de acción de la agenda educativa post-2015, UNESCO.

OREALC (2014) Revisión regional 2015 de la educación para Todos: América Latina y el Caribe, Santiago, UNESCO.

Pimienta, J. (2008) Evaluación de los aprendizajes, México, Editorial Pearson.

UNESCO (2014) Declaración final de la Reunión Mundial sobre la EPT de 2014. El Acuerdo de Mascate. UNESCO.

UNESCO (2014b) Declaración de Aichi-Nagoya sobre la Educación para el Desarrollo Sostenible, Japón, UNESCO.

UNESCO (2015) Declaración de Incheon, Educación 2030: Hacia una educación inclusiva y equitativa de calidad y un aprendizaje a lo largo de la vida para todos, UNESCO y coorganizadores.