



Análisis de la percepción de los docentes estudiantes sobre el sistema de articulación del currículo integrado (SACI) implementado por el programa de Lic. en lenguas extranjeras con énfasis en inglés de la UCEVA [

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text (article)

Analítica

The Uceva Faculty of Education Sciences has been implementing an articulation strategy that seeks students to raise a proposal around an integrative question with the confluence of all subjects, generating spaces for dialogue between the various knowledge and approaching the purpose of articulation. This dynamic has made it possible to have an articulation system that allows the design, implementation, and evaluation of the articulation. In order to strengthen this process, this research project sought to know the perception of students and teachers about the Articulation System of the Integrated curriculum (SACI), implemented by the Bachelor Degree in Foreign Languages with Emphasis in English of the Uceva in order to know the possible adjustments that the instruments require, thus becoming input for a restructuring process. For this purpose, a mixed-method was used that involved the collection, analysis, and mixing of quantitative and qualitative approaches in the same study, which allowed a better and more complete understanding of the perception of the Articulation System. The results show a correct perception of both teachers and students towards the methodology and design of SACI, however, they stated the need to make adjustments regarding its implementation. Finally, it is concluded that the design and implementation of the SACI has given a significant report to the teaching-learning process for both teachers and students and, likewise, every time the pertinent adjustments are made, efficient results will be seen

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