

## **The Mirror Class as a Didactic Methodology and the Perception of the Students of the Universidad Nacional Mayor de San Marcos and the Universidad Técnica de Babahoyo, Ecuador**

Tula Sanchez Garcia<sup>1</sup>, Manuel Inga Arias<sup>2</sup>, Blanca Auria Burgos<sup>3</sup>, Lizbeth Estrada Alvarez<sup>4</sup>, Flor del Rocio Carriel Paredes<sup>5</sup>

### **Abstract**

*The challenges of higher education and being the university an academic community oriented to research and teaching, which provides a humanistic, scientific and technological training (Law 30220 art 3), has the commitment to respond to new social demands, therefore the updating and adjustments of the curriculum, educational innovation, research and permanent teaching training on active methodologies is essential to guarantee the achievement of the graduate's profile.*

*The present study is of explanatory level, according to the level of measurement it is quantitative, the population and sample is made up of teachers and students of the Universidad Nacional Mayor de San Marcos and the Universidad Técnica de Babahoyo Ecuador, it also presents relevant aspects such as the shared sessions and the survey of students' perception.*

**Keywords:** *Mirror class, active learning methodologies, student perception.*

### **Introduction**

The present research will focus on the use of the mirror methodology and the perception of the students of the Universidad Nacional Mayor de San Marcos, Peru and the Universidad Técnica de Babahoyo, Ecuador, as a didactic strategy, given that the advancement of technology allows, among other benefits, to share successful experiences and facilitates educational innovations. In this sense, the mirror methodology helps teachers and students acquire intercultural and global competencies through open interaction with international peers and academic and scientific networks from other cultures, making use of ICTs. This study evaluates the results in order to generate innovative, attractive activities for students and encourage the participation of future academic mobilities and/or international activities, both for teachers and students, it also serves as a reference for the updating of curricula and curricular adjustments, actions carried out by professional schools according to the educational model according to the sustainable development goal that the letter says "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (SDG Goal 4).

The steps for the implementation of the mirror class methodology as a strategy begin with the identification of the teachers responsible for the subject, continue the planning of the session, the development of the class and its evaluation.

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<sup>1</sup> Universidad Nacional Mayor de San Marcos, tula.sanchez1@unmsm.edu.pe

<sup>2</sup> Universidad Nacional Mayor de San Marcos, mingaar@unmsm.edu.pe

<sup>3</sup> Universidad Nacional Mayor de San Marcos, araceliauria51@live.com

<sup>4</sup> Universidad Nacional Mayor de San Marcos, Lizbeth.estrada@unmsm.edu.pe

<sup>5</sup> Universidad Nacional Mayor de San Marcos, rociocarriel69@hotmail.com

The sessions were RECIPROCAL the teachers shared the sessions and the materials, each teacher exposes to the classroom of the other teacher on an agreed topic through videoconferencing where the students have the opportunity to interact with the lecturer in a Q&A session after the presentation is done using video conferencing technology.

The general objective is to promote the use of the mirror class methodology and the perception of students from the Universidad Nacional Mayor de San Marcos, Peru and the Universidad Técnica de Babahoyo, Ecuador.

In this sense, we coordinate with our academic peers to form the teaching community in the use of the mirror class methodology with weekly virtual meetings where experiences and good practices of online academic collaborations and mirror classes are shared that can be individual, instructional, and networking, which facilitates interaction between students and professors from both universities and strengthens and develops teamwork skills at a distance Through the digital media and platforms where virtual education can be developed and favor the intercultural vision of students and teachers through interaction between groups, the project also encourages the participation of future academic mobilities and/or international activities, both teaching and for students.

## **Methodology**

Through the methodology of the mirror class, intercultural and global competencies are developed in students through open interaction with international peers and academic and scientific networks from other cultures, making use of ICTs, in that sense digital competencies are also strengthened in the use of tools that allow opportunities for reciprocal collaboration with academic and scientific communities.

This is an explanatory, bivariate study, according to the source of information it is a field research, according to the level of measurement it is quantitative, according to its location it is cross-sectional, according to the object of study it is an applied research, the population and sample is made up of teachers and students from the Universidad Nacional Mayor de San Marcos and the Universidad Técnica de Babahoyo in Peru Ecuador, The techniques and instruments used are the survey and evaluation rubric of the sessions and the videoconference and feedback forum, the results are presented through the tables and tables of each of the answers of the instruments, the writing style is APA version 7th edition.

### **Development**

The project begins with a working visit to the Technical University of Babahoyo, Ecuador, to coordinate with the academic peers who hold work meetings for the revision of syllables, schedule sessions, select competencies and capacities, contents, strategies, resources and means and the products to be evaluated, and schedule previous induction sessions so that the students of both universities are organized into groups. the information is shared on the blog of the CITECSO research group.

Specific objective 1. systematize the teaching work for the use of the mirror class methodology at the Universidad Nacional Mayor de San Marcos, Peru and the Universidad Técnica de Babahoyo, Ecuador

The professors coordinate the development of the class, explain the objective of the methodology of the mirror class and the collaborative work with the international university with the use of innovative educational tools, review the logistical aspects, such as the platform to use where the sessions will be uploaded, prepare the schedule of sessions, the products to be presented and the medium where it will be taught, They draw up the methodological guide that will be the same for each university.

Specific objective 2. Apply the methodology of the mirror class as a teaching strategy in internationalization at the Universidad Nacional Mayor de San Marcos, Peru and the Universidad Técnica de Babahoyo, Ecuador

Teachers carry out the sessions at the established time, feed the platform with the agreed materials and the tools that promote the innovative experience to strengthen digital competencies, the survey is registered, recorded and filled out, the results are recorded.

Specific objective 3. To evaluate the results of the use of the mirror class methodology at the Universidad Nacional Mayor de San Marcos, Peru, and the Universidad Técnica de Babahoyo, Ecuador.

Evaluation is a permanent and continuous process, so the tutorials are reinforced, the sessions are carried out through webinars between academic and scientific communities of academic peers, we apply the rubric and the survey after each session.

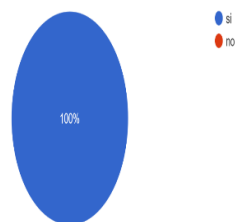
## Results

The following is the descriptive analysis of the student's perception of the methodology to the question: What is your general opinion of the mirror class, the methodology used and the material presented? We had the following answers: I was very pleased with the way of the class, it was very interesting, I found it interesting and perfect, Well, excellent, since it served as reinforcement, we learned a little more about each subject and how each of them develops, there is a better way of learning, very well everything well structured, very good to know about action research, very useful, everything excellent, very important and personally I learned a lot, very well structured, I found the methodology and the material used very interesting, it was also very clear and precise, which was a great topic to talk about with the students, since we prepared more by knowing each step, the methodology and the material were perfect.

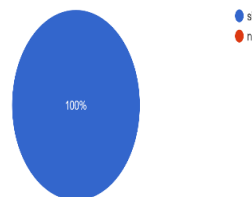
With respect to the following questions, the graphs are presented.

### Graphics

¿Consideras que lo aprendido en la clase espejo te puede ser útil para tu desempeño profesional?  
18 respuestas



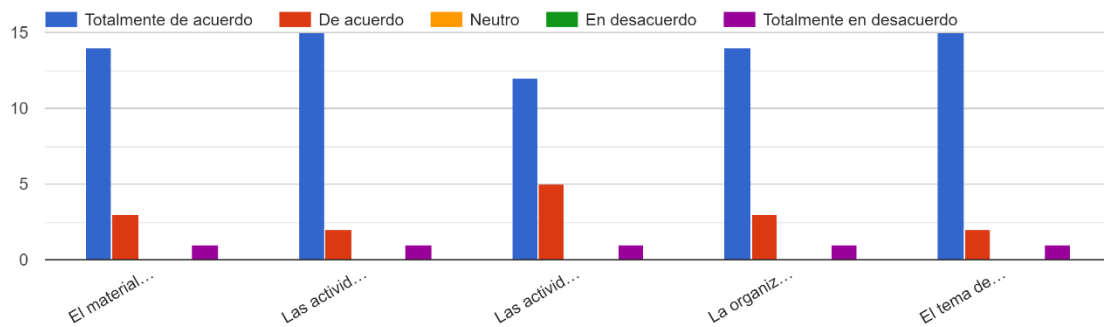
¿En general, consideras que la temática desarrollada en la clase espejo está relacionada a las habilidades en tu área de formación?  
18 respuestas



¿Recomendarías que este tipo de actividades de intercambio se realicen con más frecuencia?  
18 respuestas



Lee cada una de las siguientes afirmaciones y selecciona la opción que mejor describa tu opinión:



## Conclusions

From the results we conclude that the students' perception is positive regarding the methodology of the mirror class, the material used, the activities developed related to the topic treated, the activities carried out if they have been congruent in terms of the type of specialization in your career, if the organization of the mirror class has been adequate, whether the topic of the mirror class has been adequately and fully developed.

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