

Temuco UniverCiudad Mobility Program: Empowering comprehensive training and establishing collaborative networks in the capital of La Araucanía.

Felipe Muñoz¹ [0000-0001-7925-8829], Marco Antonio Bellott² [0000-0003-2491-0239], Camila Pérez³ [0000-0002-1715-4300], Marcela Chavez⁴ [0009-0005-3966-4466], Karen Israel⁵, Alejandra Leal⁶, Karen Villagran⁷ [0009-0004-5270-5755]

¹ Universidad De la Frontera, Temuco, Chile, felipe.munoz@ufrontera.cl

² Universidad Católica de Temuco, Temuco, Chile mbellott@uct.cl

³ Universidad Autónoma de Chile, Temuco, Chile, camila.perez@autonoma.cl

⁴ Universidad Autónoma de Chile, Temuco, Chile marcela.chavez@autonoma.cl

⁵ Universidad Santo Tomás, Temuco, Chile, karen.israel@asantotomas.cl

⁶ CorpAraucanía, Temuco, Chile, aleal@corparaucania.cl

⁷ Universidad Santo Tomás, Temuco, Chile, karen.villagran@asantotomas.cl

Abstract. The comprehensive training of future professionals is highly important for Higher Education Institutions. A strategy that contributes to this is Student Mobility, understood as a collaborative process between HEIs that impacts the teaching-learning process of students. The objective of this study is to identify the perception of the participating students of the Temuco UniverCiudad Mobility Agreement, generated between four universities in the city of Temuco, Chile and Corparaucanía, during the academic period of 2021 and 2022. For this reason, a descriptive design quantitative methodology with a cross-sectional approach was used. The sample consisted of 48 participants. The data were collected through a self-report questionnaire. Data analysis was performed using descriptive statistical analysis. The students participating in the mobility program indicated that participating in this instance gave them extra formative value, allowing them to increase their knowledge of the subjects of their interest, developing competences that will contribute to their performance in the world of work.

Keywords: student mobility; learning; university; generic competences; comprehensive training.

1 Introduction

The need for undergraduate students to visualize and experience various training strategies, pedagogical models, strengthen their employability attributes, the promotion of comprehensive training and networking, has required the generation of collaborative networks among higher education institutions.

2 Theoretical Framework

With the increase in professionals, the labor market has increased its competitiveness, requiring high levels of development of generic competences. Employers select people with competences in disciplinary domains, but also by generic training domains in which they demonstrate appropriate proficiency levels (Harun et al., 2017).

Student mobility is one the experiences that favor the development of generic competences (Palmeros and Avila, 2013). This is established as a collaboration strategy between Higher Education Institutions (hereinafter HEIs) with impacts on the teaching-learning processes of the participating students (Velasategui, 2017).

In this way, in the city of Temuco, Chile, four universities, the Municipality of Temuco, and Corparaucania, under the Temuco UniverCiudad alliance, have taken the initiative to offer a variety of elective courses with transferable credits available to all their students. Thus, these elective courses contribute to the development of generic competences of future professionals in the region and the country, in addition to promoting the capital of La Araucanía as a university town.

The Temuco UniverCiudad Mobility Program (hereinafter PMTU, by its acronym in Spanish) constitutes itself as an offer of elective general training courses offered by the universities in agreement (Universidad Autónoma de Chile, Universidad Católica de Temuco, Universidad de La Frontera, and Universidad Santo Tomás) with the coordination of Corparaucanía, enabling vacancies for students from each of the participating institutions. The purpose of the PMTU is to promote comprehensive training through the strengthening of various generic competences of students through regional student mobility and to develop collaborative networks among universities in the city of Temuco.

Based on the above, creating collaboration and support networks among the universities of Temuco, the PMTU contributes to one of the Sustainable Development Goals, established by UNESCO (UNESCO, 2022) that requests excellence from Higher Education Institutions through cooperation, which implies working for common objectives, in a network, that has an impact on student learning.

The objective of this study is to identify the perception of PMTU students who participated during the 2021 and 2022 academic years. It will focus on what is linked to motivation, a key variable in learning (Valenzuela et al., 2018; Lourenço et al., 2022) and in the appraisal that the students make of the experience; which makes it easier to understand satisfaction and, even with the perception of success, which will also result in effective learning (Gutiérrez et al., 2019).

3 Method

The present study used a descriptive type quantitative methodology and a cross-sectional approach. The sample consisted of 48 participants. The inclusion criterion was having participated in the PMTU in 2021 or 2022, this being the total universe. The data were collected through a questionnaire, with the prior approval of the participants, and the data analysis was performed through descriptive statistical analysis.

5 Results

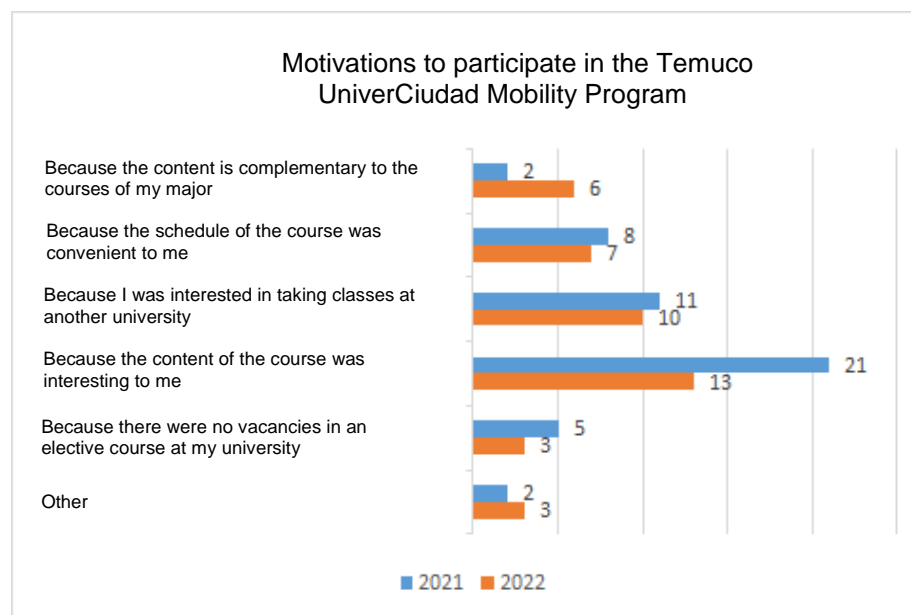


Figure 1.

The study participants indicated that, among their main motivations for participating in the PMTU, interest in the content of the specific subject and interest in taking a subject at another university stand out.

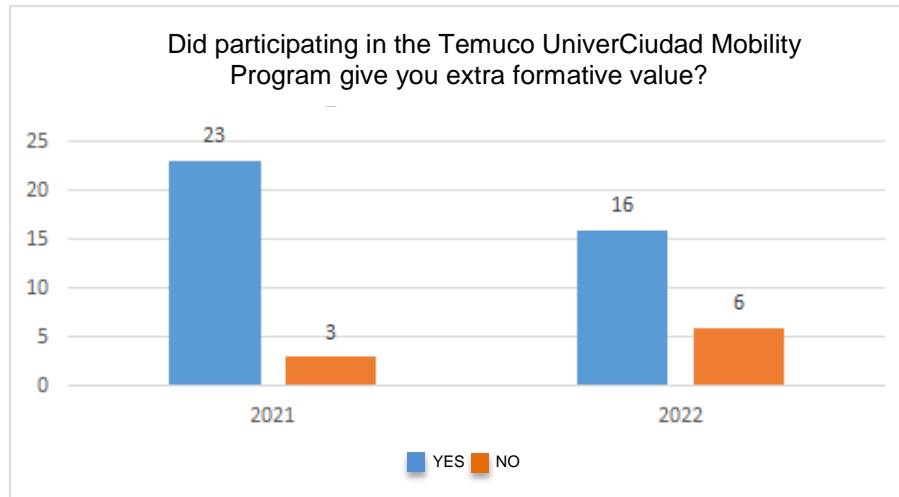


Figure 2

On the other hand, the participants indicated that taking a cross-curricular training course under the PMTU gave them an extra formative value, compared to having taken it in their own university.

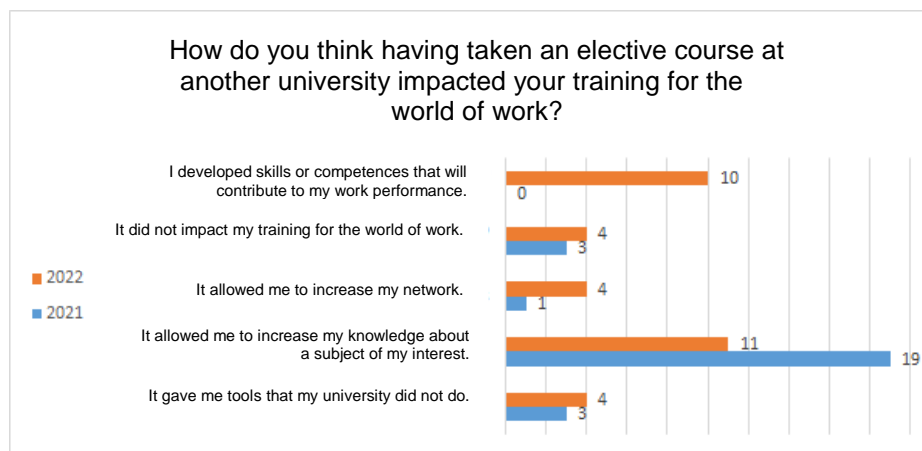


Figure 3

According to the results, students highly value the knowledge of their interest and the contribution of this experience to job training. This perception of the usefulness of the experience underpins the development of significant learning (Agra et al., 2019).

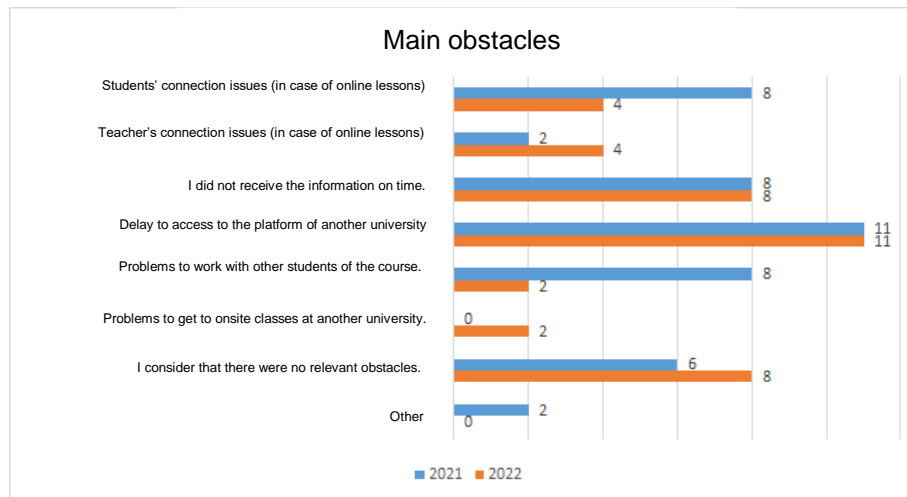


Figure 4

Figure 4 shows that the biggest obstacle was the delay in accessing the platforms; a fundamental aspect because it allows access to academic resources.

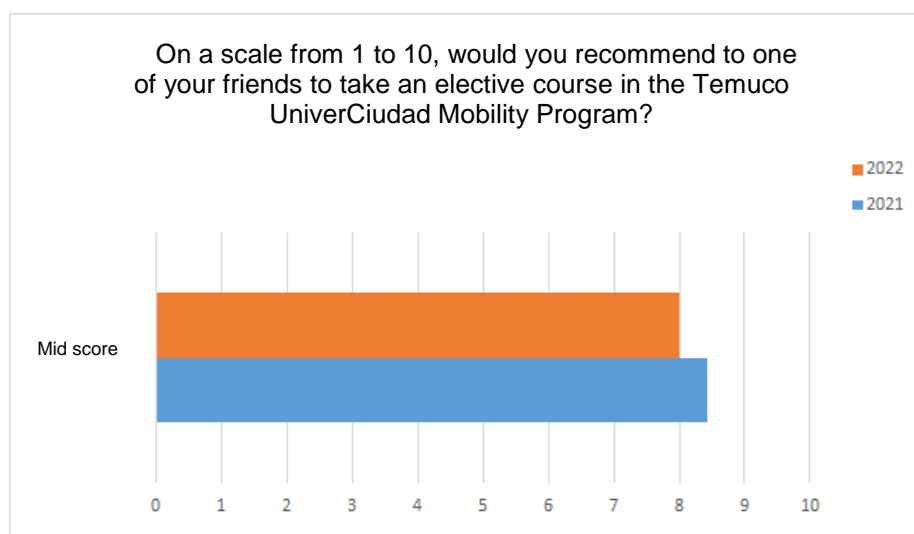


Figure 5

Figure 5 allows to appreciate, by the 80% assessment, that the students of the years 2021 and 2022 would clearly recommend taking courses of the PMTU.

5 Discussion

The student mobility experience has been positive for the students, as shown by the assessment they made of the teaching methods, the learning activities, the perception they have of the impact on the learning of their interest, and the fact of having participated in different university life experiences, which provide extra educational value. The clear information and the support received from the different coordinating teams stand out particularly in the level of satisfaction and, also, regarding the motivations that led them to take the courses. Another outstanding aspect is the perception that this experience has contributed to their academic training, personal development, and level of satisfaction. The link between the motivation with which they access the program, and the feeling of success is significant, which allows us to assume that motivation is maintained throughout the program.

Even so, the challenge of expanding the experience to extracurricular instances related to cultural and social exchange remains, as a way of expanding knowledge (Sánchez and Hernández, 2019). The fact that the students value the experience positively makes visible the importance of providing policies associated with student mobility as a way of "identifying, promoting and monitoring academic cooperation" (Guillén, 2017, p.41).

The challenge of optimizing the access and registration processes was identified as an obstacle. This would improve inclusion in virtual environments, establishing clear and accessible information, communication, and learning platforms (Xing and Zixin, 2019, p.208). It is relevant to note, even though it is not part of this study, that the experience of the teachers highlighted the positive aspects of having students from other universities, since they contributed to the dynamism of educational relations. This opens ways to think about inter-university teaching mobility, not only in the field of sharing experiences of good teaching practices but also in research experiences that enrich the teaching of networked universities.

6 Conclusions

The research identified that PMTU students value, recommend the experience to other students, and recognize the contribution to preparing for the world of work. The fact that they had been able to choose courses of their interest and appreciate the usefulness and contribution to their professional training shows their motivation to learn and the strengthening of significant learning. The collaboration among HEIs contributes to the democratization of student mobility. In this context, this collaboration works for the comprehensive training of new professionals responding to the commitment assumed, making Temuco visible as a university town, with its cultural wealth and generation of knowledge.

7 Limitations and Future Research

One of the limitations of this study is the small sample size; therefore, the generalization of results to other mobility experiences should be taken with caution. Regarding future research, the need to generate a study that contemplates the use of a qualitative methodology is raised, which will make it possible to deepen the description of the various Mobility experiences and, hence, better understand the obstacles and contributions that it has and possible solutions to them.

1 References

- Agra, G., Formiga, N. S., de Oliveira, P. S., Costa, M. M. L., Fernandes, M. d. G. M., & da Nóbrega, M. (2019). Analysis of the concept of meaningful learning in light of the ausubel's theory. *Revista Brasileira De Enfermagem*, 72(1), 248-255. doi:<https://doi.org/10.1590/0034-7167-2017-0691>
- Guillén, O. (2017). Análisis de la Movilidad Estudiantil Internacional a nivel de pregrado. *Journal of science and research*, 2(8); 37-43. doi: 10.26910/issn.2528-8083vol2iss8.2017 pp 37-43
- Gutiérrez, M., Tomás, J. M., Gómez, A., y Moll, A. (2019). Clima Motivacional, Satisfacción, Compromiso y éxito Académico En Estudiantes Angoleños Y Dominicanos. *Psicologia Escolar E Educacional*, 23. <https://doi.org/10.1590/2175-35392019018764>
- Harun, H., Salleh, R., Baharom, M., y Memon, M. (2017). Employability Skills and Attributes of Engineering and Technology Graduates from Employers' Perspective: Important vs. Satisfaction. *Global Business & Management Research*, 9
- Lourenço, A. A., & de Paiva, Maria Olímpia Almeida. (2022). School motivation: Theoretical approaches to the learning process. [Motivação escolar: abordagens teóricas do processo de aprendizagem Motivación escolar: aproximaciones teóricas al proceso de aprendizaje]. *Revista CES Psicología*, 15(2), 169-193. doi:<https://doi.org/10.21615/cesp.5952>
- Palmeros y Avila, G., Sanlúcar Estrada, E., Ruíz Gómez, E. F. y Coeto Calcáneo, I. A. (2013). El programa de movilidad estudiantil en la UJAT y su impacto en la formación integral de los estudiantes de la división académica de Educación y Artes. *Univest2013*.
- Sánchez, J. y Hernández, G. (2020). Percepción del programa institucional de movilidad estudiantil como factor importante del crecimiento personal.

- Unesco (2022). *Más allá de los límites. Nuevas formas de reinventar la educación superior. Documento de trabajo para la Conferencia Mundial de Educación Superior*. <https://unesdoc.unesco.org/ark:/48223/pf0000377529>
- Valenzuela, J., Muñoz, C., y Montoya Levinao, A. (2018). Estrategias motivacionales efectivas en profesores en formación. *Educação E Pesquisa*, 44, e179652. <https://doi.org/10.1590/S1678-4634201844179652>
- Velastegui, O. (2017). Análisis de la movilidad estudiantil internacional a nivel pregrado: Un caso de estudio. *Journal of Science and Research: Revista Ciencia e Investigación*, 2(8), 37-43
- Xing, C. y Zixim, L. (2019). El statu quo y las perspectivas del programa de movilidad estudiantil de estudiantes chinos con Universidades españolas. *Revista Española de Educación Comparada*, 34, 196-210. doi: 10.5944/reec.34.2019.23620