

## La planeación de la enseñanza-aprendizaje, competencia que fortalece el perfil docente

*The planning of the instruction-learning, competence that strengthens the educator profile*

*O planejamento do ensino-aprendizagem, a competição que fortalece o perfil de ensino*

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### Resumen

Este trabajo de investigación muestra los resultados de la evaluación del desempeño docente a partir de la percepción que tienen del impacto de la planeación en su proceso de enseñanza-aprendizaje bajo un enfoque por competencias. El propósito de este estudio fue analizar si la planeación de los procesos de enseñanza-aprendizaje que realizan los docentes de diferentes centros educativos de nivel medio superior, se basa en un enfoque por competencias, capaz de ubicar a los estudiantes en contextos disciplinares, curriculares y sociales que en estos momentos constituyen la tercera competencia del perfil docente que emana de la Reforma Integral de Educación Media Superior (RIEMS).

En este sentido, se utilizó una metodología de tipo no experimental, descriptiva, con un Enfoque Mixto, con una muestra de 55 profesores, en la que, a partir de los resultados, se logró plasmar experiencias con relevancia significativa, las cuales contribuyeron a estudiar, comprender, investigar y desarrollar nuevas estrategias para aumentar la calidad, no sólo en la práctica docente, sino en un mejor perfil de egreso del estudiante. Los docentes, en su mayoría,

perciben que la planeación que realizan favorece el aprendizaje significativo. Sin embargo, es importante insertar aún más a los estudiantes en la vida práctica.

**Palabras clave:** enseñanza-aprendizaje, percepción, planeación, proceso.

### **Abstract**

This research article shows the outcomes of the assessment of teaching performance based on the perception they have about the impact of planning in their teaching-learning process, with a focus around competence. The purpose of this study was to analyze whether the planning of the teaching-learning processes carried out by teachers from different high school educational centers, it is grounded on a competency-based approach, capable of channeling students into broad disciplinary, curricular and social contexts, which currently constitute the third competence of the educator profile, stemming from the Integral Reform of Middle Superior Education (RMSE).

In this sense, a methodology of the non-Experimental, descriptive, mixed Focus kind was utilized; with a sample of 55 professors, thus achieving from the results the materialization of experiences with meaningful relevance that contribute to studying, comprehending, researching, and developing new strategies that will, in turn, contribute to the augmentation of quality; not only in educational practice, but also in an improved egress profile for the student. The teachers, mostly, perceive that the planning they develop favors the significant learning, nevertheless, it is important to introduce students further into practical life.

**Keywords:** instruction-learning, perception, planning, process.

### **Resumo**

Este trabalho de pesquisa mostra os resultados da avaliação do desempenho do ensino com base na percepção que eles têm do impacto do planejamento em seu processo de ensino-aprendizagem sob uma abordagem baseada em competências. O objetivo deste estudo foi analisar se o planejamento dos processos de ensino-aprendizagem realizados por professores de diferentes centros educacionais do ensino médio é baseado em uma abordagem baseada em competências, capaz de localizar estudantes em contextos disciplinares, curriculares e acadêmicos. Estas são as

terceiras competências do perfil de ensino que emanam da Reforma Integral da Educação Secundária Superior (RIEMS).

Nesse sentido, utilizou-se uma metodologia descritiva não experimental com abordagem mista, com uma amostra de 55 professores, na qual, a partir dos resultados, foi possível capturar experiências com relevância significativa, o que contribuiu para estudar, compreender, investigar e desenvolver novas estratégias para aumentar a qualidade, não só na prática de ensino, mas em um melhor perfil de saída do aluno. Os professores, em sua maioria, percebem que o planejamento que eles fazem favorece a aprendizagem significativa. No entanto, é importante inserir estudantes ainda mais na vida prática.

**Palavras-chave:** ensino-aprendizagem, percepção, planejamento, processo.

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## Introduction

In 2008, a national educational reform began at the Higher Secondary Level to which the Integral Reform of Higher Secondary Education (RIEMS) was named. In its policy document, emphasis is placed on the fact that the teacher at this level should have a acceptable teaching profile, based on eight competences plus three others that include not only those who teach in school mode (face-to-face), but also those who have teaching practice in non-school (virtual) mode and mixed mode (face-to-face and virtual).

These competences, in a substantial way, tell us that it is not enough to transmit fundamental competences for the adequate development of young people in personal, academic and professional spheres throughout life, but that we must sow an awareness of what is the knowledge and what is it for, together with skills, skills and values. Therefore, to be able to transmit and insert these competences in the educational practice, it is necessary that the teacher in school or face-to-face mode and the advisor in non-schooled or virtual and mixed mode, have an adequate profile that allows them to communicate, teach, undertake and plan. Without this, the

teaching-learning process would most likely be blocked or repressed. These competences would not only evaluate the performance of the teachers, but they would also directly and immediately pay for the students' graduation profile.

According to the National Commission of Educational Authorities, the Higher Secondary Education chapter (CONAEDU / EMS) and the National Association of Universities and Institutions of Higher Education [ANUIES] (2008), one of the fundamental processes of the reform is the construction and implementation of a Common Curriculum Framework (CCM) in the different subsystems and modalities of the educational level. The basis of this MCC is the Profile of the EMS Graduate, composed of 11 generic competences and their main attributes. These are fundamental competences for the proper development of young people in personal, academic and professional fields throughout life.

The document of the RIEMS (2008) indicates that being competent allows to carry out an activity with a considerable domain level, corresponding to an established criterion. The level that an individual can reach in an activity depends on the resources they have and the institution and the context in which they worked; it involves their knowledge, skills in various fields, skills, attitudes and values.

Due to its relevance in the pedagogical field, it is convenient to quote Perrenoud, who recognizes that competences: "are not in themselves, knowledge, skills or attitudes, although they mobilize, integrate, orchestrate such resources. This mobilization is only relevant in situation, and each situation is unique, although it can be treated by analogy with others already known "(Perrenoud, 2005: 11).

This means that, in the competence approach, knowledge is not the most important, but rather the use that is made of it in specific situations of personal, social and professional life. In this way competencies require a solid base of knowledge and theories, but the skills along with the attitudes and values will be what will give mobility or life to them. While it is true that the incorporation of the term competencies in the field of education has its first expression in professional and technological training, its use has been extended to education in general, particularly to basic education. This is the case of the European Commission that conceived the need to identify the competences that all European citizens must achieve when concluding basic

education, regardless of the country in which they study. In this sense, Europeans speak of key competences, which are indispensable for everyone.

The countries of the European Union have developed a curricular framework for higher education, based on two types of generic competences, key or transversal to all careers (instrumental, personal and systemic) and specific to each career (disciplinary or academic and professional).

On the other hand, Monereo, assuming the challenges that the new context brings, as well as the complexity that new technologies pose to the teaching process, argues that:

strategy and competence imply repertoires of actions learned, self-regulated, contextualized and of variable domain, while the strategy is a specific action to solve a contextualized type of problems, the competence would be the domain of a wide repertoire of strategies in a certain scope or scenario of human activity. Therefore, someone competent is a person who knows how to read with great accuracy what type of problem is that arises and what are the strategies that must be activated to solve it (Monereo, 2010: 13).

It is perceived that the author begins by differentiating strategies competences, and with this he broadens the characteristics of the former. With this it is clear that the competence itself needs a set of several strategies to intervene in a specific situation. While mentioning Zabala and Arnau, since they address the way competences are learned and taught, they mention:

The competence must identify what anyone needs to respond to the problems they will face throughout their lives. Therefore, competence will consist of effective intervention in different areas of life through actions that mobilize, at the same time and in an interrelated manner, attitudinal, procedural and conceptual components. (Zabala, 2007:45).

It can be said that the competences have to do with the creativity of the one who teaches (the teacher) and the creativity and versatility of the one who learns (the student). Considering Bernabeu (2009), educating in creativity implies starting from the idea that creativity is not taught directly, but is encouraged and that, for this, it is necessary to take into account the following suggestions:

- Learn to tolerate ambiguity and uncertainty: teachers must give space to students to think about a problematic situation that arises (ambiguity) and also create a climate where the knowledge given is not immutable and static (uncertainty).
- Favor the will to overcome obstacles and persevere.
- Develop confidence in yourself and your convictions.
- Promote a work culture for the development of creative and reflective thinking.
- Invite the student to transcend the present with a future project.
- Learn to trust in the potential and not only in the real thing.
- Overcome the fear of ridicule and making mistakes.
- The authority to validate knowledge must start from a social, dialogical and creative process.
- When a creative climate is encouraged, intrinsic motivation and achievement motivation must be present.
- Contextualization of knowledge and critical and creative thinking skills.
- The fundamental needs of the student are related to teaching him to think creatively and reflexively, that is, to think excellently.
- Thinking creatively and reflexively on the part of the student can take place once verbally from the teacher to the students.
- Turn classrooms into spaces to amaze, experiment and investigate.
- Students need to treat themselves as people, that is, to have good communication when they are creating or thinking.
- Questioning is an excellent indicator to talk about that creative and critical thinking is being worked on.
- Unit of the cognitive and affective in each session of creative atmosphere.

As can be seen, the different definitions of competences addressed speak of actions, strategies, mobilization, problem solving, abilities, skills and interrelation, not to mention the context in which they will be applied. When the teacher really understands what you want to achieve with a didactic planning, then you will be able to have an impact in an efficient, effective and competitive upper secondary education graduation profile.

Taking into account the above and starting from the changes that have been presented at the level of upper secondary education, different training options have been designed for teachers to be able to impact the learning of students under a competency-based approach. also help them to recover successful and useful experiences to build on the progress already made. It is then that the training and updating should be aimed at teachers not only transcend exclusively disciplinary purposes, but from the planning of their teaching and learning processes to support in an integral way the training of young people, in accordance with the objectives of the RIEMS. For this, we have the profile of the teacher that is fundamental to move in this direction. This profile is based on the Secretarial Agreement 447 of the RIEMS (DOF of 29-10-2008), which also defines the teaching competences as the individual qualities of ethical, academic, professional and social character that the teacher of the EMS and consequently define their profile.

The core content of the agreement lies in the detailed description of 11 competences and a long list of attributes and attitudes that make up each desirable competence in those who practice teaching in the context of the RIEMS and the National Baccalaureate System (SNB). Based on this, the teacher:

1. It organizes its continuous training throughout its professional trajectory.
2. Master and structure the knowledge to facilitate meaningful learning experiences.
3. Plan the teaching and learning processes according to the competency-based approach and place them in disciplinary, curricular and social contexts.
4. It implements teaching and learning processes in an effective, creative and innovative way to its institutional context.
5. Evaluate the teaching and learning processes with a formative approach.
6. Build environments for autonomous and collaborative learning.
7. Contributes to the generation of an environment that facilitates the healthy and integral development of students.
8. Participates in the continuous improvement projects of your school and supports institutional management.

These eight competences have to do with the teachers who provide higher average education and operate in the SNB in the school mode. However, on June 23, 2009, Agreement No. 488 was published, modifying the various numbers 442, 444 and 447. It is also established,

according to Article 5, that the teachers who teach EMS in the non-modalities schooled and mixed must have, in addition to the competencies and attributes established in the previous article, with the following competences:

1. Complements his continuing education with the knowledge and management of information and communication technology.
2. Integrate information and communication technologies in the teaching-learning process.
3. Guide the independent learning process of their students.

Therefore, and in accordance with the governing document of the RIEMS (2008), educating with a competency-based approach means creating learning experiences for students to develop skills that allow them to mobilize, in an integral manner, resources that are considered essential to perform satisfactorily the activities demanded.

Without a doubt, these experiences can have a significant impact, both in terms of learning and integral mobilization in the student, at the moment the teacher plans their activities, as it is a process that must be aware and categorical about what to teach / learn, how teach / learn, what to teach / learn, where, when and what to teach / learn. If this knowledge is developed to locate students in disciplinary, curricular and social contexts, then presumably it is said that the teacher is planning his or her educational process according to the competency approach.

This research arises from the urgent need to know more about the perception that some teachers attached to different high schools of the University of Guadalajara (UdeG) have about the planning they carry out in the teaching and learning process, with a focus by competencies that help to locate students in disciplinary, curricular and social contexts.



## Materials and Method

This research was non-experimental, descriptive-transversal, with a mixed approach, since it only measured or collected information independently or jointly on the concepts or reference categories. According to Danhhke: "Descriptive studies seek to specify the properties, characteristics and important profiles of people, groups, communities or any other phenomenon that is aimed at an analysis" (Hernández Sampieri, Fernández and Baptista, 1998: 102). Specifically, according to Hernández (2010), it was transversal because data were collected in a single moment, in a single time, whose purpose was to describe variables and analyze their incidence and interrelation at a given time. It's like taking a picture of something that happens.

Likewise, Hernández (2010) specifies that the description of phenomena, situations and events in a natural situation allows the generalization of results to avoid subjecting oneself to a rigorous control, typical of laboratory research. Obviously, methodological, quantitative and qualitative strategies offer us divergent points of view.

Taking into account the third competence of the teacher's profile based on the Secretarial Agreement 447 of the RIEMS: "The teacher plans the teaching and learning processes according to the competency-based approach and places them in disciplinary, curricular and social contexts." (Official Gazette of the Federation (DOF), 2008). Teachers responded to a questionnaire, previously defined items, which helped to know the perception that teachers have about the planning of the teaching and learning process, under the competency-based approach, through in-depth analysis. The questionnaire instrument was based on the Secretarial Agreement 447 (DOF, 29/10/2008) and the Manual for evaluating the teaching performance in the Technological and General Baccalaureate (2013: 46 and 57).

The participating teachers are assigned to three high schools of the UdeG: Preparatory 5, 9 and 13, located in the metropolitan area of Guadalajara, of which only the professors who attended and approved the Diploma of the Teacher Training Program of Higher Secondary Education were chosen. (PROFORDEMS), attending to the knowledge they have about the 11 competences of the teaching profile that emanate from the RIEMS and whose teacher training program has to do with guidelines to the same reform.

Among the three high schools, the population figure of teachers with this characteristic, to 2014, amounts to 217. Taking into account that the population (finite) is already known, the formula proposed by Wayne (1993: 172-174) was used, using a random proportional probabilistic sampling, the final results totaled 55, being consistent with the sample obtained from the general population of the study and remaining for each high school as follows: High school 5: 11 teachers; High School 9: 34 teachers, and High School 13: 10 teachers.

Before the application of the instrument and so to agree, a diagnosis was made that complemented the results of this research qualitatively. The academic coordinators of each of the campuses were interviewed through a semi-directed interview, yielding the following results:

**Tabla 1. Análisis de las percepciones de los coordinadores académicos**

Preparatoria	(19) ¿La RIEMS ha contribuido a elevar el nivel académico del perfil de egreso del alumno?	(20) ¿El docente incluye técnicas y herramientas en la elaboración de su planeación didáctica por competencias?	(21) ¿Qué tipo de cursos de capacitación implementarías para actualizar a los docentes del plantel?
<p><b>Prepa 5</b> 2495 alumnos: 1234 t/m 1261 t/v</p> <p>112 profesores: 28% PTC 53% asignatura 19% técnicos y ½ tiempo</p> <p>Profesores con PROFORDEMS: 41</p> <p>Profesores con CERTIDEMS: 16</p>	<p>Sí, porque el profesor sabe planear y planificar los contenidos de las Unidades de Aprendizaje que imparte. Lleva un control sobre sus tiempos y temas que imparte. Define con mayor claridad cada contenido y actividades de los alumnos. Definición con mayor claridad de los productos académicos que los alumnos entregan. Se maneja un encuadre por Academia y se consideran los tres tipos de evaluación: Diagnóstica, Formativa y Sumativa. Mayor compromiso por parte del docente para preparar los contenidos de las Unidades de Aprendizaje.</p>	<p>Sí, porque el docente, al tener definidos sus contenidos, sabe qué medios o instrumentos utilizará él y los alumnos. Es decir, qué técnicas instruccionales y de aprendizaje utilizará en cada sesión con los alumnos. Sin embargo, el docente maneja de manera intuitiva dichas técnicas, por experiencia.</p>	<p>Cursos instruccionales que permitan mejorar su práctica docente al profesor. Cursos especializados en didáctica o pedagogía, en pocas palabras, cursos sobre instrumentos para planear y evaluar competencias. Cursos de Actualización disciplinar. Cursos de desarrollo humano, inteligencia emocional, cambios en los estilos de vida y cursos de salud. Reforzar cursos sobre manejo de medios, herramientas e instrumentos (TIC) para saber buscar y discriminar información y de esta manera poder transmitirlo a los alumnos en todos los semestres, ya que solo lo manejan en el primer semestre en la Unidad de aprendizaje: Taller de Habilidades para el Aprendizaje. La presencia en todas las Academias me permite escuchar a “viva voz” lo que los docentes necesitan para trabajar con los alumnos, así como saber cómo evaluar de manera más práctica y eficaz, sobre todo que sea significativa dicha evaluación para los alumnos, que el alumno vea reflejado su avance académico.</p>
<p><b>Prepa 9</b> 2800 alumnos: 1600 t/m 1200 t/v</p>	<p>Sí. El estar informado, actualizado y capacitado, conlleva a que los alumnos reciban una práctica docente intencionada y esto la convierte</p>	<p>Sí, porque el estar actualizado puede provocar innovación, e innovar es cambiar un estilo, modelo o paradigma educativo con el que nosotros creíamos tener</p>	<p>Cursos de Planeación didáctica y uso de recursos didácticos. Esta deducción se obtiene de la información de la Semana de trabajo colegiado, donde los docentes</p>

177 profesores: 21% PTC 58% asignatura 21% técnicos y ½ tiempo	en una práctica educativa.	resultados exitosos. (Cambio de modelo educativo de Tradicional a Constructivista)	manifiestan, a través de sus academias, sus necesidades disciplinares, teóricas y metodológicas. Por otro lado, en la revisión de las planeaciones didácticas y de sus planes de clase se denota esta necesidad.
Profesores con PROFORDEMS: 136			
Profesores con CERTIDEMS: 94 <b>Prepa 13</b> 2012 alumnos: 1031 t/m 981 t/v	Sí, porque el profesor reflexiona sobre su práctica docente, realiza una alineación del proceso de enseñanza-aprendizaje, considerando el perfil de egreso (competencias genéricas, disciplinares) y su logro.	El diplomado de competencias docentes sí proporciona conocimientos, habilidades y actitudes necesarias para llevar a cabo el modelo por competencias. Los profesores reflexionan sobre su práctica docente y los nuevos desafíos que se le presentan. Pero si el profesor no está en constante revisión de su tarea docente, no logrará llevar a la práctica lo aprendido en el diplomado.	Los que tengan relación con las competencias docentes del acuerdo 447. Esto de acuerdo con una matriz del trayecto formativo de los profesores de la preparatoria de los últimos años.
123 Profesores: 21% PTC 72% asignatura 7% técnicos y ½ tiempo			
Profesores con PROFORDEMS: 40			
Profesores con CERTIDEMS: 16			

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*Nota:* Elaboración propia, basada en la Entrevista a coordinadores académicos de las preparatorias 5, 9 y 13 (C. Rocha, A. Lomelí y G. Siordia, comunicación personal, 19, 23 y 26 de abril del 2015).

From the results of the diagnosis and the need to evaluate the teaching performance from the planning in its teaching-learning process under a competency-based approach, the following questions arise:

Teachers assigned to different EMS schools of the UdeG, do they plan the teaching-learning processes according to the competency-based approach and place them in disciplinary, curricular and social contexts?

Teachers, when planning the teaching-learning process under a competency-based approach, identify the previous knowledge and training needs of students and develop strategies to advance from them? Do you design work plans based on projects and disciplinary and interdisciplinary research aimed at the development of competences? Do they design and use appropriate materials for the development of competences in the classroom? Do they contextualize the contents of a curriculum in the daily life of the students and the social reality of the community to which they belong?

## **General purpose**

From the formulation of questions there is a general objective for this research work: to analyze whether the planning of the teaching-learning processes carried out by the teachers of different EMS schools of the UdeG, is based on a competency-based approach, able to place students in social, disciplinary and curricular contexts.

Some specific that are proposed for the fulfillment of the general objective are:

a) Identify if sufficient strategies are developed in the students' training to achieve progress from them, taking into account the previous knowledge and training needs.

b) Analyze whether teachers design work plans based on projects and disciplinary and interdisciplinary research aimed at the development of skills.

c) Analyze if teachers design and use appropriate materials for the development of competences in the classroom.

d) Analyze if the contents of the curriculum are contextualized in the daily life of the students and the social reality of the community to which they belong.

## **Results and Discussion**

### **Competence to be evaluated: Planning of the teaching-learning process by the teacher**

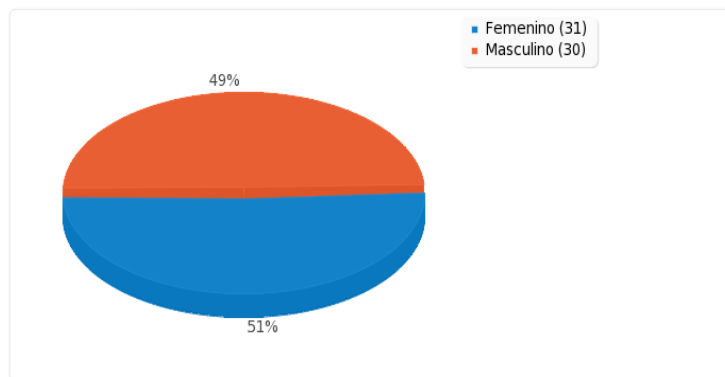
In this section, the questionnaire items refer to the strategies, plans and type of didactics that the teacher uses and applies to focus the teaching-learning process.

**Tabla 2.** Ítems de instrumento

ÍTEM	Deficiente	Apenas	Aceptable	Indeciso	Satisfactorio	Muy	Satisfactorio
	1	2	3	4	5		
<b>Planeación del proceso de enseñanza-aprendizaje por el docente</b>							
10. Identifica los conocimientos previos y necesidades de formación de los estudiantes, y desarrolla estrategias para mejorar a partir de ellas.							
11. Diseña planes de trabajo basados en proyectos e investigaciones, disciplinarios e interdisciplinarios, orientados al desarrollo de competencias.							
12. Diseña y utiliza en el salón de clases materiales apropiados para el desarrollo de competencias.							
13. Contextualiza los contenidos del plan de estudios en la vida cotidiana de los estudiantes y la realidad social de la comunidad a la que pertenecen.							
14. ¿Cómo se ha transformado su práctica docente después de la RIEMS?							

*Nota:* Tomado de Morales, R. (2017). *El Diplomado del PROFORDEMS y la práctica educativa.* Ciudad de México: Editorial Porrúa.

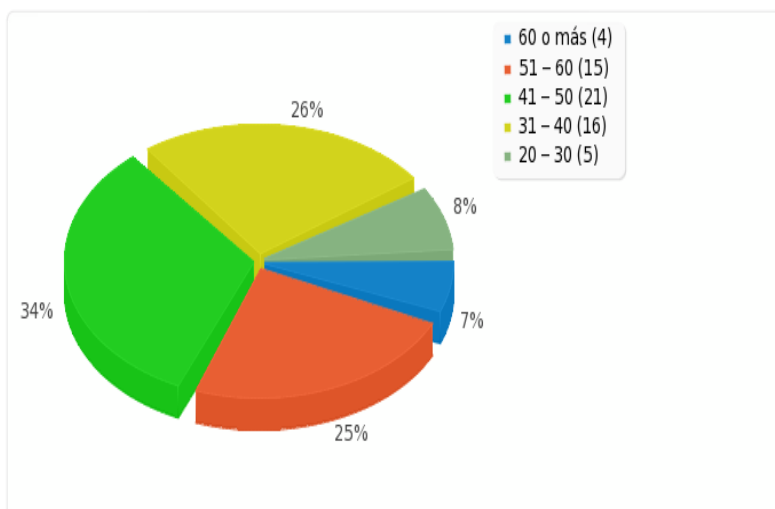
**Figura 1.** Características generales de los encuestados



Fuente: Elaboración propia basada en resultados

According to gender, 31 of the respondents were women and 30 were men. The highest concentration of data of the teachers surveyed is between 41 and 50 years old, according to what is shown in figure 2.

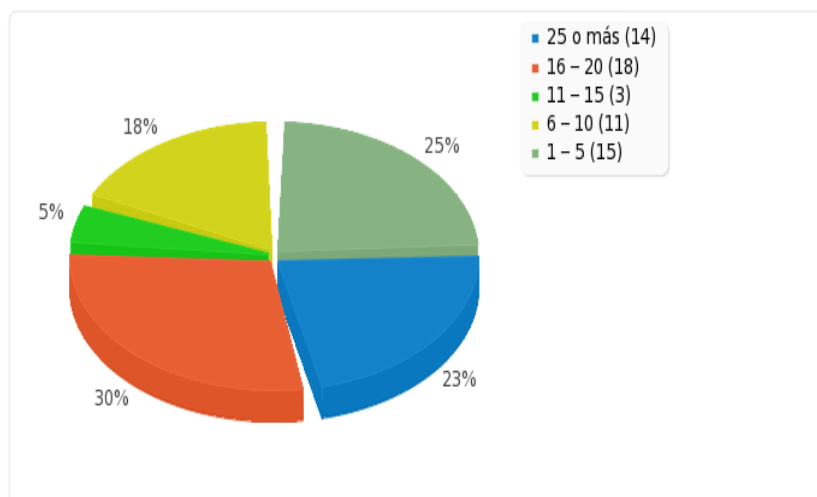
**Figura 2.** Edad de los docentes



Fuente: Elaboración propia basada en resultados.

It was detected that 53% of teachers have more than 16 years of service at the University of Guadalajara.

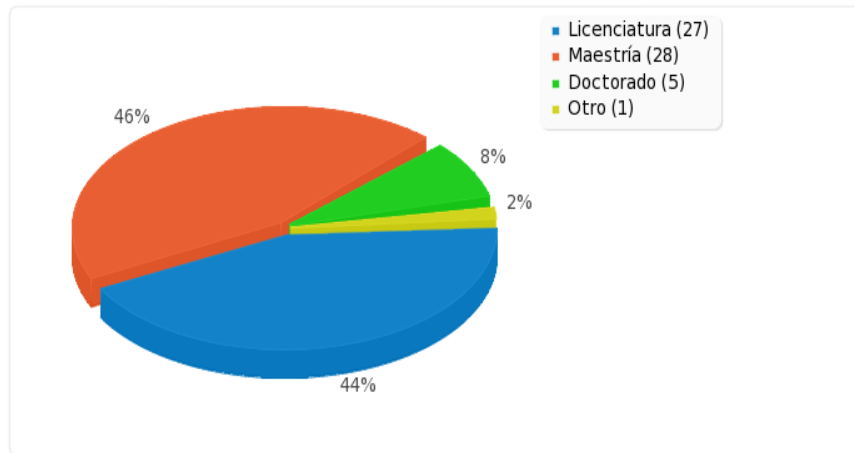
**Figura 3.** Años de servicio (experiencia docente)



Fuente: Elaboración propia basada en resultados.

Of the teachers surveyed, 44% have a bachelor's degree, 46% have a master's degree and 8% have a doctor's degree, as shown in figure 4.

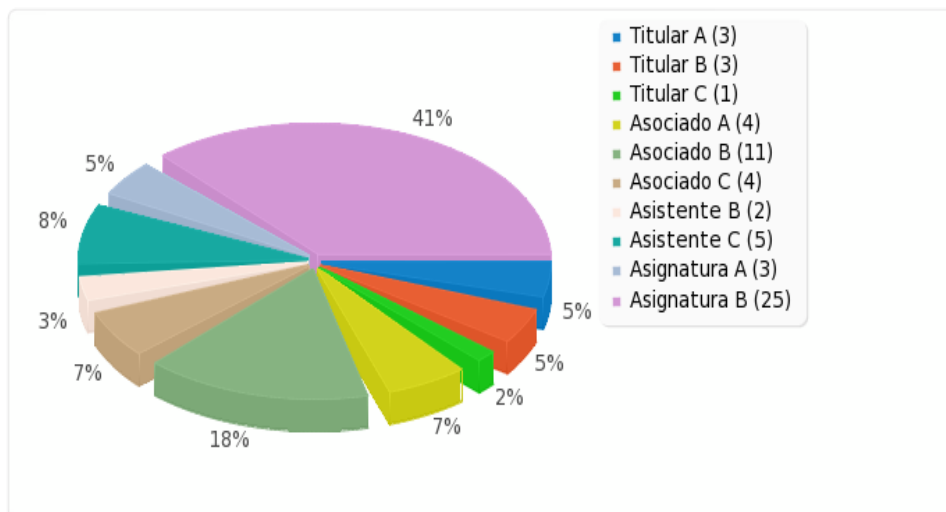
**Figura 4.** Grado académico



Fuente: Elaboración propia basada en resultados.

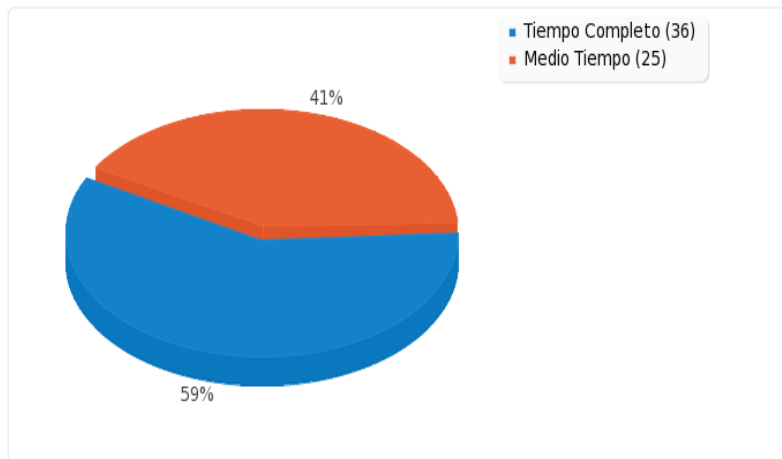
The majority of teachers are subject B, representing 41% of the total. Teachers who have associate category B represent 18% and only 5% have category of holders.

**Figura 5.** Nombramiento académico



Fuente: Elaboración propia basada en resultados.

**Figura 6.** Carga horaria de profesores.



Fuente: Elaboración propia basada en resultados

Figure 6 shows that 59% of the teachers surveyed are full-time and 41% are part-time.

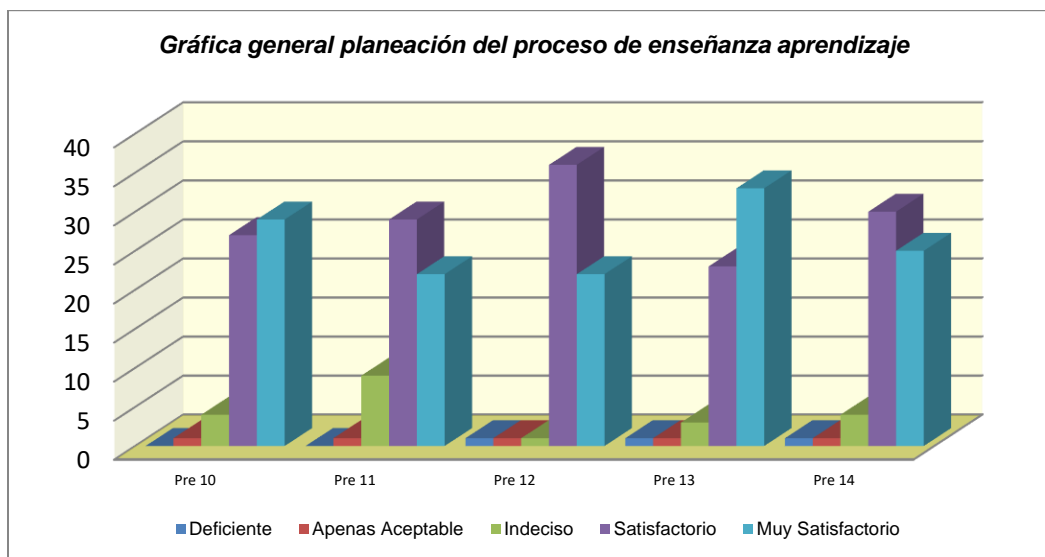
**Tabla 3.** Planeación del proceso de enseñanza aprendizaje.

Escala	Pre 10	Pre 11	Pre 12	Pre 13	Pre 14	Totales	%
1	0	0	1	1	1	3	0.98
2	1	1	1	1	1	5	1.64
3	4	9	1	3	4	21	6.89
4	27	29	36	23	30	145	47.54
5	29	22	22	33	25	131	42.95
<b>Total</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>305</b>	<b>100.00</b>
							<b>Promedio</b>
Media	4.38	4.18	4.26	4.41	4.26	21.49	4.30
Desviación	0.69	0.74	0.73	0.8	0.79	3.75	0.75

*Nota:* Elaboración propia basada en resultados.



**Figura 7.** Planeación del proceso de enseñanza aprendizaje.



Fuente: Elaboración propia basada en resultados.

a) When performing the analysis of the category, it can be observed that in question ten, 8% of the respondents do not identify the previous knowledge and needs of the students, this represents an opportunity to offer pedagogical training courses on diagnostic assessment instruments, through which, the teacher detects previous knowledge in the students to unify them with new knowledge, thus promoting, significant learning in these. According to Ausebel, Novak and Hanesian (1983, p.37), they express that significant learning, whether by reception or discovery, is opposed to mechanical, repetitive or rote learning. That is, it includes the acquisition of new meanings.

Thus, the key to meaningful learning lies in the substantial linkage of new ideas and concepts with the individual's cognitive baggage. Therefore, the importance of identifying them and developing sufficient strategies to achieve progress in the teaching-learning process through them.

b) According to question 11, it is important to design plans that include the methodology based on projects, both disciplinary and interdisciplinary, as this will point to the acquisition of transversal competences. In a 2001 paper, Tippelt and Lindemann, argued that learning through

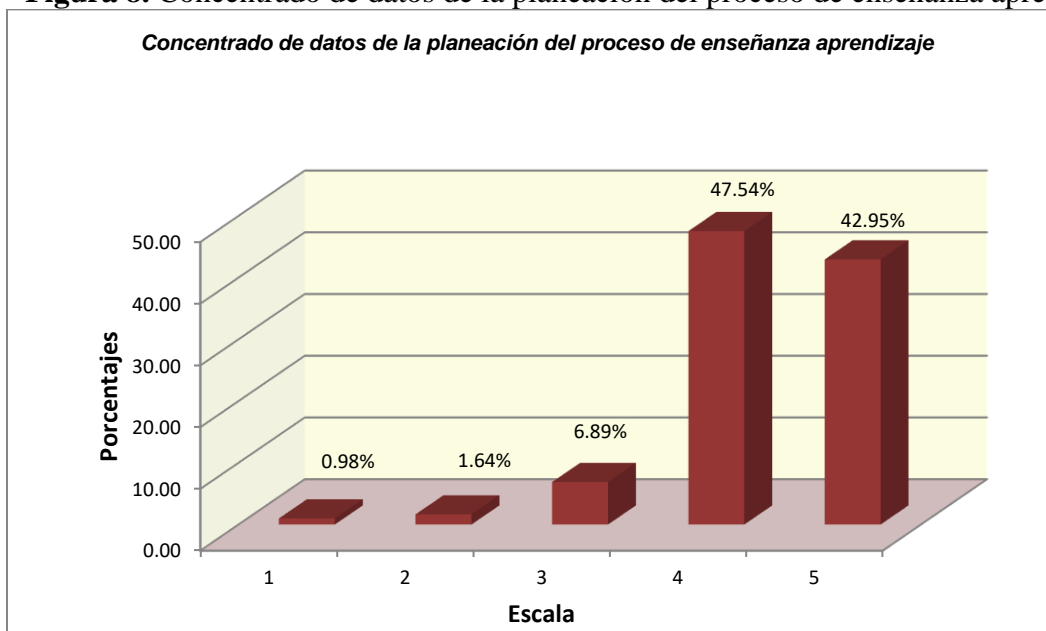
the project method encourages creative and goal-oriented performance in the sense that, in addition to specific competences, interdisciplinary competences are transmitted from experiences of the students themselves. Taking into account that 16% of respondents do not usually implement this methodology with their students, it is interesting to encourage teacher training that includes didactic strategies based on problem-solving based on projects.

c) 95% of the respondents perceive satisfactorily and very satisfactorily the design and use of appropriate didactic materials that allow them to develop competences in the students, this according to question 12. These perceptions suggest creating a bank of digital didactic resources, that they are free for the use and application, in accordance with the teaching-learning needs, both of the teacher and of the students, as well as allowing them to innovate and incorporate ICT in their processes. In 2007, Schmidt (2007): said that sharing these resources is not entirely new in the context of education, innovation is the ease with which, thanks to technology, these tools can be generated and distributed to mass audiences through the Internet .

d) While 8% of the respondents perceive themselves as undecided, barely acceptable and deficient, 92% perceive this question as satisfactory and very satisfactory, indicating that it does encourage meaningful learning and helps build new knowledge. In addition, it tries that the contents of the curriculum are contextualized in the daily life of the students and the social reality of the community to which they belong.

e) In question 14, which is of personal interest, 49% of teachers perceive in a satisfactory manner the transformation that their teaching practice has had after implementing the RIEMS and its multiple actions to carry it out. While 41% of them perceive it as very satisfactory, which assumes the congruence of teachers' perception regarding the planning they carry out in their teaching-learning process.

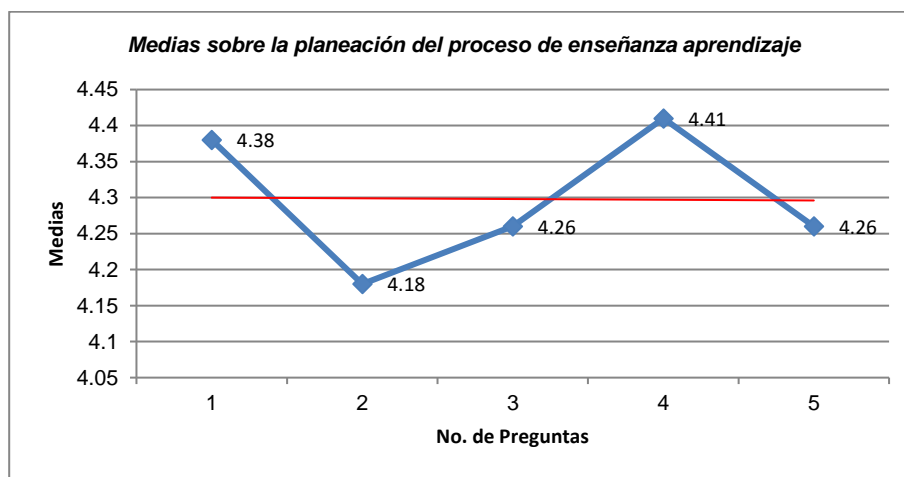
**Figura 8.** Concentrado de datos de la planeación del proceso de enseñanza aprendizaje



Fuente: Elaboración propia basada en resultados.

It can be seen that 91% of teachers surveyed perceive in a satisfactory and very satisfactory manner the planning they carry out in the teaching-learning process.

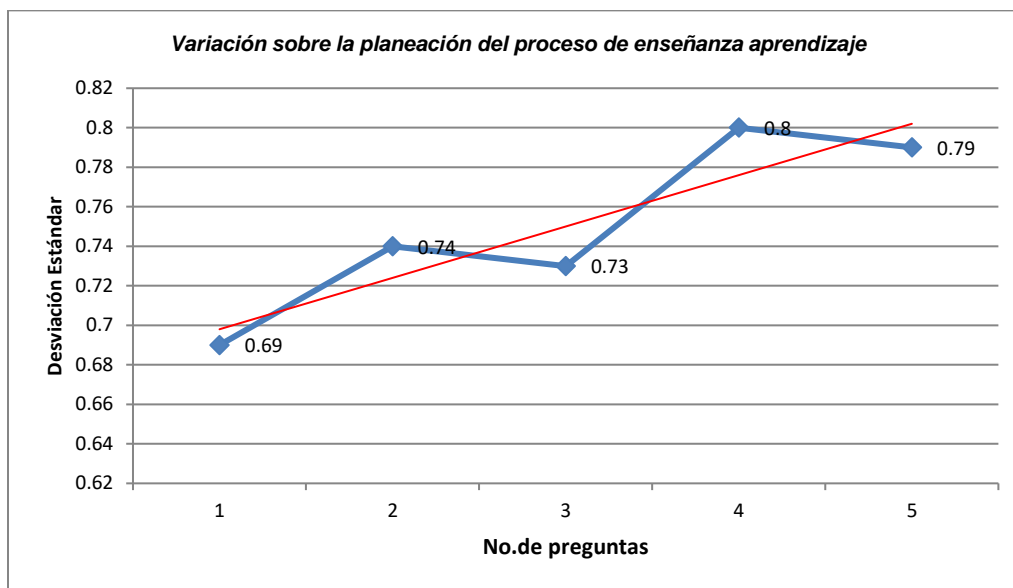
**Figura 9.** Medias de planeación del proceso de enseñanza-aprendizaje



Fuente: Elaboración propia basada en resultados

When analyzing the means, it can be seen that all the data are between 4.18 and 4.41, which means that teachers' perception of the planning of the teaching-learning process has a tendency towards scale 5: very satisfactory.

**Figura 10.** Variación de planeación del proceso de enseñanza-aprendizaje.



Fuente: Elaboración propia basada en resultados

In relation to the analysis of variation, the following descriptive interpretation was made: the teachers' perception of the planning of the teaching-learning process is satisfactory, since it is located with an average of 4.30 of the Likert scale, which is considered from the one to five. Also, they deviate from 4.30, on average, .75 units of the scale, which means that the perception of the respondents, in terms of planning the teaching-learning process, has a tendency towards scale 5 which is very satisfactory, showing that there is not a large dispersion with respect to the central average value, which is 4.30.

## Conclusions and proposals

It can be seen in the interview with the academic coordinators, who agree that teachers have better tools to execute their teaching practice, in a more efficient way and in accordance with the competency program currently required by the RIEMS.

Taking into account the less favorable results, it is emphasized that teachers need to plan teaching and learning activities in a conscious manner and under a competency-based approach that not only provides meaningful learning, but also inserts them in a real context of life. daily and that impels them to undertake through the mobilization of knowledge.

It is important that the teacher, at the time of doing his didactic planning, identify what he will do to teach and what the student will do to learn. That is, learn and apply instructional and group techniques, taking into account content, resources, time and the context where the teaching practice takes place. The use and application of digital didactic resources will be imminent, which will make it possible to update and innovate the teaching practice, in addition to generating learning that is encouraged by the students, given their generational circumstances, they are very skilled in the management of social networks and digital applications.

An opportunity is detected to favor the interaction of experiences among teachers at the academy meetings, promoting ideas, innovations and different ways so that the planning includes tools and didactic techniques that favor learning by competences.

The planning of the learning process, without a doubt, determines the guideline and the course that a teacher must follow in order to transform the knowledge of the students, both in knowledge and skills, values and attitudes. It must be taken into account that it is a guide that allows for flexibility in actions, but without losing sight of the curricular objective.

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