

Insertion of the university student towards the publication of scientific research: Teaching experience

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Abstract.

The transit of research together with training constitutes the first step for the insertion of the student towards scientific activity, being able to consolidate his contribution to knowledge through scientific publication. The nature of the study had a qualitative hermeneutical character. The objective was to achieve the insertion of the student towards the publication of scientific research through the design of a project based on the ABP project in a subject of the research category of the tenth cycle of a study program in the area of health of a Peruvian University; was applied during the 2 academic cycles of 2022; the project was applied in 10 work teams composed of 1 thesis student (author) and 3 students of the subject (co-authors). The designed project showed favorable results; a total of 10 manuscripts submitted for evaluation for publication: 30% were published and 40% are in solution of observations by the co-authors. The designed project achieved the insertion of the student towards the publication of scientific research, in addition to conferring scientific research experience on the student.

Keywords: Learning, Higher education, Qualitative research, Educational planning.

1 Introduction

The purpose of higher education is to train competent professionals who are agents of change in society (Álvarez & Rojas, 2004; Michalón et al., 2017; Tobón, 2004). The university must ensure that the student receives training that not only enhances their practical and communicative skills; but also enhance your investigative skills (Dáher et al., 2018). Scientific research in undergraduate offers an early path for the student to relate to the problems of the professional (Martínez & Castellanos, 2018); The transit of research together with training is the first step for the insertion of the student towards scientific activity, being able to consolidate his contribution to knowledge through scientific publication (Hernández et al., 2014; Rodríguez et al., 2015).

The teacher must assertively choose the didactic strategies for an approach of the student towards the dyada research and scientific publication. In this understanding,

this manuscript shares the teaching experience in the design of a project whose purpose was to achieve the insertion of the student towards the publication of scientific research based on Project-Based Learning.

2 Theoretical Framework

2.1 Scientific research

Research is a planned process that, through the scientific method, provides answers to the questions with which any investigative process begins to be made available to the scientific community (Molina & Mousalli, 2015).

2.2 Scientific publication

Scientific publication is an act inherent to scientific work, it consists of communicating the results of research in a reliable, clear and concise manner (Gonzalez et al., 2016; Ñaupas et al., 2018).

Scientific article

A scientific article is a research work written and published in related and indexed scientific journals; It describes original results of an investigation (Ñaupas et al., 2018). It follows styles endorsed by international scientific communities that guide scientific writing and publication (Bernal, 2010).

2.3 Project-Based Learning (PBL)

PBL project is an active and inductive methodological learning strategy (Ausín et al., 2016; De la Puente et al., 2020; García & Pérez, 2018).

3 Method

The nature of the study had a qualitative hermeneutical character. The objective was to achieve the insertion of the student towards the publication of scientific research through the design of a project based on the ABP project in a subject of the research category of the tenth cycle of a study program in the area of health of a Peruvian University; It was applied during the 2 academic cycles of 2022. The design of the project was in charge of the teacher; It was distributed in 3 phases: presentation of the project, acts during the academic cycle and acts after the academic cycle. The project was applied in 10 work teams composed of 1 thesis student (author) and 3 students of the subject (co-authors); the thesis student had approval of his research project to obtain the professional title and the student was inserted in the research process in later stages.

4 Results

This study shows the design of a project for the insertion of the student towards the scientific publication (See Table 1).

Table 1. Design of a project for the insertion of the student towards the publication of scientific research based on the ABP project.

Project phases	Understood	Opportunities
1. Presentation: it was developed on the first day of attendance to the subject.	- Explanation about the objective of the project. - Information about the evaluation process.	- Student's interest in learning new knowledge.
2. Events during the academic cycle.	- Teamwork - Student responsibilities: data collection and registration, analysis and interpretation of data and, writing and submission of the scientific article to the chosen journal. - Evaluation and feedback	- The thesis students are advisors of undergraduate teachers related to the subject. - Students get involved and agree to co-authorship in the thesis research.
3. Events after the academic cycle.	- The student solves the observations issued by the scientific journal and monitors the publication of the scientific article.	- Student interest in scientific publication.

The designed project showed favorable results (see Fig. 1). Of a total of 10 manuscripts submitted for evaluation for publication: 30% were published and 40% are in solution of observations by the co-authors.

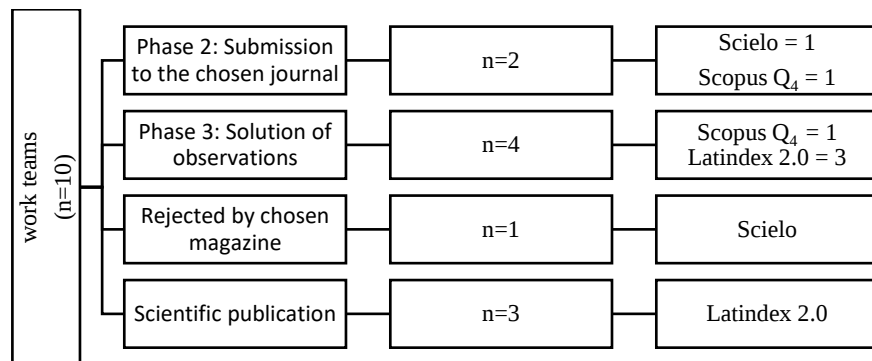


Fig. 1. Results of the project of insertion of the student towards the scientific publication.

5 Discussion

Scientific research leads to finding solutions to diverse needs faced by human beings (Ramos, 2020); for this, the university student must receive an integral research training through active methods such as ABP project (Ausín et al., 2016; García & Pérez, 2018).

6 Conclusions

The designed project achieved the insertion of the student towards the publication of scientific research, in addition to conferring scientific research experience on the student.

7 Limitations and Future Research

Adjusted student time; Investigate the impact of the designed project.

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