The Instituting and the Instituted: A Ropósito of the competences in the field of Higher Education

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Abstract

The research article shown below presents a rigorous study that sought to analyze in depth the instituted and instituting imaginaries on the competences in the field of higher education that derive from the institutional discourses and the voices of the educational actors. The research approach is framed in the qualitative-comprehensive paradigm. The findings show that competences emerge as integrative elements capable of selecting, from a wide range of possibilities, knowledge appropriatedfor certain educational purposes and that sometimes do not permeate school scenarios.

Keywords: Instituted Imaginaries, Instituting Imaginaries, Competences, Higher Education.

1. INTRODUCTION

Competences in the field of higher education involve knowing andunderstanding knowing how to act and knowing how to be (Beneitone et al., 2007). The authors of this report affirm that competences in higher education are a new approach that determine the goals to be achieved in the training of a professional and are based on a deep knowledge, not only knowing what and knowing how, but knowing how to be a person in a complex changing and competitive world. In addition to pointing out that competencies in education are a novel approach, from the same modor claim that it is a set of learning approaches, that is, a configuration of different looks. It is necessary to analyze then if this accumulation of approaches from different fields do not really configure a structured model in higher education. It is important to note that in the text of Beneitone et al. (2007) who affirm that competences are related to an approach, in the same way they point out that they can be considered as a model when they are part of the curricular structures and well-defined training processes. Other authors such as Hernández (2009), point out that competences must break with practices and ways of thinking typical of transmission, quotation and traditional educational systems, this could in a certain sense indicate that competences must permeate those old teaching models that must be replaced not only by the inclusion of competences but by the emergence of new educational paradigms.

The competences refer to a proposal that aims to solve the educational problem (Montenegro, 2005) and an interesting reflection on the subject is "the Tobón Complex socio-formative approach, which differs from other curricular design methodologies by competences to the extent that it integrates action research as the axis of educational change and epistemological training

in complex thinking" (Tobón & Tejada, 2006, p. 42). The same authors affirm that the teaching model based on professional competences is a methodology that contributes to the pedagogical practiceof the teacher. Tobón (2008) explains the competency-based approach based on models such as the normalization of units, domains and others. However, the author gives more relevance to the complex systemic model. Which is based on identifying and standardizing competencies based on three components: problems, competencies and criteria.

It is interesting to analyze Tobón's work in terms of the use of two terms that have been analyzed in this writing: the approach and the model; the vast majority of the author's work takes the competences as an approach, however as mentioned above the term model appears sporadically in his speech and even in a combined way when he points out that "universities have been adopting this competency-based approach after going through the other models, in order to make the training and evaluation of competences from teachers more viable" (Tobón. 2008, p. 7).

In this sense, the competency assessment aims as suggested by Villardón (2006, as cited in McDonald et al, 2000):

Ensure that both the teaching-learning process and the assessment are guided by the intended learning outcomes; on the other hand, to facilitate the granting of credit for competition acquired in other contexts; and to help students understand what is expected of them, as well as to inform other interested people about the meaning of a given grade. (p.7)

It is important to point out that competences in higher education is a relativelynew topic in Colombia and although there is abundant literature on the subject, it can be said that it has not yet been configured as a training model but on the contrary as a utopian look of practice, but well delimited theoretically. We must break thegap between practice and theory and thus become a mediating model for learning processes.

2. METHODS

The research focused on the hermeneutic method to understand the texts (both those present in the documents, and whatarise from the stories of the subjects) to understand them in this sense is to place them in their respective contexts, with this the researcher understands and analyzes them in front of their authors and contents, which is in fact, according to Martínez (2006), understand anauthor better than he is understood.

According to Koselleck and Gadamer (1993), hermeneutics implies a series of interpretations that are expressed linguistically, but at the same time understanding is based on the categories of thought that languagehas provided; it also raises the possibility of interpretation that occurs in the context of the dialogue between a horizon of understanding and the vital world from which it is being seen and transcends the referents of space and time. Ricoeur (2006) defines hermeneutics as the theory of the rules governing an exogenesis, that is, an interpretation of a particular text or collection of signs that can be considered as a text.

Hermeneutics, from theseperspectives, starts from the principle that recognizes the possibility of interpreting a text in two ways (Vanegas, Gamboa and Gomez (2022): on the one hand, a literal interpretation and on the other an interpretation based on the reconstruction of the world of the text. According to the above, it is valid then to propose that hermeneutics according to Vanegas et al. (2010).

3. FINDINGS AND DISCUSSION

3.1 Competences from the instituted imaginary

Competencies in higher education is a topic that is present in the curricular structures of a large part of the institutions of higher education, who bet on a curriculum by competencies in their processes of teaching to prendizaje. Competences in higher education, although it is a topic that addresses a proliferating literature both in Europe and in Latin America, is so far an initial exercise for its insertion in the curriculum.

The institutional imaginaries on this category bet on this new form of learning and are determined

by the valuation of the development of cognitive processes (development of knowledge: learning to know), communi- cative (learning to interact and work in a team), psychomotor (learning to do) and socio-affective (learning to love, learning to live together, learning to be) from the interpretation, proposition and argumentation (Nursing accreditation document , 2013 and Systems Engineering Educational Project, 2013). These imaginaries can be interpreted from the text Education contains a treasure by Jacques (1996), where competences are taken as a new form of learning prioritized in the elaboration of programs as in the definition of new pedagogical policies.

From the perspective of competences, the programmes under study state that:

The program is based on cognitive and communicative skills, such as analytical, critical thinking, argumentative and solving problems of everyday life and context are achieved with the application of strategies such as: Adoption of pedagogical practices , such as the review of situations concrete problems, critical readings, collection of organization and interpretation of information, reading and application of research results . Development of research courses as components of the programme in which research approaches, methods and techniques are proposed with mini-projects. Application of the method of solving health problems and health services, the case study in the different experiences of nursing care, in the approach and development of health project at the community leveland in the administration of nursing services. (Educational project of Nursing, 2013, p. 34).

The inclusion of the competency-based approach in the training processes of nursing professionals, as wellas in other programs, showsan important impact on strengthening the responsibility of the student by actively participating in their learning process. This allows the application of different didactic methodologies depending on the subject and the dynamics of the group; it forces to design the subjects in a practical and coherent way, allowing the distinction between the essential and the non-essential, rationalizing resources and providing greater cohesion in the training curriculum, among others (Ruzafa et al., 2008).

From the institutional imaginaries about competences, a reflection and interpretation can be made in the light of the conceptual construct of competences. In this sense, it can be said that society seeks that education trains for quality work, focused on obtaining knowledge, but, without a doubt, the most important thing is not to have knowledge but to know how to search, assimilate, analyze and apply it effectively. Therefore, it is intended that students develop skills, attitudes and values, therefore, competencies, to be applied to changing situations in real contexts. Competency-based training aims to guide training towards performance in different cultural and social contexts, which requires guidance of teaching from the learning processes and contextualization of training (Tobon , 2006).

The development of the educational approach to competency-based training and its processes require a stepon the part of teachers. As a first step, the conception of competence must be assimilated, which must be verified in the renewal of pedagogical strategies, taking into account that, in order to understand and transform this world, people need to process and understand large amounts of information; in the same way, they need to face challenges. of society and, for this, the competences that must be formed in individuals are increasingly complex, requiring a greater masteryof varied skills (OECD-USAID, 2005).

In this sense, competencies are understood as actions that are carried out multidimensionally and in a complex way, with a certain objective within the reality of a context, fulfilling efficiency criteria framed by decision-making and foreseeing consequences (Maldonado, 2008). Along with the notion of competence, the conception of formation should also be highlighted, which includes actions given on the person to lead him to a transformation of the integral being on know-doing, know-how and know-thinking. In this way it is understood that knowledge is inseparable from practice, since itseeks to modify the representations in the subject that is formed in a cognitive, affective and social way, guiding the formative process through a logic of structuring and not accumulation.

From this perspective of competences as training

devices (Tobón, 2006), it is understood that teaching maintains the relationship between the subjects that are formed and the object of teaching, that is, the knowledge of the teacher. From well-known studies it is understood that professional knowledge is related to the three theoretical perspectives: constructivism, complexity and critical theory, with the idea of a master researcher as an organizing principle of professional development and characterizes it as practical, integrative, professionalized, complex, evolutionary and procedural knowledge (Porlán et al., 1997).

It is understood that the imaginaries of competences of the two programs under study show their dynamization mainly in learning theories such as constructivism (Piaget, Vygotsky, Bruner, etc.), cognitivism (Gagné, Lemaire, etc.) and socioconstructivism (Borght, Brown and Campione). The first of these conceptions emphasizes the active role of learners. The second focuses on how knowledge is acquired and used. The latter highlights the relational dimension of learning(Martínez & Echeverria, 2009).

To follow this approach is to commit to:

Competency-based training allows there to be a direct relationship between the skills required and the contents of training programmes. In this way, those who lead the training will have a reference to adapt their programs and those who demand their services will have the security that they adapt to the needs (Valverde, 2001, p. 69).

Consequently, it is clear that competency-based training has as its main objective 'learning to learn'. Amodel of autonomous and meaningful learning should then be developed by developing skills and attitudes and not emphasizing the mastery of knowledge.

En síntesis, según Beneitone et al. (2007):

Competences emerge as integrating elements capable ofselecting, among a wide range of possibilities, the appropriate knowledge for certain purposes. The trend towards a 'learning society' has been widely accepted and consolidated for some time. Some elements that define this paradigm shift are a student-centered education, the changing role of the educator, a new definition of objectives, the change in the approach of educational activities and in the organization and outcomes of learning. (p. 40).

Competencies in higher education are a topic that is permeating institutional discourses, but it is also present in the imaginaries of the community of practice. However, there is still no clarity in teachers on how to develop these competencies in their students. With respect to this imaginary there are voices that confirm that competencies are only institutional discourses that are not put into practice, as one manager points out:

Honestly or what you see in the university is that we talk about training by competence, but wedo not evaluate competences, certain, then you look at the qualified registration documents of all the programs and they all talk about competition and we have a list of competence and 3 or 4 pages full of what we intend with the students, but finally when we are going to evaluate them, we do not evaluate competence, that is, we do not do training by competence, we do not follow up on that training by competence, we enunciate onething in the document and we act differently. (D1I).

Other statements by a teacher shed some light on competency training when he points out that:

Competence is that ability that we have as humans to solve problems with what we haveat our disposal and focuses on know-how, knowing how to be and knowing how to coexist, for example in my courses the skills of my students are reflected in their capacity for analysis, in their ability to reason, to achieve in some waylizar a knowledge that in principle It is blurry but they manage to practically discover what are those logical sentences that are behind that problem, because the matter is basically logical and the fundamental thing is that they are able to extract the problem, that they are able to formalize it. (P3I).

However, this particular discourse reduces competences only to the level of solving problems, and does not offer an argument that addresses competences in their entire training spectrum.

In othernot very clear statements are those adduced by a teacher when he points out that:

The competencies translate into students

receiving the content, working on the theoretical part, the scientific part, first reading the topics,acquiring first-hand knowledge, developing the skill and practicing the skills they require to be able to perform in a certain area, which through the nursing process and the method They evaluate their own actions, so the competences that I look for in the student is that, that the student first acquires knowledge, that he goes to the field and knows how to perform, practice them and that to all that they add a component of humanization, ethics, criteria, problem solving, who knows how to perform. (P3E).

On the other hand, from the speeches of the students, the imaginary of competence development is focused on research, since they affirm that:

In the program the scientific competences are clearly developed,because from the moment one starts the career in the first semester one until he sleeps with a scientist, here they put us to review articles of journals, updates, who is not updated is nobody, then the scientific competence is extremely high ... Here they tell you that the important thing is not knowing how to do, it is knowing why you are going to do it, it is what I am going to do it for, because what they tell you is that the moment in which one is there with the patient that is what I should do or should not do, Then you must have the scientific basis to make the decision. (E13E).

These stories focus on scientific bases to make decisions, a powerful argument that denotes the rigor in the procedures in the care of the other, since it seems thedevelopment of communicative skills such as reading and the ability to put into practice the theoretical statements in clinical practices demonstrate according to these statements the relationship between the capacity for analysis and its transposition into practice. ca, which would be a significant learning trigger.

4. CONCLUSIONS

The study reveals that the inclusion of the competency approach in the training processes of professionals in the field of study, as well as in

other programs, showan important impact on strengthening the responsibility of the student by actively participating in their learning process.

Competences in higher education is an aspect that is permeating institutional logics, butit is also present in the imaginaries of the different educational actors. However, there is still no formal element that evidences the development of these competencies in students. With regard to this imaginary there are voices that confirm that competitions areonly institutional discourses that do not put into practice the formal elements of schools in the practice scenarios.

Finally, it is important to affirm that the institutional imaginaries on competences, bet on this new form of learning andare determined by the valuation of the development of cognitive processes (development of knowledge: learning to know), communicative (learning to interact and work in a team), psychomotor (learning to do) and socioafectivos (learning to love, learn to live together, learn to be) from interpretation, proposition and argumentation; Academic scenarios that arise not only from current regulations, but also from academic and institutional logics.

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