

Strategy for Pedagogical Management of University Extension in the Career of Art Education

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Abstract: The research responds to a problem that manifests itself in the Bachelor's Degree in Artistic Education, which is studied at the University of Las Tunas. This issue is related to the insufficiencies that arise in the management of the university extension process and affect the way in which students act professionally in the contexts where they work. The initial exploration is based on the application of scientific research methods such as observation, survey and interview to a significant sample. In order to respond to the existing problems, a pedagogical strategy is elaborated in which actions are specified that are aimed at exercising and developing their professional skills, from the planning, organization, execution, control and evaluation of extension activities, taking into account the procedures, their relationship with the academic, investigative field and work processes; as well as the preparation of teachers in the management of the university extension process, to contribute to the formation of an integral artistic culture in the students of the career, to the social transformation and impact of the university in society, where professionals in training, demonstrate a way of acting in accordance with the objective of the professional model that is aspired to, to a better performance in the different contexts of their lives and to become competent professionals.

Keywords: Pedagogical Strategy, Extension Pedagogical Management, Comprehensive Training, Art Education

1. Introduction

The mission and strategic objective of Higher Education in Cuba is to train comprehensive, competent professionals, with political and ideological firmness, committed to the Revolution, to meet the demand for graduates, for the economic and social development of the country, demands that are a priority.

In the Constitution of the Republic [4], in Title III Foundations of the educational, scientific and cultural policy, it is stipulated in Article 32 that: "The State guides, encourages and promotes education, science and culture in all its manifestations". The educational, scientific and cultural policy encourages and develops artistic and literary

education, the vocation for creation, the cultivation of art, the ability to appreciate it, defends the identity and culture, safeguards the artistic, patrimonial and historical wealth of the nation.

Criteria that are emphasized in guideline 117 of the Economic and Social Policy of the Communist Party of Cuba [9], which states: "to join the efforts of educational and cultural institutions, political organizations, and those factors that influence the community and the family, to cultivate in society the knowledge of our history, culture and identity, and at the same time the ability to assume a critical and decolonized position before the products of the capitalist hegemonic cultural industry".

In the Organizational Regulations of the teaching process

and of the direction of the teaching and methodological work for university careers [11], article 135.1, it is established that the career must "promote extension activities and actions as an integral part of the work component, so that they contribute to the professional, social and humanistic development of the students". The extension work is developed from an integral approach, with the active participation of students and professors; it is a priority to raise the quality of the educational work, through an efficient management of its processes, to respond to cultural and social demands, which give a different dynamic to the university work, to form a professional with a comprehensive culture.

The Bachelor's Degree in Education. Art Education, assumes a social responsibility in the defense of cultural and national identity through each of its processes, with emphasis on university extension, which aims to promote the integral and full development of man, promote and reaffirm values, practices and attitudes that should distinguish our society, with personalized actions in each age group. The professors have the challenge of instructing and educating the professionals of this career, to meet this challenge demands knowledge, skills and competences, to direct the educational process with an integrating vision of the academic, research, labor and extension processes in which all the educational agents and agencies that are related to the career are involved.

In the Professional Model of the Bachelor's Degree in Education. Art Education [12], establishes the formation of a professional with ethical and aesthetic values, capable of directing the educational process of Art Education in Basic Secondary Education, Higher Secondary Education, Technical Professional Education and Pedagogical School, forming moral, political and ideological positions through artistic manifestations, which assume with a critical sense and a responsible attitude, the solution to the problems of the context, in defense of our culture and identity. However, in the way of acting, manifestations are revealed that do not correspond to the ideal of the aspired professional, who, in his condition of double formation, must form other students.

University extension is one of the main processes of Higher Education that allows the integral formation of professionals as well as the strengthening of the role that corresponds to the university in the promotion of cultural development. Authors such as: Del Valle Blohm, N., Gainza, M., Del Huerto Marimón, M. E., Marcheco, G., G., Diéguez, V., Pupo, N. V., Alarcón, R., Batista de los Ríos, D., have investigated the process of university extension and its management, but it has been insufficiently addressed in the Bachelor's Degree in Education. [1-2, 5-6, 7-10] Art Education, which due to its particularities requires special attention for the formation of skills needed by the Art Education graduate in correspondence with what the model of the professional proposes.

From the experience as a teacher and the work performed as a member of the department of Extracurricular Activities, inadequacies have been observed in the management of university extension that limit the achievement of a

professional with an integral culture to face a society and fulfill its social task. The inadequacies are expressed in an inadequate oral expression and aesthetic taste of students in the contexts where they interact, insufficient protagonist of students in the management of projects and participation in extension activities and few spaces for exchange of students with professional artists and cultural institutions.

The above reveals that it is necessary to improve the management of the university extension process at the level demanded by the development of Cuban education in the objective is to integrate the academic, research and work processes to contribute to the development of the students' personalities, allowing them to learn to know, learn to do, learn to live together and learn to be, in order to respond to social problems, transform themselves and the different contexts in which they interact.

According to Santiesteban, LT, Díaz, C. Fera, H. [15] In these relationships the student establishes links with the different social factors that affect their development and are not always consistent with their projection, culture, level of development reached in standards, patterns, principles, values that can be assimilated or rejected by them, when experiencing new demands that interrupt their already learned patterns.

In order to achieve a process of integral education of the personality of the students, a strategy is needed that allows integrating the educational influences of the socializing contexts with coherence between the educational methods used by the university and those assumed by the socio-community organizations.

2. The Management of the University Extension in the Formative Process of the Professional of Artistic Education

The university extension is responsible for promoting culture, sports, recreation, inside and outside the university, in order to raise the cultural level of the people in the new socio-cultural and political context of the country. In this sense, Tunnerman, C. [17], emphasizes that the extension function, along with teaching and research, is an integral part of the educational mission of higher education institutions. It must be present in the policies and strategies of the institutions, interrelated and reciprocally enriching each other. The universal concatenation is present in the articulation between the processes, the instructive, educational and developmental functions are favored, an expression of the relationship between theory and practice, considering theory as an inherent property of the activity and practice as a condition of theory.

In this regard, Alarcón, R. [1] points out: "universities have important challenges, increasing access and graduation rates; preparation in scientific, pedagogical and humanistic fields; innovation and creating or developing scientific production, achieving excellence is only possible from an efficient management of its system of processes, where

university extension is called to be a key piece". The management of university extension is connoted in the integral cultural formation of the student and that is why the professor must be prepared to achieve his own and the students' transformation so that, in this way, the cultural contexts where they interact can also be transformed.

González O. [8], when referring to the university extension process, states that it is necessary an efficient and effective management that enhances the university-society link, in response to the current demands of higher education, which demands a redesign of the management of the extension process, which allows to advance in the development of this process. However, it does not provide how to manage it in the career, nor how to integrate it with the academic, research and labor processes, to achieve greater efficiency and protagonist of the students in the extension activities.

It is important in the formative process of the Bachelor's Degree in Education. In this sense, the management of the university extension process plays a fundamental role, since through extension activities interaction with society is achieved, in this socialization actions are carried out that favor the solution to professional problems, which leads to the transformation of subjects and contexts.

In this regard, A. Blanco [3] when defining educational influences, refers to "Actions that are exercised with the aim of ensuring the assimilation and reproduction of all the previous culture, as well as the existing social relations. They generally act as processes of cooperation and social communication, and can be classified as: intentional and unintentional, systematized (educational center) and non-systematized (other socializing agencies), specialized influences (parents, friends, neighbors, among others)", a criterion that is connoted in the process of pedagogical management of university extension.

The authors agree that the educational agents and agencies exert influences on the dynamics of the student's formative process from the axiological-cultural point of view, where the relationship between theory and practice is exposed, methods are applied that favor cognitive independence, reflection, valuation and appreciation of culture, approach and integration to the socio-cultural particularities of the cultural context, which, from the pedagogical management of the university extension process, must be systematized to contribute to the formation of an integral culture from the relationships established with the academic, research and work, in the dynamics of the activity with objects and subjects, aiming at the transformation that occurs in the student in the training contexts to achieve the professional objectives.

3. The Model of the Professional of the Bachelor's Degree in Education

In the Model of the Professional of the Bachelor's Degree in Art Education, [12] expresses, within the general objectives, the need for the student to raise his ideological,

political, economic, legal, scientific, cultural preparation, according to personal and social needs, scientific progress, mastery of information and communication technologies, so that he can act as a cultural promoter with his learners and in the community, which implies that the student must be a protagonist in the management of processes related to his training.

The above implies a challenge for Academic Year Principal Professors (PPAA), guiding professors, career head, in the effort to form in the student an integral culture that allows reflection, review and critical projection of the links between theory and practice, based on their interests and needs to consolidate the socialization-individualization, which is materialized in their work performance, which requires an adequate extensions pedagogical management in the training process and knowledge of the extensions contents for their integration and articulation with the academic, research and work processes.

In the process of university extension management, the procedures for the pedagogical management of University Extension [14] declared for the University are taken into account, which are adapted to the career. In this sense, the contents of the university extension that must be integrated and articulated to the academic, research and work processes from the work of the academic year collective to ensure the transformation in the formation of the student's integral culture are enunciated.

The Honorary Chairs, as a content of the University Extension, constitute a functional structure for the pedagogical, axiological, educational, cultural, scientific work, which contributes to the integral cultural formation of the student. They should bring together the greatest number of students and professors. From the work of the chairs, scientific events can be held in which student and professor research can be presented, linking the thematic lines of the chairs and those of an artistic-pedagogical nature, with the objective of preparing professionals to respond to professional and social problems.

Regarding the Movement of Amateur Artists (MAA), it should be emphasized that it is one of the fundamental pillars of the university's cultural activities, the cultural image projected by the university in acts, events, graduations, community spaces, among other activities. An essential role is played by the art instructor, guiding professor and main teacher of the academic year. It is necessary that from the year group actions are projected to encourage the students' protagonist, in order to favor their insertion in the MAA, a task that requires adequate planning, organization, follow-up of individual and group diagnosis, control and evaluation of the level of satisfaction and quality of the artistic units to meet the strategic objectives planned with respect to this content.

Another of the extensions contents are the national programs, which respond to social needs. Their treatment from the academic, research and labor processes, favor the formation of an ethical professional with an integral culture, capable of transforming the context and solving the identified

problems. The following should be worked on: Environmental Program, Economic Culture, Legal Culture, Audiovisual Culture, social indiscipline program, improper behaviors and illegalities, STI/HIV/AIDS prevention program, prevention of drug use, psychotropic drugs and other addictions. Among the actions to be developed, the following are proposed:

Extension projects are part of the contents of university extension. They integrate academic, labor, research and extension activities, in correspondence with the formative objectives of the career and of the year. Their foundation, elaboration and realization is carried out jointly by students and professors, where the Professional Model, personal and professional interests, as well as cognitive and motivational needs are taken into account.

The systematic and harmonious functioning of the same is the responsibility of the main professor of the academic year, who directs and manages the planning, organization, execution, control and evaluation of the extension activities that contribute to the integral cultural formation of the student, the social transformation and the impact of the university in different contexts linked to the formative process and the scenarios of professional performance.

The University Chair of Older Adults (UCOA) is a program whose purpose is the education of older adults, the formation of a culture of life and geriatrics to their students and family. It is attended from the Department of Extracurricular Activities and brings students and professors closer to a social problem, the aging population, contributes new ways to include the UCOA student in the formation of the new generations. In this sense, educational activities should be organized and executed to promote the generational exchange of students and professors with CUAM members, which favors the formation of values.

The above reveals that there are several contents of university extension. It is not only limited to arts and sports. The knowledge of each of them by professors and students and the adequate pedagogical management of the university extension process will contribute to the achievement of a capable professional, committed to the Revolution, cultured, with an integral cultural formation in accordance with social demands.

4. Strategy for the Pedagogical Management of University Extension

In order to contribute to the pedagogical management of the university extension in the achievement of an integral cultural formation of the student in formation of the Bachelor's Degree in Education. Artistic Education, a pedagogical strategy was elaborated from the dissatisfactions found in the formative process. It supposes the realization of systemic and transforming actions and operations, which provoke changes in the problematic situation that originated it. It includes control and feedback mechanisms that make it possible to evaluate the results to be achieved in the short,

medium or long term.

The conception of strategy has demanded precision in terms of the positions assumed in relation to this type of scientific result; from the different points of view related to what to understand by strategy, aspects related to its design, elaboration and implementation in the pedagogical practice.

Among the theoretical positioning consulted about the conception of pedagogical strategy is connoted what is raised by Orozco, J. [13], who refers that it is the system of activities (actions and operations), which are performed in a flexible and adaptable way to the existing conditions, facilitates the interactivity of the subject, the relationship of help and cooperation with other colleagues for the realization of a task with the required quality. In this definition, the potential of using the pedagogical strategy is evident, since it facilitates the achievement of the proposed objectives.

For his part, Toala, J. D. [16] when referring to the pedagogical strategy indicates that the purpose is for students to interact in the activity they are performing, which will help them develop their knowledge. It alludes to the realization of workshops that contribute to group work with the intention of investigating about a problem that happens in an environment. Criteria that are taken into account when considering the pedagogical management of university extension as a formative process that requires group work and interaction with cultural contexts.

From the previous approaches it is determined that the pedagogical strategy must have a guiding, systemic, dynamic, interactive character, that establishes links between actions and operations, to contribute to the appropriation of the curricular and extensions contents in a flexible, coherent, integrated way, articulated with the research and work processes, that contributes to the formation of values, of an artistic and ethical sensibility, a way of competent professional performance, capable of identifying and solving the professional problems that are manifested in the cultural contexts where it interacts.

The pedagogical strategy is organized taking into account the transformations of the III Educational Improvement, which allows guiding and directing the changes that are necessary for the management of the university extension process from the different contexts, in function of the formation of an integral culture of the professionals in formation of the Bachelor's Degree in Artistic Education.

General objective of the strategy: To contribute to the improvement of the pedagogical management of university extension in the Bachelor's Degree in Education. Art Education.

The strategy has two stages:

The first stage is aimed at the orientation, organization and planning of actions related to the pedagogical management process of university extension from the academic year collective.

The second stage is aimed at the execution of academic, extension, labor and research activities in the cultural contexts where professionals in training interact.

The third stage is directed to the control and evaluation of

the actions, which is developed during all the stages and from the systemic feedback, allows the evaluation and impact of the pedagogical management process of the university extension.

Stage 1 Organization and planning of the pedagogical management process of the university extension from the year group.

In this stage, actions are developed that are directly linked to the preparation of the teachers of the year group for the organization, planning and execution of the university extension process and its management.

The teachers of the year groups are prepared from the contents and methodological procedures of the university extension, taking into account the model of the professional of the career, the knowledge they have of the group, its characteristics, interests, motivations and aptitudes so that they contribute to the integral cultural formation.

Actions:

- 1) Determine the means, material resources or other factors that allow the development of the preparation for the pedagogical extensions management process.
- 2) To debate about the potentialities of university extension and its pedagogical management in the formative process of the graduate in Education. Artistic Education. The exchange will make possible the scientific analysis, to determine the needs of improvement on the subject in question, which will contribute to the process of organization, planning and execution, the necessary knowledge for the management of the process from its experience in practice.
- 3) To plan the treatment to the extensions contents as part of the methodological work in the career, discipline collectives and collective of years (workshops, scientific-methodological conferences).
- 4) Identify the agencies and educational agents that will participate in the formative process and contribute to the transformation of the student's mode of action.
- 5) Identify needs, motivations, tastes, preferences, attitudes and aptitudes of the students.
- 6) Plan extension activities in the educational strategy based on the characterization of the students and the brigade, where the student becomes the protagonist of his/her own transformation.
- 7) Organize events from the honorary chairs and UCOA, where students socialize scientific results from their artistic-pedagogical experience and visualize the impact of research in the career and cultural contexts where they interact.
- 8) Plan graduate and elective courses in correspondence with the needs of the integral cultural formation of the student, professors and professionals of the context in which topics related to the national programs are developed.
- 9) Design professional pedagogical tasks that promote the integration of academic, research and work processes, so that the student can respond to the professional

problems of the cultural context in a viable and creative way.

Stage 2 Execution of activities

In this stage, activities will be carried out in the academic year groups and in the cultural contexts where the student performs the labor practice in which the academic, research and labor processes must be integrated, from the pedagogical management of the university extension and inserting agencies and educational agents that have an important role in the formative process of the professional in training. The following actions are suggested:

- 1) Guide the realization of research about the life and work of artists, cultural institutions and pedagogues of the locality and socialize the results in scientific events.
- 2) To elaborate audiovisual media that respond to the curricular contents that contribute to the direction of the educational process in the cultural contexts where the professional in formation of the career Bachelor in Education interacts. Artistic Education.
- 3) Execute vocational training activities led by professionals in training, in different educational centers.
- 4) To elaborate professional pedagogical tasks with an integrating vision of the academic, research, labor and extensions processes.

The development of these actions implies the realization of workshops for the follow-up of the pedagogical management process of university extension, which favors professional exchange, creativity in the modeling of activities and the establishment of a dialectic relationship between theory and practice during the process.

Stage 3 Control and evaluation

It is oriented to the control and evaluation of the fulfillment of the activities planned by the professors and the impact on the transformation of the students' way of acting in their professional performance, aspects that, in general, contribute to the integral cultural formation.

Actions

- 1) Control and evaluate the quality and impact of the planned activities, taking into account the level of student satisfaction, professional performance mode, role of agencies and educational agents involved in the process.
- 2) Control and evaluation of the design and quality of audiovisual media produced by students, where curricular contents are integrated with extensions contents, to be used in teaching, in vocational training activities and in the Amateur Artists Movement festivals.
- 3) Control of the adequate use of social networks, forums that radiate the student's work as a cultural promoter, which favors the student's integral cultural formation.
- 4) Control and evaluation of activities that promote technological innovation, introduction and generalization of results, socialization of the impact of scientific results, management of projects that respond to professional and social problems and community

socio-cultural development.

- 5) Evaluation of students based on the knowledge and competences acquired, which allow them to show their scientific preparation, professional performance and integral cultural formation in teaching units and cultural contexts.
- 6) Evaluation of the students' protagonist in the execution of activities in cultural contexts, in the short, medium and long term, by means of integrating professional pedagogical tasks.

The evaluation and control of the actions carried out is based on the assessment and self-assessment of all those involved in the process of pedagogical management of university extension, thus promoting the transformation of students and those involved in their training process in the different contexts of professional performance. It promotes the transformation of the cultural context, stimulates the self-management of knowledge, the motivation and sense of belonging to the profession, favors the formation of their personality, contributes to model their professional performance, provides the student with an integral culture conceived from an adequate pedagogical management of the university extension.

The pedagogical strategy is in the application phase. Actions corresponding to stages 1 and 2 are being carried out in the second and third year groups of the Bachelor's Degree Artistic Education, which allowed clarifying the contents of university extension, theoretical references about its pedagogical management and importance in the formative process for the formation of an integral culture.

5. Conclusions

The formative process in the Bachelor's Degree in Education. Art Education requires the appropriation of conceptual and procedural knowledge about university extension and its management. This motivates the need to direct scientific research as a response to the needs for change.

The pedagogical strategy constitutes a way that makes it possible to improve the pedagogical management of university extension in order to contribute to the integral cultural formation of students.

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