C-4

Sustainability and institutionalization model: The case of the MPIA

Claudia Islas Torres[1]*, María del Rocío Carranza Alcántar[1],
M Nuría Salán Ballesteros[2]**, Sergio Franco Casillas[1]

[1] Centro Universitario de los Altos (CUALTOS), Universidad de Guadalajara (Mexico)
[2] ESEIAAT, Universitat Politècnica de Catalunya (Spain)
*cislas@cualtos.udg.mx   **nuria.salan@upc.edu

ABSTRACT

The present text deals in a general way the way in which from the Master in Innovative Processes in Learning (MPIA) that operates as a double degree by the Centro Universitario de Los Altos (CUALTOS) of the University of Guadalajara, in collaboration with the Institute of Sciences of Education of the Universitat Politècnica de Catalunya (UPC-BarcelonaTECH), has tried to promote sustainability as a transversal skill that allows the institutionalization of this topic in the University System.

The MPIA trains active teachers who develop their educational practice in different engineering or technological baccalaureates, among other educational centers; and the concern has arisen to propose a model to follow to institutionalize sustainability as a form of change and improvement of the educational context. In this sense, as a first point it is proposed that groups of volunteers can be generated to prepare themselves theoretically and practically with respect to how to pedagogically lead a sustainability project that in turn can be institutionalized [1].

From this group of volunteers will be generated the leaders that would make possible the execution of the model, once institutionalized. To comply with the above, it is necessary to use Information and Communication Technologies (ICT), since in addition to improving the productivity and efficiency of processes in organizations, they can also contribute to sustainable development by executing public plans and programs, driven by thinking minds that seek to establish clear guidelines that can be executed in the short, medium and long term [2].

To achieve success in the leadership of the institutionalization of the model, it will depend on the educational practices developed as part of the teacher training process, considering the 17 sustainable development objectives proposed by UNESCO [3].

Keywords: Sustainability, Innovative Processes, Learning methodologies, Skills

Proposal of the Sustainability Model

In accordance with what was stated in the previous paragraphs, it is proposed that from the implementation of the skills established transversally in the learning units taught in the MPIA, it is possible to educate the students that will become pedagogical leaders within each one of its institutions, this through the operation of intervention and research projects that show results that support the importance of recognizing sustainability from a formative and legal framework, establishing its functioning in a formal way through institutionalization.

Similarly, the MPIA promotes the behavior of a pedagogical leader from the perspective of sustainability, this with the aim of preparing it in a formative and ethical sense so that it becomes a person who can guide the educational community in order to improve their quality of life [4].

The following describes the skills that are distributed transversally in the learning units and that contribute to achieving the sustainability objectives:

Generic Skills

- To identify the elements that characterize the organization of a teaching center, relate the planning of teaching-learning with the results obtained and make proposals for improvement.
- To assess the complexity of social phenomena typical of the welfare society and be sensitive to social reality (plural, diverse and multicultural), to facilitate the inclusion of all students and convey an ethical commitment and the right to difference.

Specific Skills of the Basic Training Module

- To know the characteristics of the students, their social contexts and motivations
- To promote actions of emotional education, values, and civic education
- To participate in the definition of the educational project and in the general activities of the center according to criteria of quality improvement, attention to diversity, prevention of learning problems and coexistence
- To relate education with the environment and understand the educational role of the family and the community, both in the acquisition of skills and learning and in education in respect of rights and freedoms, in equal rights and opportunities between men and women and in the equal treatment and non-discrimination of persons with disabilities.
- To know the historical evolution of the family, its different types and the incidence of family context in education.
- To acquire social skills in relationship and family orientation.

Specific Skills of the Specializing Module

- Specific Skills of the Specializing Module
- To know the formative and cultural value of the subjects corresponding to the specialization and the contents that are studied in the different educational levels.
- Transform curricula into activity and work programs.
- Know and apply innovative teaching proposals in the field of education in which he ventures.
- Know and apply methodologies and basic techniques of educational research and evaluation and be able to design and develop research, innovation and evaluation projects
- Project management

To achieve this, a sustainability model is proposed that allows institutionalization for the University System, firstly applying it directly to those who complete the master's degree with a series of skills that allow them to become the ones who promote the applicability of this model, also relying on The following sustainability objectives established by UNESCO:
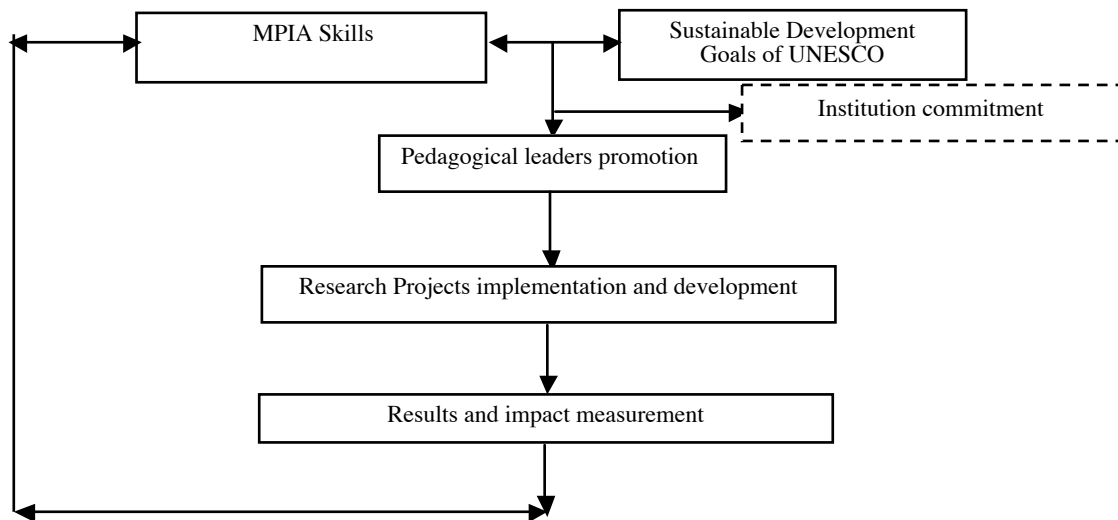
Figure 1. Sustainable Development Goals of UNESCO

Source. UNESCO (https://es.unesco.org/sdgs.)

In this way, by adapting the skills of the Master's Degree with the objectives described above, the sustainability model proposed below is constructed:

Figure 2. Sustainability Model self developed

Conclusions

With the implementation of a sustainability model and its institutionalization in the field of education, one of the substantial tasks that a university must carry out, especially in the social dimension, is fulfilled, since through its teaching and research function the development is propitiated sustainable, incorporating in an integral way aspects that promote awareness and change actions for an active participation of the academic community.

In such a way that the formation of pedagogical leaders in charge of producing and operating new ways of managing educational institutions is considered fundamental, by including changes in their personal skills, focused on ethics and social commitment.

Considering that implementing models such as the one proposed can eliminate risks that endanger the environment and exhaustion of existing resources, it is taken into account that MPIA engineers are trained to teach and thus have double interference in society, on the one hand from their profession and on the other as pedagogical leaders.

References

1. Castillo, P., *et al.*, *El liderazgo compartido como factor de sostenibilidad del proyecto de comunidades de aprendizaje,* XLIII (1) , 41-59, 2017.

2. Naser, A., Gastón, C., *Rol de las TIC en la gestión pública y en la planificación para el desarrollo sostenible en América Latina y el Caribe.* (79), 1-45, 2014

3. UNESCO., *La UNESCO y los objetivos de desarrollo sostenible, 2019*

4. Sierra, G., *Liderazgo educativo en el siglo XXI, desde la perspectiva del emprendimiento sostenible,* (81), 111-128, 2016