

The Process of Teaching and Learning in the University, Setting From Student

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ABSTRACT: *The university teacher must respond to the current challenges for quality education therefore must have a specific teaching professional profile to meet the expectations of the authorities, parents and students. The study aimed to describe the perception of students about the process of teaching and learning they receive and their expectations of teacher performance. The study was conducted with all third semester students are studying Bachelor of Athletic Training offered by the State University of Sonora. The population surveyed was 136 students. The gathering of information was through a questionnaire with open questions to facilitate student expression on the object of study. The interest of the students to develop in a balanced way the theoretical and practical elements required in the professional field, calling for more attention to the work applied to the race in both cases is identified. The profile of university teaching focuses on social, emotional, organizational and teaching skills. The need for teaching with sufficient demand to stimulate the academic performance, but flexible and understanding at the required times is emphasized.*

KEYWORDS: *Education, quality, students, teaching, university.*

I. INTRODUCTION

The teacher's ability to reflect on their teaching practice and the empirical basis on how to act in specific teaching situations, has motivated the realization of this study.

Researchers like Shoeman and Mabunda [1] have been concerned with studying the complexities involved in learning to teach, noting that there are few studies on the process of becoming a teacher at the top. However, the interaction between various individual and contextual variables that concurrently occur in teaching, is being studied by researchers in all geographical latitudes, with special attention to the educational performance of teachers and their expectations about all stakeholders in the education process.

In recent decades, Mexican education authorities have reiterated their social commitment to provide quality education, consistently acting in the reform of all educational levels, looking completely transform the National Educational System (SEN) to respond to the economic needs, political and social issues of our time. Whereas a National Educational System (SEN) boost quality and harmonious development of the individual and the community, enabling reach children, girls and young Mexicans the highest standards of learning; recognizing that focused on learning and teaching approaches encourage the student to prepare for the demands of life [2].

It should be recalled that the 3rd Article of the Political Constitution of the Mexican United States in one of its sections provides that "the State must guarantee the quality of compulsory education so that materials and teaching methods, school organization, educational infrastructure and the suitability of teachers and managers ensure the highest achieving student learning" [3].

In the Education Sector Plan 2007-2012, the need for, free, with identity, reason and dignity, rights and duties, creators of values and ideals national education system forming conscious citizens is established. At school, students have to find the right for the full development of their capacities and potential conditions; of his reason and his artistic sensibility, your body and mind; their training value-related and social; their civic and environmental awareness [4].

Although higher education is not compulsory in Mexico, also be regulated under the principles of quality and equity, the Ministry of Education [5] stated in Article 4o. 279 Agreement, undergraduate studies correspond to post-baccalaureate leading to obtaining a professional degree educational option. Confirming this situation in various official documents as stated in objective five of the Education Sector Plan saying that it is the duty of System Nation Education "Raising the quality of education for students to improve their level of educational achievement, have the means to access to increased prosperity and contribute to national development", one of the indicators of achievement the percentage of full-time faculty in higher education who received training and updating.

It is therefore evident that the university teachers should respond to current challenges to quality education, therefore, must have a specific teacher professional profile, to meet the expectations of the

authorities, parents and students. Guzmán [6] recognizes the efforts made by the teacher to adapt to adverse conditions demonstrating a strong commitment to society, as they try not only to teach curriculum content but also care about helping students and integrally forming it.

For this reason you should keep in mind that quality education is not only getting good grades or approve international assessments, the concept of educational quality should be set based on the expectations of all educational actors, however, regularly be seen that students are who must adapt or adjust to school and non-school students, a situation that has become standard practice.

The Italian Francesco Tonucci psychologist emphasizes the need to listen more to the students, asking what is the school they wish to have?, so it has made very interesting studies reveal that students are not the focus and priority of the decisions of educational authorities, emphasizing that the protagonists of the school must be students. In the school of our time is no longer the master who possesses the truth, but who provides the method must assume its role of expert, a professional who works together students, identifying their differences, taking advantage of this diversity and highlighting the capacities and potentialities of each [7].

According to Guzman [8] improved knowledge of teaching practice requires reflective processes collaboratively with students and other teachers, so identify the optimal profile of teachers is a pressing need to manage settings. To the extent that the beliefs and expectations of the students become the object of reflection, may contribute to a better understanding of the performance itself, overcoming the restrictions of the principles underlying the educational process.

Objective

Describe the perception that students have about the process of teaching and learning in college and teacher performance expectations to improve educational quality.

To study the following research question: How should the teaching-learning process in college was formulated?

II. THEORETICAL FRAMEWORK

In the late nineteenth century, John Dewey [9] emphasized that teachers develop several essential skills required for educational practice, including reflection and research of their own practice. Dewey based his pedagogical proposal on the principle "learning by doing".

It should be recalled that from ancient Greece existed forms of preparation for teachers, probably the observation and imitation of the oldest of all teacher. With the passage of time, apart from the tips and principles about teaching, colleges and universities medieval developed a scheme first training teachers, namely the approval of the exams for obtaining academic degrees, which opened the door of teaching. The title "master" was the certificate of admission to the union of professional teachers. The legacy of this scheme has been characterized by century's teacher training top level.

The university teacher to fulfill their psychology feature requires theoretical knowledge about developmental psychology and learning; and knowledge of pedagogy (about the educational phenomenon, design and curriculum development, school organization and education legislation, among others [9].

When trying to make an approach to teaching practices to be performed by a university professor, it is possible to identify two major contexts, the first is in a traditional sense of the teaching-learning process and the other refers to an emerging field which considers the coach as an agent of innovation and social transformation [10].

Several authors agree that the process of teaching and learning is known as experiential learning.

Dr. Claparède in his "experimental child psychology and pedagogy" [11] first published in 1905, notes that many estimate that only the practice of teaching can be the teacher and give the required experience, but the professional who addresses the teaching practice without having any knowledge of psychology and pedagogy, is reduced in performance, when scores to the detriment of their students, so we must avoid at all costs "pedagogy of first refusal" or the trial and error. It should be emphasized that the practice cannot replace the lack of theoretical knowledge. According to Claparède aspiration to theoretical studies of science is to minimize the inconvenience experiments and the scores that always accompany the principles of the practice of any art.

The school is a particular type of organization has its own qualities, however, are consistent operational difficulties in a set of relationships between elements. The operational structure due to a technical rationality, consists of rules and regulations and is the perfect environment for bureaucratic decisions. The cultural dimension has very different characteristics: no rationality, the network of relationships that is not subject to prior regulations and external decisions. This means that the teaching culture that can be seen in the center, is the result not only of ways to own school organization but also personal life paths, experience, gender, maturity and class job. The same applies to the structure "which organized", which has strong links with educational policies and some social transformations [12].

Guzmán [8] used the reflective approach in order to analyze and understand the practice in the classroom and how teachers faces uncertain situations, unexpected, how to use or modify routines, working hypotheses, techniques and methodologies to address them.

The study of educational processes is a valuable contribution to the quality of education that contributes to the understanding of the behaviors that facilitate or hinder the achievement of learning objectives.

Paulo Freire and Pichon-Rivière [13] strongly believed that educational practice should not be oriented in the repetition of past or present, but should be proposed as a transformation of the present to face the future-oriented partnership between educators and learners to develop a teaching-learning process that is based on reality, assuming a critical and curious position that reality.

Educational practice, which are located in the context of each classroom and each school, which occur pedagogical processes of teaching and learning as well as social processes and management required for best performance and orientation purposes of education proposed by a society of different elements that pass essentially the forms of professionalism and accumulated experience of educators. However, educational practice and knowledge that comes from it, are not always organized and systematized. This is partly due to the characteristics of the formation and, in its broadest sense, teacher professionalization own [14].

"The practice generates analyzed theory and the theory makes it possible to implement a more informed practice type" successive circles developing practice-theory-practice [15].

Basic skills of university professors [15].

- Training discipline. Knowing precisely the scientific field in which teaching is exercised.
- The planning of the educational process, "centered beliefs, centered on the model or method" (knowledge of educational and pedagogical model). Teachers with more experience tend to give less importance to the planning and are more interested in the overall dynamics of the class.
- Develop the teaching-learning process. The fundamental difference that distinguishes the best college professors, is the ability to get to involve their students in the "deep learning".
- Assessment of learning and skills of the student.
- Communication and interpersonal relationships.
- Francesco Tonuchi [16] considers it necessary to create a stimulating environment and a high expectation that students maintain their own desire to find solutions, to invent when they are not at hand, without taking refuge in the comfortable "I know not to do". We must give up the habit. The various steps of the school should lose the bad habit of feeling each school as follows, to be considered as development instead as consistent as possible from the preceding.

Tonuchi [16] has repeatedly stressed that the institutions would work much better if teachers working there knew the work of their colleagues in other educational levels and the issue of developing the potential that the school has launched arise. If the educational community, including all actors was aware of this, devote the best energies and higher resources for initial levels of schooling, knowing that there the future of men and women of our country is at stake.

Freire [17]said, "When I enter a classroom should act as an open inquiry, curiosity and questions of the students, their inhibitions being; a critical and inquiring being uneasy about the task that I have, to teach and not to transfer knowledge ". Besides Freire strongly criticized the teachers who teach classes in theory and practical decoupling in the verbiage and fragmentation of knowledge, the tendency to separate the contents of their discipline and teaching methodology. Freire reiterated that:

Encourage questions, critical reflection on the question itself, what is intended with this or that question instead of passivity against the discursive explanations teacher, kind of answers to questions that neck were made. This does not really mean that in the name of defending the curiosity necessary, we should reduce teaching pure ebb and flow of questions and answers that are sterilized bureaucratically. The capacity for dialogue does not deny the validity of explanatory, narrative moments in which the teacher and students know that the position that they, teacher and students, adopted, is dialogic, open, curious, inquisitive and not passive, as speech or as for listening, what matters is that the teacher and students take as epistemologically curious beings [17].

Recall that the student is not in school just to learn content but also social values, through cognitive conflicts through discussion and respectful exchange of views [18]. Rockwell [19] confirmed that the understanding of any kind is an active process. Interpret what the teacher transmits always involves reasoning processes by students. Continually have to build relationships, make inferences, and reach their own conclusions. Students and teachers can actually see different things in illustrations or demonstrations and reach different conclusions. Teachers often clarify, explain and contextualize the content information, questions and examples that come to the everyday knowledge of students. Often become problems in demonstrations, but also in some cases are able to transform the demonstrations in trouble.

According to Saint-Onge [20] there is no single model of good teaching; there are more or less favorable for learning combinations. Effective for a certain level education students, do not be under different circumstances, so that the teacher should change the conditions of learning over time and with changing characteristics of students. Falières and Antolin [21] claim that there is a teaching method that is valid for all students. In addition, to achieve different types of learning is possible through different types of education, so that no single method applicable to all circumstances. As a sound educational program includes a combination of methods and learning activities [22].

As a framework the contributions and Murly Rotter [23] because it established two references for the allocation of goal achievement in life or achievements are resumed: internal locus of control and external locus of control, according to the following definitions:

The internal locus of control attributes the consequences of various situations to individual actions, which recognizes that events are the effect or consequence of their own actions. Individuals with internal locus of control value the effort and personal skill.

The external locus of control is when associates the result of what happened to the circumstances, this means: random, fate, luck or the power and the decisions of others. The person perceives that events are unrelated to performance, and this means you cannot control events, and these are a result of environment.

III. METHODOLOGICAL DESIGN

The study follows the interpretive paradigm of inter subjectivity that supports the social construction of reality referring to the phenomenological tendency for people to consider on the subjective processes as objective realities. The study was based on also that all reality is represented, namely, reality can be perceived by an individual or group that builds on a cognitive system and integrated into a system of values depending on their history and Ideological and social context around it [24].

It is important to note that the social representation of perceptions and meanings constructed subjectively is not a relationship of absolute determination, but aims centrally locate them in social settings where it is possible to recognize, even contradictory, different discourses in which the subjects interact and where are positioned. In the case of this study is possible to identify various interpretations and understandings with respect to university education, teacher profiles, teacher-student relationship, and the effectiveness of the educational process, among others, under which students construct their own visions regarding the formation processes transiting and conditions that facilitate or hinder. Within the framework of a subjective experience that heterogeneity is in negotiations to allow appropriate or confront prospects in those spaces circulating [25].

Since the theoretical issues of education, arise from different conceptions and interpretations of social reality. Educational researchers select different paradigms to study the various problems that arise in educational systems. To achieve the objective of the research was used a non-experimental design with powerful descriptive qualitative approach, seeking to understand and configure a university professor teaching profile and understand the process of teaching and learning.

To achieve the goal, I was collected information using two techniques: a questionnaire with open questions and non-participant observation of the process of teaching training slope.

The study was conducted with all students of third semester studying degree in Athletic Training offered by the State University of Sonora. The population surveyed was 136 students, of whom 45 were women and 91 men. The gathering of information took place during the month of August 2014, through a questionnaire with open questions to facilitate expression of the students on the subject of study. The questions were formulated by the authors of the study, university education of our time. The following questions guided the study:

- a) How should the teaching in college?
- b) What do you expect from your teachers?
- c) How can you learn?
- d) What problems currently facing in your educational project?
- e) How should the university to achieve your career plan?

The information collected was subjected to content analysis based on the qualitative research approach, configuring categories and subcategories. Initially the data analysis was performed by group (01, 02, 03, and 04) and sex. The analysis consisted of reducing the data to transform them into categories that allowed describing the perception of students on university education they receive and their expectations of teacher performance, conforming optimal profile in the three basic dimensions for teacher competence.

Data analysis was carried out in a series of three steps [26]:

- a) Separation and data reduction according to thematic criteria.
- b) Identification and classification of elements, including coding and categorization.
- c) Synthesis and grouping.

It is prudent to say that the categories obtained represent the view expressed by respondent's students, finding the saturation point with the collected data, where the data provided by students from different groups came to redundancy, to repeat the information consistent.

The other technique for collecting data was non-participant observation as mere observer, without [26] intrusion. During the 2014-1 school year (January-December semester) notes in the field diary about the practices of teaching and learning were taken, according to the following categories: teaching methods, teacher actions, the actions of the students, intentionality of actions both within the classroom interaction and feedback in the learning process.

Efforts were made that the observations were carried out with a day apart to work with the analysis of the information for each group; information analysis was performed simultaneously throughout the process, including the collection of data, with support from field diary.

IV. RESULTS

In the analyzed information found no difference in responses between men and women, so that the information was grouped into a general category including the entire population.

The answers to the question: What should be teaching in college?, helped identify the following:

- a) More explanatory
- b) Diversify teaching
- c) Dynamic and fun
- d) Theoretical and practical
- e) More entertaining
- f) More professional
- g) Strictest
- h) Update

The answers to the question: What do you expect from your teachers?, helped identify the following characteristics, grouped in the attitudinal, cognitive and procedural dimension:

Attitudinal dimension

- a) Patients
- b) Dynamic
- c) Comprehensive
- d) Service attitude
- e) Cheerful
- f) Respectful
- g) painstaking
- h) Demanding

Cognitive dimension

- a) Dominate their stuff
- b) What are trained
- c) Specialist in the field
- d) It must have graduate
- e) To meet the needs of students
- f) To be updated
- g) To answer the question

Procedural dimension

- a) Use technology in the classroom
- b) To hear me
- c) Employing teaching materials
- d) Use different methods
- e) Combining theory and practice
- f) Explain clearly
- g) Do feedback
- h) To share your experiences

The answers to the question: How would you learn?, helped identify the following:

- a) Making tasks
- b) Investigating
- c) Being more responsible
- d) Devote more time to activities
- e) Putting more attention
- f) Reading more
- g) Solving doubts
- h) Through images and videos

The answers to the question: What problems currently facing in your educational project?, helped identify the following:

- a) I have financial problems
- b) I have no time to study
- c) I have no computer
- d) I am very restless
- e) I have difficulty communicating
- f) I have failed subjects
- g) There are few classroom hours and many platform

The answers to the question: How should the university to achieve your career plan?, helped identify the following:

- a) Expand the scholarship program
- b) More economical, accessible support.
- c) Update programs
- d) Teachers prepared
- e) nice and clean Environment
- f) Best Internet connect
- g) Good reputation
- h) Excellent teachers
- i) Ensure the quality of education

Below in the Table 1, you can see the education variable and the variable learning contrasts, as expressed by the students.

Table1.Match of the education variable and the variable learning contrasts, as expressed by the students.

Teaching	Learning
More explanatory	Doing homework
Diversify teaching	Clearing doubts
Dynamic and fun	Through images and videos researching
Theoretical and practical	Being more responsible
More entertaining	Devote more time to activities
More professional	Paying more attention
Strictest	Read more
Updated	

Source: Prepared by authors.

The categories can be associated between education variable and the variable learning are: more explanatory-clearing doubts; diversify teaching through images and videos; and more entertaining and paying more attention. Were represented with a loop because they considered complementary actions with relative interdependence in the context of university education. In the following categories of education variable unrelated to the categories of variable learning were identified: dynamic and fun, updated theoretical and practical, more professional, more strictly and, Similarly, in the following categories: doing homework, researching, being more responsible, more time for activities and reading more, no relation to the categories of education variable is found. It is considered that these categories correspond to an internal locus of control, becoming a regular practice of the student would be allowed to have a self-regulatory involvement, aimed at achieving goals. The student reported having knowledge of independent and individual that can enhance their learning activities, but did not express actions that favor the interaction with the teacher, in a harmonious collaborative relationship.

V. DISCUSSION

The interest of the students to develop in a balanced way the theoretical and practical elements required in the professional field, calling for more attention to the work applied to the race in both cases is identified.

The profile of university teaching focuses on social, emotional, organizational and teaching skills. The need for teaching with sufficient demand to stimulate the academic performance but flexible and comprehensive at the required times is highlighted. The student is expected that teachers keep a balance in all his actions, for example to share their experience, but do not talk too much about himself; explaining their classes but not for long, so given the opportunity to talk, discuss or debate the issues discussed; that is formal, but at the same time that is friendly and submitted to teach their classes with joy. College student perception coincides substantially with three of the teaching skills of university professors established by Zabalza (2007), which are: Communication and interpersonal relations, training and development of teaching-learning process. The student is aware of his academic duties, knows what to do to learn, however teachers attributed his little motivation for the study, expressed a preference for practical activities, but are not interested in freelancing or carrying of course activities. With regard to the problems that the student faces the most serious is the economic situation that endangers their stay in college, becoming clear need for more and better academic scholarships, since to improve this acquisition would facilitate materials and equipment required.

VI. CONCLUSIONS

It is concluded that teaching at the university, from the perception of students in the third semester of the race's degree in Athletic Training, and based on the broader categories should be more practical, explanatory, flexible and friendly.

- a) Practice: because they prefer to participate in the application of knowledge, they are not very interested in exploring the theoretical or cognitive knowledge.
- b) Explanatory: while rejecting the lengthy explanations, it is of interest to explain them what to do, not so much theory but what and how to do things, are not interested in knowing the pro why and what should be done activities.
- c) Flexible: do not like the rigidity in scheduling the delivery of academic products, identifying a lack of organization.
- d) Friendly: This category by the perception of some level of hostility in the treatment of teachers or their lack of warmth arises.

Although students expressed an interest for practical activities, their attitude tends to be reactive and certain passive moments, although intentions aimed at developing independent and autonomous activities were identified, a contradiction in the work and actual student performance occurs, this that is, between what you expect to receive in classes, meeting academic activities and it really is willing to do. However, the teaching-learning process is not being oriented partnership between educators and learners to develop a teaching-learning process that is based on reality, assuming a critical and curious position of that reality as proposed by Paulo Freire. Apparently students have very clear what should be the university and what they should do to learn effectively, but consider that they have done from your frame of experience shaped by the transit of previous levels, since has identified a passive attitude to exercise their role in the educational process, not features that invite collaboration, cooperation and commitment to achieve educational purposes were made. It is recommended to consult students on aspects that can be improved in schools, involve more to engage facilitating their participation as actors and not secondary, to be aware of their own expectations and demands, actors surely you realize that teachers can not only managing educational quality, but a collective project. Similarly, the teacher should be more concerned to know how the other actors perceive their performance must be willing to receive feedback to work in the areas of emerging opportunity.

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