CURRICULAR INNOVATION AS A STRATEGY FOR IMPROVEMENT IN EDUCATIONAL CAREERS

La innovación curricular como estrategia de mejoras en las carreras educativas

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Abstract:

This article was derived from a research project and its objective is to systematize the results of the diagnosis in the curricular improvement as part of the evaluation of the teaching-learning content of the redesigns in the Psychopedagogy and Initial Education careers of the Universidad Laica Vicente Rocafuerte of Guayaquil. The problem was related to the need to refine the designs of the careers, which starts from the revision of the curricular design approved in 2016 by the Council of Higher Education where critical-reflective scenarios were raised that justified the need for curricular innovation. Work tables were organized that promoted a hermeneutical exercise, to obtain support information in the curricular update and production of knowledge about the elaborated design. The approach considered was mixed, with a non-experimental descriptive design. A survey was applied to teachers and students on situations observed in the curricular design and an interview to the graduates who were part of the analyzed fabric and includes the exploration of resources to diagnose the practice and lay the foundations of the new curricular

design. From this, different perspectives of future curricular planning were determined, to respond to the sustainability of the quality of Higher Education in educational careers. The changes analyzed and proposed for the academic organization of the curriculum based on the diagnosis made, will favor the contextualization of knowledge and the articulation of substantive processes in order to optimize the profile of the future professional through innovation.

Key Words: system of education; educational innovation; continuous assessment; quality of education

Resumen:

El presente artículo se derivó de un proyecto de investigación y tiene como objetivo sistematizar los resultados del diagnóstico en la mejora curricular como parte de la evaluación de contenidos de enseñanza-aprendizaje de los rediseños en las carreras de Psicopedagogía y Educación Inicial de la Universidad Laica Vicente Rocafuerte de Guayaquil. El problema estuvo relacionado con la necesidad de afinar los diseños de las carreras, el cual parte de la revisión del diseño curricular aprobado en 2016 por el Consejo de Educación Superior donde se plantearon escenarios críticos-reflexivos que justificaron la necesidad de la innovación curricular. Se organizaron mesas de trabajo que promovieron un ejercicio hermenéutico, para obtener información de apoyo en la actualización curricular y producción de conocimientos sobre el diseño elaborado. El enfoque considerado fue mixto, con un diseño descriptivo no experimental. Se aplicó una encuesta a docentes y estudiantes sobre situaciones observadas en el diseño curricular y una entrevista a los egresados que formaron parte del tejido analizado e incluye la exploración de recursos para diagnosticar la práctica y sentar las bases del nuevo diseño curricular. A partir de esto, se determinaron diferentes perspectivas de planificación curricular futura, para responder a la sostenibilidad de la calidad de la Educación Superior en las carreras educativas. Los cambios analizados y propuestos para la organización académica del currículo a partir del diagnóstico realizado, favorecerá la contextualización del conocimiento y la articulación de procesos sustantivos con el fin de optimizar desde la innovación el perfil del futuro profesional.

Palabras clave: sistema de enseñanza, innovación pedagógica, evaluación continua, calidad de la educación

1. Introduction

Given the need to respond to the institutional principles that serve as the basis for the curriculum, such as responsible autonomy, equal opportunities, quality and relevance, the article that is presented considers the design and development of the curriculum as a transversal axis in the training of the professional, it expresses the interaction of the educational subject with the entire curriculum design. In this line, partial results of the project on curricular evaluation of contents and methodologies in the redesigns of the educational careers of the Universidad Laica Vicente Rocafuerte de Guayaquil are shown, in which the results obtained in the diagnostic study realized regarding the contents of the teaching-learning process in the curricular designs of the Psychopedagogy and Initial Education careers of the year 2016, as part of the curricular evaluation for the improvement of the curricular designs.

In 2016, the Consejo de Educación Superior (2015) orients the redesigns of approved careers in all the country's universities. In the case of Education faculties, the guidance contained in the Generic Curriculum for Education careers was followed. The Vicente Rocafuerte Secular University of Guayaquil (ULVR), redesigned

the Initial Education and Psychopedagogy careers; the same ones that were approved by the Council of Higher Education (2016, 2017) respectively, were implemented since its approval and at the present time, end of semester 2021-A, it is decided to undertake a process of improvement of the curricular designs. In this sense, there was essentially qualitative information, collected during the implementation of the curricular design, from meetings of methodological work of teachers, elaboration of syllables and other activities of a methodological nature of the careers.

The research that served as the basis, focused on content and methodologies included in the designs, but in the present work, it only refers to the component of the teaching-learning content. It is necessary to take into consideration that the selection and structuring of the contents of the careers must be an expression of a balance between the development of the science that serves as a basis, the demands in the performance of the professional and the response that is necessary to give to social needs. Thus, the curricular processes must be articulated in order to favor the approach of the different disciplines (Martínez-Iñiguez et al., 2021).

The proposed objective articulates the criteria that are collected as part of the antecedents and relationships with the curricular requirements. It takes into account the question of whether the contents embodied in the curricular designs are in tune with an improvement in the teaching-learning processes and show the bases of knowledge and skills towards an exercise of quality professional practice. The final purpose was, from the investigation, to achieve a process for curricular relevance aimed at the aspiration of curricular improvement.

Salas- Perea (2016) states that, for the scientific support of improvement, a curricular evaluation that considers the quality of the training process designed and executed is required. Thus, when investigating academic excellence in the training of professionals, it constitutes one of the aspirations in the curricular improvement processes (Freire- Quintana et al., 2018).

In accordance with the aforementioned, the diagnostic study provides the information to make proposals for curricular improvement and focuses attention on the component of the teaching-learning content that is not unrelated to the rest of the didactic components of the curriculum, but that privileges it in analysis.

1.1. Curriculum improvement

The process developed in the elaboration of the curricular designs of the Education careers has taken into account the three levels of concretion of the curriculum: 1. The macro-curriculum, represented by the pedagogical model of the ULVR and by the curricular project of the career in its set, expressed in its general objectives and graduation profile. 2. Meso curriculum, represented by the study programs in the curricular training units in which the expected learning in each of the academic areas, their field of professional training, and the period are described; which is worked methodologically and didactically by the teaching collectives from the analysis of the expected results with a transversal character, such as vertical and

horizontal. 3. Micro curriculum, which is the concretization of the study program of each subject in the teaching-learning process through the class, where the individual and collective work of teachers is also integrated from the diagnosis of each subject and its particularities in university education.

These levels of concretion of the curriculum must be permanently associated with a pedagogical and humanizing task. Curricular improvement is a term associated with curriculum and curricular evaluation, which will allow the implementation of effective and efficient processes in educational work. It is therefore important to highlight that this systemic view favors curricular evaluation.

To address curricular improvement, the curriculum is analyzed in order to understand the historical reality, which over time has undergone transformations in its practice and of course in the way it is assumed in school classrooms. In this sense, Brovelli (2001) refers to the need to evaluate the curriculum from a holistic perspective and for this, it is necessary to go against traditional schemes that do not favor improvement processes.

Specifying the conceptualization of the curriculum that is assumed, it agrees with Toro- Santacruz (2017) who suggests that in the process of continuous construction and contextualization of the curriculum, it is linked with society and education through interactions between theory and practice, enhancing their participation in social and educational issues as generators of learning and forming critical civic reflections in a democratic culture.

In line with the aforementioned, curricular improvement based on evaluative research or curricular evaluation has been studied by authors such as Brovelli, (2001); Tamayo (2010) y Salas- Perea (2016), among other authors, who point out the existence of barriers that hinder curricular improvement. Among them they mention the structure of the institutional organization, the role of the authorities and the values and attitudes of their teachers.

In relation to this last barrier, it is essential that teachers can consider themselves as true researchers of the curriculum, capable of analyzing in their own practice, constructing and reconstructing projects and participating in the evaluation process. Infante (2021) adds that it is necessary to work with learning that is directed to transform the performance of the professional. Collado & Fachelli (2019), contribute that the curricular improvement responds to this objective, which implies a curricular improvement.

According to this analysis, it is assumed that the curricular improvement raises spaces that allow to make viable an integrated process in which the planning, execution and evaluation of the curricular documents are projected; for this reason, it is explained that the work methodology requires individual and group conceptions in order to establish actions that highlight the effectiveness of the curricular design.

In this sense, curricular improvement includes the expansion of the fundamentals of the curriculum and the organization of the contents, which is achieved when working conditions are conducive, with the preparation of new learning and the systematic approach to all components of the curriculum. In addition, teamwork, the orderly management of the changes considered in the curricular reform and managing the potentialities to promote individual and group leadership, presented in the figure:
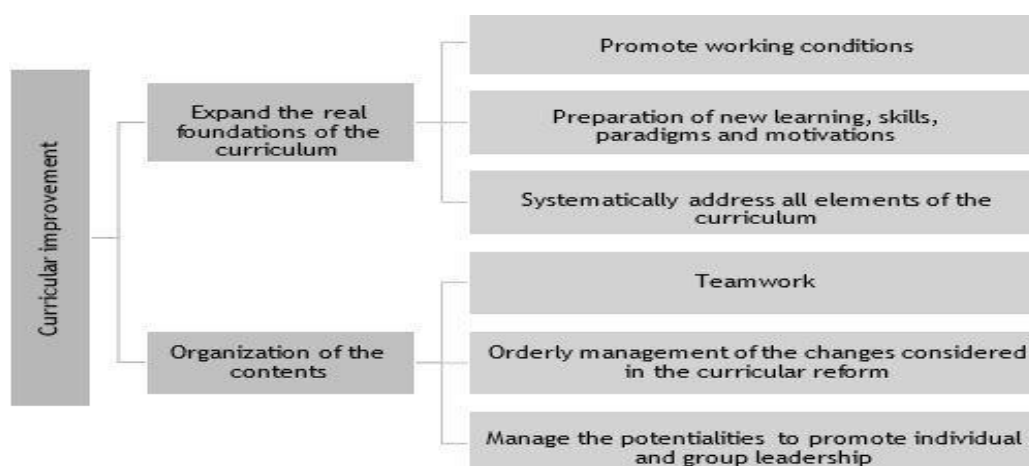

Figure 1. Process for curriculum improvement

In addition to the above, in one way or another, the curriculum design encourages changes to ensure that the training process is comprehensive and the strategies considered are consistent with the curriculum.

1.2. Curriculum improvement and evaluation

The improvement of the curriculum is linked, as has already been stated, to the curricular evaluation. This allows to promote scenarios of reflection and permanent analysis of the participants of the pedagogical process in each career, as well as to understand the need to update the curricula in consideration of the results that are collected in the different studies, and in this way to be able to orient them towards the social transformations. Toro- Santacruz (2017) highlights that curricular reforms allow an interconnection with social problems and the improvement of processes.

Under this understanding, Córdoba- Peralta & Lanuza- Saavedra (2021) orient that these curricular processes lead educational actors to evaluate the demands in professional projection and ensure quality processes. With this, Asencio & Ibarra (2020) propose to consider the informational culture that places the teacher and student in collaborative participation to promote an updated curricular program.

In this sense, all educational actions must have a holistic vision so that actions with human and social progress are manufactured (Martínez- Iñiguez et al., 2021). Likewise, the need for dialogue is added in order to be able to generate reflections that are authentic and achieve spaces of heteroformation. In this way, universities

respond with innovation in the curriculum as part of the current dynamics (Ojeda, 2019).

The curricular evaluation allows to critically analyze fundamental aspects of the pedagogical work that are consigned in the curriculum. Concepts such as quality, advantages and disadvantages of a certain educational project, components such as objectives, learning results, graduation and professional profile, relevance of the contents in relation to the previous components, methodologies, resources, evaluation; They are analyzed to make decisions about the processes of planning, execution, monitoring and control of the curriculum.

According to the above, the improvement or continuous improvement of the curriculum through its evaluation, includes as one of the steps, the diagnosis of the reality referred to both the design and the curriculum development.

In this sense, Gamboa- Solano et al. (2021), refer to the need for an articulated process to promote the quality of design and for this, teachers, students, graduates must participate in the diagnosis, seeking that they show commitment and motivation.

1.3. The curricular diagnosis

Since the curriculum is the core component in Higher Education, the diagnosis stage allows analyzing the knowledge achieved and determining the causes that affect the achievement of the expected results for decision-making (Gutiérrez, 2015). However, according to the purposes of this work, the diagnosis is presented focused on those aspects related to the content of teaching-learning in the curriculum, its structuring and concretion in certain axes such as work practice and research.

In general terms, in the design of careers, the monitoring of new offers is required at first and for this, dialogue with the context, which allows to recognize the needs and current regulations, institutional policies, the employability projections of the career and the need to identify indicators that are intended to be achieved in order to carry out the curricular update. Seen this way, these elements should contribute to the dynamics of the integral formation of the student and to the educational quality that it requires to be linked to the curricular design, for which certain aspects are established such as selection of instruments for the curricular diagnosis, organization and application of the instruments and the information process.

Pérez (2020) insists on the analysis of the study plan with the curricular path throughout the professional exercise that, in addition to the contents, considers in the curricular network, methodological orientations that go from the diagnosis stage to the curricular evaluation. Sanjurjo et al. (2020) suggest that, for the development of new designs, must be considered that in their planning they reveal the experience passed and implicitly the permanent recreation of the practice.

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It is assumed in this work that the contents are that part of the culture that students must appropriate in the teaching-learning process. They are represented by knowledge, skills, or ways of acting (already known and new ways of acting discovered during this process) and values, attitudes, points of view and behaviors that students must reach during their training process as professionals in a given branch of knowledge.

When focusing the attention of the diagnosis made on the contents, aspects such as the horizontal and vertical articulation of contents in the curricular designs submitted to curricular research were taken into consideration. Bernal- Álava et al. (2019) refer that the horizontal relationship requires a vision that characterizes all the processes of teaching. Here the subject will be highlighted with the objectives set for the student.

In addition, the articulation of the content in the curriculum will allow the systematization of each area of information to promote professional practice. It should be noted that all this analysis requires a process of improvement. In accordance with the above, Freire- Quintana et al. (2018) specify that teachers, while organizing academic activities, bear in mind the need to incorporate skills and competencies to work on educational development.

Vertical articulation has been studied through the fields of curricular training: theoretical foundations, professional practice, epistemology and research methodology, integration of knowledge and cultures, and language and communication (Consejo de Educación Superior, 2016) & (Consejo de Educación Superior, 2017). Another aspect considered in the curricular diagnosis are the generic and specific skills and competencies linked to the graduation profile of the careers.

It is in this view that the planning of the curricular design considers the community to be able to act and transform (Espejo et al., 2020). Therefore, the need to theorize the mechanisms to be able to enhance the work of the stages in the curriculum design and thereby ensure the quality of educational proposals. Consequently, the study analyzes that the improvements directed in the curricular integration manage a methodology that emphasizes the curricular excellence.

2. Methods

The research carried out, with a focus on curricular diagnosis, is located in a mixed approach, resulting from the combination of qualitative and quantitative techniques for the collection of information. The research had a descriptive scope, since it focused on the narration and description of the main characteristics of the organization structure and time of learning contents related to the specific subjects of the career, research and work practice (pre-professional). It is important to point out that, in the data collection process, all the actors involved gave their informed consent for the transit of the considered instruments.

To determine the population, it was taken into account that everyone had to belong to or be graduates of the Faculty of Education of the ULVR, the sample unit being teachers, students of the last semesters and graduates of the 2016 mesh between the months of August 2020 to June 2021.

The sample was selected according to intentionality criteria, those subjects who could provide the information, that is, convenience sampling was taken into account, this being a non-probability sampling. The population and sample data are presented in Table 1, together with the inclusion and exclusion criteria.

Table 1
Population and sample

	Population	Sample	%	Inclusion criteria	Exclusion criteria
Teachers	25	23	92	Belong to the Faculty of Education	Who hold management positions
Students	83	70	84	Be in seventh semester of Faculty of Education	Not attending the day of the instrument application
Graduates	153	50	33	Be a graduate of ULVR Faculty of Education	Not having studied with 2016 mesh and not having attended the meeting call

Source: Self made

The qualitative techniques applied were the systematization of the results of the analysis of methodological meetings developed with the teachers of the Faculty of Education of the ULVR during the semester 2021-A where the manifestation of macro, meso and micro curricular relationships in the curricular designs was discussed. The procedure used was the anecdotal record of the work tables held with the teachers, for the search of information adjusted to the required objectives. These were carried out in order to perfect the didactic work, which allowed to direct the analyzes to aspects such as:

1. Horizontal and vertical articulation of the subjects in the careers.

2. The relevance of the contents that were reflected in the redesigns as minimum contents and their relationships with the learning results declared according to the graduation profile.

3. The necessary updating of those contents in the face of the growing demands and social needs in general, and socio-labor and educational needs in particular of the training of professionals in both areas, (psychopedagogues and initial education teachers), as well as scientific progress in the sciences that serve as the basis for the training and performance of the educational professional both in Psychopedagogy, as well as in Initial Education.

In the anecdote, the information collected by the Faculty authorities was collected, summarized and ordered.

A group interview was also used to the graduated students, who received their training 100% with the mesh approved in 2016 (Redesigned Meshes of the careers of Psychopedagogy and Initial Education); the interview was conducted through a virtual

meeting with the Google Meet tool, due to the mobility restriction decreed to counteract the effects of the pandemic. The objective was to evaluate the professional training in relation to the contents, received at the Faculty of Education of the ULVR and its impact on the labor field.

The quantitative data was collected through surveys of teachers and students from the last semesters who had gone through the complete curriculum design and their vision contributes more to the organization of the content and its structuring. The Likert scale was used in order to identify the curricular improvement needs of the 2016 meshes. The quantitative analysis of the results was carried out using technological tools and software such as the SPSSv25 program, which enabled and facilitated work with databases. While the qualitative analyzes were through the assess.

In the survey of teachers, information related to their perception about curriculum design was investigated, such as vertical and horizontal articulation, the structuring of pre-professional practices, research training and the updating of the curriculum mesh, among other indicators.

In the survey of students, on the other hand, information related to their perception of curriculum development and how the contents have influenced their training was investigated.

3. Results

The data obtained from the systematization of the information of the work tables analyzed by the researchers gave as results that:

It is necessary to review the contents in the curricular redesigns of both careers because repetitions have been identified between the subjects horizontally (in the semester) and vertically (throughout the curriculum). There are subjects that have conceptual nodes in which interdisciplinary work must be adequately addressed, through systematic meetings that allow the strengthening and training of career professionals, without evidencing a contradiction of criteria or outdated within the faculty.

On the other hand, the relevance of the contents for the general education of the student, the development of generic skills and competencies linked to the graduation profile in the different subjects must be guaranteed, an aspect that presents difficulties so it must also be attended to.

In relation to scientific advancement in science, in the work meetings held, it is evident that difficulties persist in both teachers and students, in the content referred to the management of scientific research, essentially related to insufficient development of investigative skills.

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The results of the survey of teachers reflected the need to generate improvement processes, as evidenced in Table 2, in which the main results are shown.

Table 2
Most significant results of the teacher survey

Item	Questions					
	The vertical articulation in the training field throughout the career is:		The epistemological and methodological formation of the research in the 2016 curricular redesign is:		The update of the curriculum is considered as:	
	Answers	%	Answers	%	Answers	%
Extremely suitable	1	4	3	13	15	65
Very suitable	3	13	4	17	8	35
Suitable	4	17	1	4	0	0
Moderately suitable	10	43	13	57	0	0
Inappropriate	5	23	2	9	0	0
Totals	23	100	23	100	23	100

Source: Self made

According to the results shown in terms of the generic competencies that are formed in students, these should be reviewed so that they respond to the skills, abilities, attitudes and transversal knowledge that careers require and thus strengthen the training of professionals who graduate from the ULVR Faculty of Education. This is due to the fact that 29% of the students are not very satisfied and 7% are dissatisfied.

There are difficulties in the research component, which have been exposed in the present study and the survey shows it, there is a need to review the epistemological and methodological training of research to detect that 57% of teachers consider it to be a moderately adequate aspect in the 2016 redesign and 9% consider it inadequate. This is due to the fact that students at the first levels do not have strengthened investigative competencies and come to reject research subjects or handle improperly to comply with the requirements.

The survey applied to the students reflected the results shown in Table 3 and that evidences the need to address the meshes from a new didactic and curricular vision.

Table 3
Most significant results of the student survey

Item	Questions					
	How do you feel about the training of generic competences linked to the graduation profile you have received in the different subjects?		How do you feel about the number of hours of pre-professional internships from the first semester to the current one?		How would you feel if the subjects, contents and number of hours of the curriculum were reviewed?	
	Answers	%	Answers	%	Answers	%
Very satisfied	15	21	7	10	65	93
Very satisfied	15	21	6	9	5	7
Moderately satisfied	15	21	7	7	0	0
Little Satisfied	20	29	25	35	0	0
dissatisfied	5	7	25	35	0	0
Totals	70	100	70	100	70	100

Source: Self made

Regarding the number of internship hours, 70% of the students are not satisfied or dissatisfied according to the results, it is essential that a review of the process is made both from the careers and the linkage department taking into account the needs and reality of the students who sometimes do not have the necessary skills to face the required activities with the satisfaction it deserves.

The updating of the mesh in both careers is an imminent need, where the contents that are repeated are reorganized, the appropriate treatment is given to the research subjects and the pre-professional practices are redirected. This process allows to provide greater coherence to the contents and subjects that are taught so that they have the expected impact on the students with which 100% agrees.

There is an adequate acceptability on the part of the students for a review of the curricular meshes to be carried out, evidenced in the survey that 93% would be very satisfied if such an action were carried out. It would allow the correction of shortcomings identified during the implementation, adjust those elements that are related to the teaching, research and linkage components, as well as the direction towards a professional profile that prepares students to face the new scenarios of world reality.

In the interview carried out to the recent graduates of the Initial Education and Psychopedagogy careers of the University of 2016, the results reflected, in terms of the training process referred to contents, that it was good in a general sense, but they made different points in function of adapting them, and improving the preparation to face reality, among which it should be noted that:

- They received subjects and / or contents that are not essential in their training, because they do not find it applicable when facing the reality of the labor market.

- They have shortcomings in didactic, methodological and soft competencies issues that are required to achieve the levels of excellence required by education in the 21st century.

- They pose the need for content that prepares them for both face-to-face and virtual professional performance and that allows them a greater exchange with the different factors of the community that are involved in the teaching-learning processes.

- They support the idea of a professional training of careers in 8 semesters that, in a correct way, redistributes the contents without there being unnecessary repetitions with a direction towards professionalization in the last semesters.

- They state that the curricular meshes require deepening in fields of knowledge related to Neuroeducation, Educational Entrepreneurship and an area that allows attention to the special educational needs of students.

- They express that they feel weak when providing adequate guidance to the representatives of their students, because they learned techniques and strategies during their training, but the reality and the problems are totally different.

The results show that it is necessary to carry out a curricular improvement of the contents, which deepens the professional training from a real context, which favors the idea that the work of the initial education teacher and the psychopedagogue are fundamental for society; It is considered that in order to raise the learning results in students, the criteria presented should be considered as part of a diagnosis of the content of the curricular meshes of each of the careers.

4. Discussion and conclusion

With this article, the results of a general diagnosis of content the teaching-learning of the careers in the ULVR Faculty of Education are presented, taking as criteria the horizontal and vertical articulation of the contents in the curriculum, the relevance of the contents referring to pre-professional practice and research.

Based on the results obtained in this curricular diagnosis, the need for a curricular improvement is confirmed, which from its content responds in a better way to quality training in professional practice and to the needs of the contemporary world, which coincides with what was found by Collado & Fachelli (2019) who contribute to the curricular improvement which implies a professional advancement.

The need for a curricular improvement is confirmed, which allows that from the content, it responds in a better way to quality training in professional practice and to the current needs. This is determined by analyzing that both teachers, students and graduates agree that the existing curriculum can be improved, since they require it causing a greater social impact, as well as deepening the integral formation of professionals, it is also necessary that this be considered in the epistemological and methodological contents of the careers.

In this sense, it agrees with Higuera et al. (2020) who point out the need to delve into the conceptual approaches that provide curricular sustainability so that university students understand and link the contents with their practice and with Huamán et al. (2020) who refer that the curricular execution values the theoretical and methodological support for higher education to comply with quality training; the construction of new learning responds to the needs of a changing and constantly developing context.

In addition, the curricular development achieved by the teacher where they are used with active, playful and motivating strategies, which will demonstrate the degree of pedagogical updating for professional improvement, in what coincides with (Freire-Quintana et al., 2018).

Regarding pre-professional practice, the need to optimize its execution and make better use of pre-professional practice for the development of professional skills is highlighted, in which it coincides with Delgado (2021) who points out that teaching practice expands the horizon of its pedagogical task with formative and interactive strategies between theory and curriculum.

The aspects in which a curricular development is required from the diagnosis are concentrated in the achievement of a better horizontal and vertical engagement of the subjects in each semester of the careers, so that there are no unnecessary repetitions and progress is made in the levels of depth with which the teachers address the contents.

Another aspect, in the relevance of the contents and their relations with the learning outcomes declared according to the graduation profile, where inconsistencies are presented. Besides, in the necessary updating of the contents according to the demands and social needs in general, socio-labor and educational needs in particular of professionals training in both areas, methodologies as well as didactic resources are included to allow students and teachers to function successfully in a virtual or hybrid context.

It constitutes an aspect that stands out with limitations, the training that the contents should provide from and to the field of scientific research; which aligns with those proposed by Choque-Mamani (2023) when he establishes that research constitutes a challenge for both teachers and students that, if it is not strengthened, will continue to limit one of the substantive processes of higher education and sets as its main goal,the improvement of this aspect as allowed and established by current

laws, as well as the vision of the investigation from a prospective of scientific development that allows to transform the reality.

The career redesigns, approved by CES in the periods 2016-2017 respectively, leave some time to reflect in order to create or design working tables which promote decision making policies in the interest of the educational community.

The curricular design must be continuously improved, based on a rigorous study of each of its components. In this sense, the curricular research is open towards the relations of the content with the teaching methodologies, which would go more to the process of curricular development, and of the contents based on the forms of evaluation in the changing conditions in which it develops today, the process of professional training in the university in all specialties.

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Conflicto de intereses

Los autores declaran que no existen conflictos de intereses para la publicación de este manuscrito.

Declaración ética

El proceso de la presente investigación, los autores declaran que se ha realizado con el consentimiento informado en aras de cumplir con los principios éticos que encauza la comunidad científica y la normativa de los proyectos de investigación que orienta los criterios aprobados en los proyectos de la Universidad Laica Vicente Rocafuerte de Guayaquil

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