

UNAE: Teaching-Research-Linkage with the community

In the context of the Ecuadorian educational normative framework and global trends in higher education, in the area of teacher training, the teaching model of UNAE seeks an intrinsic relationship between the three substantive functions of the Ecuadorian university: teaching, research and relationship with society (Executive Function, 2010). These functions are themselves linked. In our pedagogical model teaching excellence involves the formative research (of students and teachers) and generative research. The relevance of the research is its relationship with the problems and needs of the socio-educational context in which UNAE emerges, and to which it must respond. In this way, the three substantive functions of UNAE are necessarily linked.



The pedagogical model is based on a constructivist epistemology (Pérez, 2010), from which perspective representation and action are fundamental domains in the processes of knowledge construction. Knowledge is part of the competences, understood as a complex construct of thought and action, which implies a threefold knowledge: to know to think, to know to say and to know how to do. The practice constitutes one of the pedagogical principles of the curricular model. It is known in and for action. Practical thinking involves understanding and acting. Next, a schematic characterization of each of the functions and their links is made, in the context of the UNAE pedagogical model.

DOCENCIA

It is oriented to the training of excellent teaching professionals. The role of UNAE in the transformation of the country's education and its pedagogical model urges us to face the challenge of undertaking new pedagogical-didactic routes that lead to an education more relevant to the demands of the current educational context in which UNAE emerges. The University responds to this social order with a highly innovative pedagogical model of educational thinking, its conceptions and practices. The training of teachers in this model is based on skills, which implies that teacher training should be based on the theory of practice, experimentation of theory, understanding of action and theory in action and questioning the Proclaimed theory (UNAE Management Committee, 2015). The teaching-learning processes are guided by the logic of inverted didactics, for that methodologies are fostered to promote the leadership of students, in which educational research plays a fundamental role.

At UNAE's pedagogical model, the curriculum reaches its maximum degree of concreteness through the learning methodologies, such as the problems, projects and cases that emerge from its contact with the problems of the world of the profession, and that create situations of challenge to develop basic and professional skills. These learning situations involve rethinking the curriculum in terms of the development of competencies, in which the processes are prioritized (Pérez Gómez, 2012) and the didactic-methodological elements mainstreamed by the principles

of research. An educational project has the capacity to generate relevant educational contexts and practices, timely scaffolds and real research scenarios for learning. Teachers and students of the UNAE are developing the Lesson Study, considered a privileged methodology to put into practice the pedagogical principle of theorizing practice and experiencing theory, is defined as a strategy for research and improvement of one's own educational practice (Soto , 2014), as a permanent process of reflection on action (Management Commission of the National University of Education, 2015).

RESEARCH

The areas and themes of research emerge from the socio-educational context, with which students make contact through professional practices, which are a fundamental task of the Department of Linkage with the community. It is in this context that the results of the research processes are reversed as a contribution to the improvement of the quality of education. These research processes nourish and feedback the lines and research projects of the University.

One of the training fields in the UNAE curriculum is the research of contexts, knowledge and cultures. A curricular principle transverse to the curriculum is that "learning involves working with questions linked to practice". Likewise, "learning is relevant because their concerns become research questions, from which research projects that compromise and link them with the community must be unleashed. (Vilanova, 2015). In this context of educational principles, the Integrating Knowledge Project (PIENSA) is a fundamental element in the teacher training process from the investigation of the problems. It is an investigative exercise that contributes to the research training of the student and his incursion into the Sciences of Education.

LINKING WITH THE COMMUNITY

The pre-professional practices are the articulating axis of the three substantive functions of the University (teaching, research and association with the community). The practices play a role as an integrating axis of the institutional work, constituting the central element of teacher training. The broader component of the curriculum model, which corresponds to 40% is intended for practice. The curriculum is structured according to the relevance of the practice. In pre-occupational practices, the principles and processes of action research prevail in the logic of developing basic and professional competencies of the UNAE teacher.

In a dynamic of innovation of professional teaching culture, action research involves the creation and development of academic groups, in order to foster research practices of the teaching practice itself and the problems associated with it. The functions of teaching and research are necessarily linked to the educational needs of society, whose specific context is the school. The educational institutions with which UNAE has established links of cooperation, under the principle of pertinence and reciprocity, are the main sector of society with which the University plays one of its substantive functions, the link with society, in an intrinsic relation with the other two: teaching and research. The substantive functions of Higher Education at UNAE are articulated in an intrinsic, systematic and relevant way. One of the four principles of the UNAE curriculum model is:

Prioritize social commitment. The training program emphasizes the pedagogical philosophy called "learning and service", which aims to integrate and enrich the most relevant professional learning with the service to the community in the educational field, attending to the most important needs of the social community (Management Commission of UNAE, 2015, page 22).

In this way UNAE seeks an approach to the problems and school's needs, in real contexts and from the daily experience of the researcher of his professional world.

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