

Preparation and Submission of a Classroom and Group Course to the Standard the Secretary of Public Education ECO217

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Abstract – The objective of this work is to show the procedure for the preparation and presentation of a classroom and group course, according to the ECO217 standard of the Secretary of Public Education, which demands the presentation of a course in a period of three hours, time considered necessary to develop competence in the established topic, it is intended to show the important aspects that must be covered in the preparation, presentation, conduct and delivery of the course, as well as the integration of a portfolio of evidences in order to obtain an opinion from competition, which issues the dependency "to know" of the Secretary of Public Education to the instructor and with this obtain a certification as instructor of group face-to-face courses. In this work, it is exemplified with the theme: Point of Balance.

Keywords – Classroom Course, Competency, Point of Balance, Submission, Standard.

I. INTRODUCTION

The standard of competences, delivery of human capital training courses in person and in group, includes the substantive functions of preparing, conducting and evaluating training courses. Prepare the session through its planning and verification of the existence and operation of the resources required for it. Conduct the session by framing, developing and closing, using instructional and group techniques that facilitate the learning process. Evaluate the learning before, during and at the end of the course, considering the satisfaction of the participants.

It also establishes the time in which the course must be presented, which is three hours, time in which the instructor must cover each of the instructional techniques necessary to take the participant to be competent in the subject presented, in addition to the evaluations established to verify and leave evidence that the competition has been achieved.

It will be exemplified in this work with the presentation of a course given to a group in Accounting of the Autonomous University of Querétaro, considering that this Standard is suitable for subjects considered "hard" such as Accounting or Engineering, the subject that is exemplified is "The point of equilibrium".

In relation to obtaining evidence and preparing the Portfolio, the following documents must be prepared: Descriptive Letter, Checklist, Attendance List, Learning Contract, Diagnostic Evaluation, Formative Evaluation, Summative Evaluation, Reaction Evaluation and Final Course Report.

II. DESCRIPTION OF THE PROBLEM

The presentation of group face-to-face courses presents as main problem that the time established to present the main topic is sometimes very limited, since most of the courses have a time limit of one hour, or 50 minutes. This leads to several sessions to conclude the proposed topic. Therefore, the aim is to present a specific topic that allows the participant to know, apply and be evaluated in a single session the main topic.

III. OBJECTIVES

3.1 General Objective:

Present the main concepts required by the instructor to prepare, conduct and evaluate the delivery of a training course based on the Competition Standard ECO217, to obtain certification as a course instructor by the National Competency System and the Ministry of Public Education through a session in simulated conditions and the presentation of a portfolio of integrated evidence to obtain a competition opinion. Each of the steps to be followed is exemplified with the theme: Point of equilibrium.

3.1.2 Specific Objectives:

1. Present a course with the steps established in the Eco217 Standard.
2. Present evidence of applied techniques and time in each.
3. Present the subject of the course that is the point of balance

IV. THEORETICAL FRAMEWORK

4.1 Learning Models

Traditional model: The transmission model or traditional perspective, conceives teaching as a true art and the teacher (a) as an artisan, where its function is to explain clearly and gradually expose their knowledge.

Behavioral model: The conditioning model or behavioral pedagogy, here generally the means are given to arrive at the expected behavior and verify its obtaining; the problem is that nothing guarantees that the external behavior corresponds to the mental one:

Constructivist model: For constructivism teaching is not a simple transmission of knowledge, it is instead the organization of support methods that allow students to build their own knowledge. (Astolfi, 2003)

Competency Approach: A competence in education, is a set of social, affective and cognitive, psychological, sensory

and motor skills that allow a profession to be carried out properly.

4.2 Focus on Competences



Fig. No. 1 The development of the Knowledge
Source: Own elaboration, based on Astolfi (2003)

4.3. Types of groups

Silent. - Recommendations; The use of more participatory techniques will reinforce the integration. Detect the causes and act.

Indifferent. - Recommendations: Express your disposition to incorporate subjects of interest of the participants with the content to be treated. Change technique to motivate participation. Handles examples appropriate to the needs of the company and positions.

Aggressive. - Recommendations: Act with simplicity, modesty and humility, because we must remember that he is not the total possessor of the truth and that he is also learning with the group.

Participatory. - Recommendations: Make the most of participation, maintaining the interest of the attendees.

4.5. Roles of Participants

The Opposite. - Recommendations: Try to separate the positive from your interventions. In your case, bounce your comments with the group openly and allow opposition from the group. Invite him to discuss the matter in private.

The expert. - Recommendations: Direct your questions to the group. Do not solve your problems. Do not take sides Stop it by hard questions.

Ally. - Recommendations: Highlight the contributions to expand the learning to the rest of the group, taking advantage of their points of view. If the ally is an expert, it can be very useful for the development of the course.

The Noob. - Recommendations: Assign tasks that you can solve. Give him the opportunity to solve doubts. Avoid being taken as the weak participant among the attendees (Lerma, 2007).

4.6 Motivational theory related to the standard

The Maslow pyramid is part of a psychological theory that inquiries about the motivation and needs of the human being: that which leads us to act as we do. According to Abraham Maslow, a humanistic psychologist, our actions are born of motivation directed towards the goal of meeting certain needs, which can be ordered according to the importance they have for our well-being.

That is, Maslow proposed a theory according to which there is a hierarchy of human needs and argued that as the most basic needs are met, human beings develop higher needs and desires. From this hierarchy is established what is known as Maslow's Pyramid (Maslow, 1991).

4.7 Instructional Techniques

Methods and procedures that the instructor uses to make the teaching-learning process more effective. The purpose of its use is the development of knowledge.

Group Techniques: They serve to give conditioning and support to a teaching-learning process. They are used deliberately to support the fulfillment of the proposed objective.

The instructional techniques used according to the standard are three: Expository, Demonstrative and Dialogue-discussion.

Expositive Technique: It refers to the cognitive domain, the procedure is that the instructor develops the exhibition using examples and illustrations, it relies on the group interaction through periods of questions and answers. At the end a synthesis and conclusions of the exhibition is made. The instructional techniques used according to the standard are three: Expository, Demonstrative and Dialogue-discussion.

Expositive Technique: It refers to the cognitive domain, the procedure is that the instructor develops the exhibition using examples and illustrations, it relies on the group interaction through periods of questions and answers. At the end a synthesis and conclusions of the exhibition is made.

In the competitions it is developed with this technique THE KNOWLEDGE.

Demonstrative Technique: It refers to the psychomotor domain, the procedure consists in which the instructor provides directions and materials. Each action or module becomes a reagent to be considered in an evaluation process. For the transmission of knowledge, the instructor applies the technique of the four steps.

In the competitions it is developed with this technique KNOWING TO DO.

Technique Dialogue-discussion: Refers to the affective domain, the procedure is that the instructor divides the group into subgroups, introduces the topic and explains the mechanics of discussion. The instructor encourages discussion through interventions and questions, acting as moderator.

In the competitions it is developed with this technique THE KNOWING BEING.

4.8. Start of the Course

To start the course, the first thing to do is to introduce yourself to the group and use an icebreaker technique, this technique must have a time that can be 10 minutes, consists of the participants integrating and getting to know each other, asking name, profession, favorite hobby, what led you from the course and what are your expectations.

The course to be taught refers to the point of equilibrium, so the general objective is stated as follows: At the end of the course the participant will apply the knowledge acquired in relation to the equilibrium point, perform the calculation of it and explain its importance in the planning of utilities. When raising in this way the general objective is addressed: the subject, the action and behavior and the operation condition:

Table No. 1 General Objective of the course

Subject:	Action and behavior:	Condition of operation:
The participant	The participant will apply the knowledge acquired in relation to the equilibrium point, perform the calculation of it and explain its importance in the planning of utilities.	Through the identification of costs, separation in fixed and variable and the calculation of the equilibrium point through the established formulas.

Source: Own elaboration

4.9 Particular Objectives:

1. The participant will apply the acquired knowledge in relation to the balance point.
2. The participant will calculate the equilibrium point.
3. The participant will explain the importance of the balance point in the planning of utilities.

The standard establishes that the course syllabus must be presented:

4.10 Course Syllabus

1. Concept of Balance Point.
2. Steps to follow to determine the equilibrium point
3. Formulas to obtain the point of equilibrium both in units and in weights.
4. Application of the formula to perform the calculation.
5. Techniques for its determination.
6. Graphical representation of the equilibrium point.
7. Checking the equilibrium point.
8. Illustration of an example of the break-even point in the Financial Statements.
9. Importance of the equilibrium point.

The next point to consider is to mention the benefits of the course and its relation to work and personal experience. *The equilibrium point is a very important tool in the planning and control of business profits, since it allows to identify at what moment the losses stop, and the utilities begin.*

4.11 Concepts

It is the level of sales in which the profits are equal to zero. It is the point or level of sales in which the losses stop, and the profits begin.

The equilibrium point is that level of operation in which the revenues are equal in amount to their corresponding costs.

Variable costs: The variable costs are those that are paid according to the volume of production.

Examples: Raw Material, Direct Labor, Indirect Manufacturing Expenses.

Fixed costs: Fixed costs are those that must be paid regardless of whether the company produces products. Examples: Leases, Equipment depreciation. (Weston, 2009).

4.12 Steps to follow to Determine the Equilibrium Point

1. Define costs:
2. Classify costs in Variable Costs (CV) and in Fixed Costs (CF).
3. Determine the unit variable cost:
4. Apply equilibrium point formulas:
 - A) In currency.
 - B) In units.

5. Determine the equilibrium point. (Barajas, 2008)

$$\text{Breakeven Physical Units} = \frac{\text{Fixed costs}}{\text{Unit sale price} - \text{Unit variable cost}}$$

$$\text{Breakeven Monetary Units} = \frac{\text{Fixed costs}}{1 - \left[\frac{\text{Variable Costs}}{\text{Sales}} \right]}$$

Fig. No. 2 Formulas for the calculation of the Balance Point

Source: Own elaboration

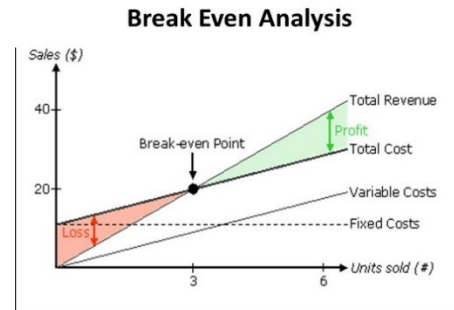


Fig. No. 3 Graphic Representation

Source: www.google.com

4.13 Use Demonstration Technique (45 min)

During this technique, the objective of the activity must be presented, and the student will calculate the equilibrium point, the instructor will exemplify the activity to be developed, solve doubts about the demonstration and allow the participants to carry out the practical operation, feedback on the result.

For the purposes of this point, participants will be provided with data with which they will calculate the equilibrium point, using the knowledge acquired. The scope and instructions of the evaluation must be indicated, indicate the time to carry it out and clarify any doubts that may arise.

4.14 Use Technique Dialogue-Discussion

In this stage, the subject to be discussed should be mentioned, the group should be divided into subgroups, the rules of participation should be established, the discussion should be opened, remembering the topic to be discussed, encouraging the participation of the teams, moderating the discussion and finally concluding the topic discussed. The last part consists of carrying out the conclusions of the course, where the achievements must be mentioned and the opinion of the trainees recovered in relation to the exposed subject and on the application of what they have learned in their real or professional life (Escudero, 2007).

V. METHODOLOGY

The research methodology used in this work is documentary and qualitative, based on the procedure established in the ECO217 standard, published by the Ministry of Public Education. This research was based on documentary information, since secondary information was used such as magazines, article publications, news, books, previous research and other print media (Babbie, 2000).

VI. RESULTS

The Competency Approach refers to: What is it? The development of Knowledge: KNOWING KNOWING KNOWING, KNOWING BEING, related to the 3 learning domains: cognitive, psychomotor and affective being.

It is intended that at the end of the course-workshop the participant will prepare, conduct and evaluate the delivery of a training course based on the Competence Standard EC0217, which will allow him to obtain certification as instructor of courses by the National Competency System and the Ministry of Public Education, a training session should be held in simulated conditions, the resolution of a knowledge test and the presentation of a portfolio of integrated evidence in order to obtain a competition opinion with a minimum score of 97.84 of a total of 100.21 points corresponding to the sum of the relative weight of all the reagents of the evaluation instrument. In this case, an example of a course related to the Balance Point was presented.

VII. CONCLUSIONS

After completing the presentation of the course, we proceed to review the necessary documents to integrate the Portfolio of evidence requested by the Standard, which must be presented to the evaluators of the Secretary, to know if the requirements for obtaining the Certification are met. In competitions related to the teaching of group face-to-face courses.

The ECO217 Standard establishes the presentation of the following documents:

Descriptive letter: You must establish in detail everything related to the course, from the name of the course, the name of the instructor, the general objective, the objectives and each of the stages of the course, the duration in each and the moment in which one should apply each phase and technique.

Checklist: It is a list where you must mention all the equipment that will be used in the course, materials, facilities and furniture, didactic and audiovisual material.

Attendance list: It is a list with the names of the instructor and the participants, who will be assisted at the beginning of the course.

Learning contract: It is a document where the instructor is committed to disseminate knowledge on a certain topic and participants are also committed to take advantage of the knowledge and apply each one according to their needs and desires.

Diagnostic evaluation: It is a document where the participants are asked if they know the subject that is going to be exposed, normally it is only done by means of an IS or No, to which they must put a sign (dove,) depending on their knowledge.

Formative evaluation: It is a document that is used now of evaluating the knowledge, it is when the demonstrative technique is used, and the participants do the assigned work, applying the acquired knowledge and the instructor reviews the performance of each participant.

Summative evaluation: It is used at the end of the course, they can be multiple-choice questions, where the knowledge acquired is evaluated once the subject's presentation is concluded.

Reaction Evaluation: In this document, participants evaluate the instructor's performance and provide valuable feedback if they wish.

Final report of the course: It is the final document presented by the instructor, where it presents the performance of the participants, if the achievement of the objectives was achieved and a graph with the performance of the participants.

All the above forms the Evidence Portfolio, which has been formed once the course of the topic has ended: Point of equilibrium.

It has been mentioned that this Standard is suitable for subjects considered "hard", this for the time that is required to cover a certain topic, however, it can be concluded that it is also suitable for workshop-courses, related to topics such as: pastry, gardening, crafts, etc., since in the time of three hours you can teach, practice and evaluate the subject that is being taught, getting to acquire the competence in this topic, reason for being of the ECO217 Standard.

The last point to cover refers to waiting for the notification by the Secretary of Public Education, to know if with the presentation of the course reflected here, the instructor obtains the Certification in the Standard.

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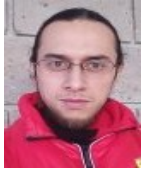
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