

AN EDUCATIONAL MODEL FOCUSED ON COMPREHENSIVE UNIVERSITY EDUCATION: EXPERIENCES IN ITS IMPLEMENTATION

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Abstract

The U50 Educational Model is an institutional framework that expresses the essence, educational style, and activities of UPAEP University. It is defined as a specific approach to planning, developing, and evaluating a particular educational proposal that seeks the holistic development of students so that they, as graduates, can impact social transformation. This educational model has three constituent dimensions: identity, pedagogy, and formative. Its formative dimension fosters the creation of meaningful learning experiences through teaching methodologies based on active learning approaches such as case studies, problem-based learning, challenge-based learning, inquiry-based learning, and simulation-based learning, among others. Through these methodologies, students critically examine key social challenges from the perspective of their disciplinary training. Simultaneously, they develop generic skills, including social commitment, creative thinking, research, reflective thinking, and collaborative work. The purpose of this research project was to evaluate the level of use of teaching methodologies and assessment tools most frequently employed by teachers. The research methodology consisted of an exploratory survey of teachers' perceptions, followed by a basic statistical frequency analysis, and finally, a qualitative interpretation of the collected information. The findings reported in the research demonstrate a high frequency of use of the teaching methodologies suggested in the institutional educational model, with challenge-based learning, problem-based learning, and teamwork being among the most frequently used. It is worth mentioning that the teaching methodology employed by the professors is aligned with both the academic program profile and the specific subject they teach. Finally, regarding the learning assessment process, the results highlight the use of rubrics as assessment tools. With the aim of comprehensively evaluating student development, this research project considered the results of an institutional evaluation of co-curricular activities conducted in the areas of professional internships, internationalization, entrepreneurship, and leadership training. The evaluation mechanisms for these activities employ assessment matrices to identify the learning outcomes achieved by students in the development of soft skills.

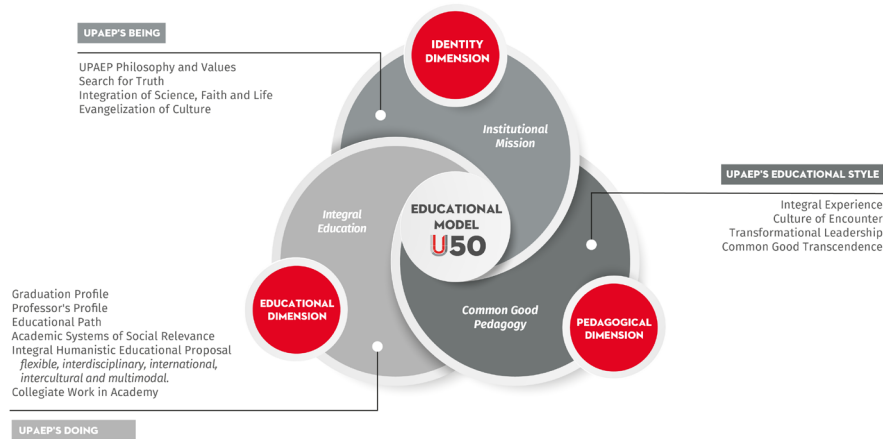
Keywords: *Comprehensive training, active methodologies, co-curricular learning outcomes.*

1. Introduction

The U50 Educational Model is an institutional proposal that expresses the essence, the style of educating, and the endeavors of UPAEP University. It is defined as a specific way in which its educational proposal is envisioned, developed, and evaluated with a clear intention: the formation of leaders with high-level professional training who, through service, positively impact social transformation and assume their roles as promoters of the common good. This educational model consists of three dimensions: the identity dimension, the pedagogical dimension, and the formative dimension. The identity dimension describes its foundational charism; UPAEP University possesses an origin and style that characterizes the training of its graduates, disposing them to serve others through the comprehensive development of their talents to promote social leadership and their impact on the transformation of temporal realities for the sake of the common good. The Pedagogy of the Common Good is the theoretical foundation of the pedagogical dimension. This pedagogy is the institutional educational style and centers on the educational relationship between the professor and the student. This relationship is close and supportive—a mutual exchange that allows both professor and student to enrich themselves as individuals by experiencing the relationship with the "other" as a personal encounter, making the construction of meaningful learning and the development of generic competencies possible. As for the third dimension, the formative dimension, it constitutes the faculty's framework of action, from which meaningful educational experiences are generated during the university formative journey. The university training phase is the heart of the student's comprehensive

development. It is characterized by pedagogical processes involving learning, teaching, and assessment strategies and activities developed by the professor to promote active learning and meaningful experiences. The formative dimension is energized by: planning, through a learning guide; development, through active teaching methodologies; and evaluation, based on a system of learning outcomes and performance evidence. The university formative journey of students within the context of the U50 Educational Model is supported by accompaniment processes that seek to impact all dimensions of the student's personhood, oriented toward their personal, academic, and professional development to favor the achievement of the institutional graduate profile (UPAEP, 2021) (Figure 1).

Figure 1. The U50 Educational Model.



2. Objective

To evaluate the characteristics of teaching practice in terms of the type of active methodologies, assessment instruments, and learning environments most frequently used by university professors in the context of the U50 Educational Model.

3. Methods

The research methodology consisted of an exploratory study that gathered professors' perceptions regarding the types of teaching methodologies, assessment instruments, and learning environments they use most in their classes. Data collection was carried out through a survey composed of the following questions:

- ¿When planning the subject(s) you teach and developing the corresponding learning guide, how often do you include active methodologies?
- ¿Which active methodology or methodologies have you used most frequently when teaching your subject(s)?
- ¿Which instruments or strategies do you use to evaluate your students' learning outcomes?
- ¿What are the learning environments you commonly use to facilitate your students' performance?

In the case of co-curricular activities, the methodology employed involved the application of assessment matrices with performance criteria distributed across the following levels: *below standard*, *approaching standard*, *at standard*, and *above standard*. Finally, the data obtained were subjected to a frequency analysis using basic statistical methods, and the results are presented through graphs and tables to facilitate understanding.

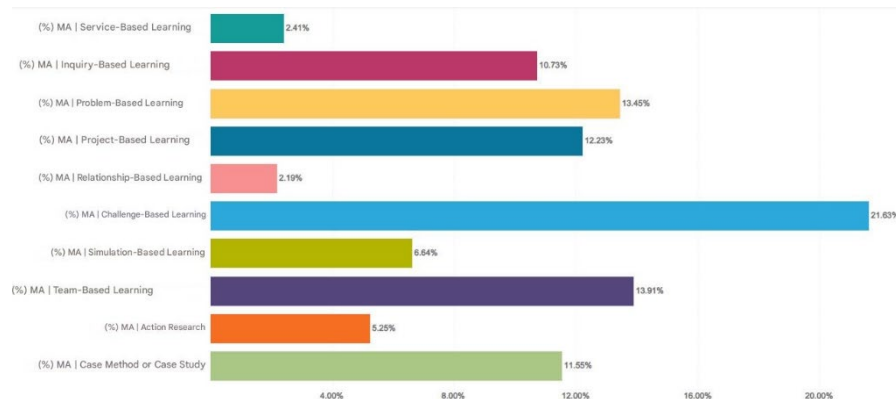
4. Discussion

4.1. Active methodologies and learning environments

The context of global education is undergoing a radical transformation regarding methods, content, and learning spaces. Today more than ever, a change in the educational paradigm is necessary, implying a restructuring of the curriculum and a revolution in faculty didactics. This revolution requires the use of new teaching and learning methodologies to ensure active students and favor the development of cognitive competencies and soft skills. Addressing this challenge in education, the U50 Educational Model, in its formative dimension, suggests the use of active teaching methodologies such as: Problem-Based Learning,

Challenge-Based Learning, Service-Learning, Case Method, Project-Based Learning, Research-Based Learning, Relationship-Based Learning, Simulation-Based Learning, Teamwork-Based Learning, and Action-Research (UPAEP, 2021). These active methodologies favor the development of both transversal and disciplinary competencies, notably problem-solving, critical thinking, analytical thinking, reflective thinking, creativity, and collaborative work (Sánchez & Morales, 2019). The teaching methodologies used most frequently by UPAEP University professors are presented below (Figure 2).

Figure 2. Active methodologies used most frequently by UPAEP professors.

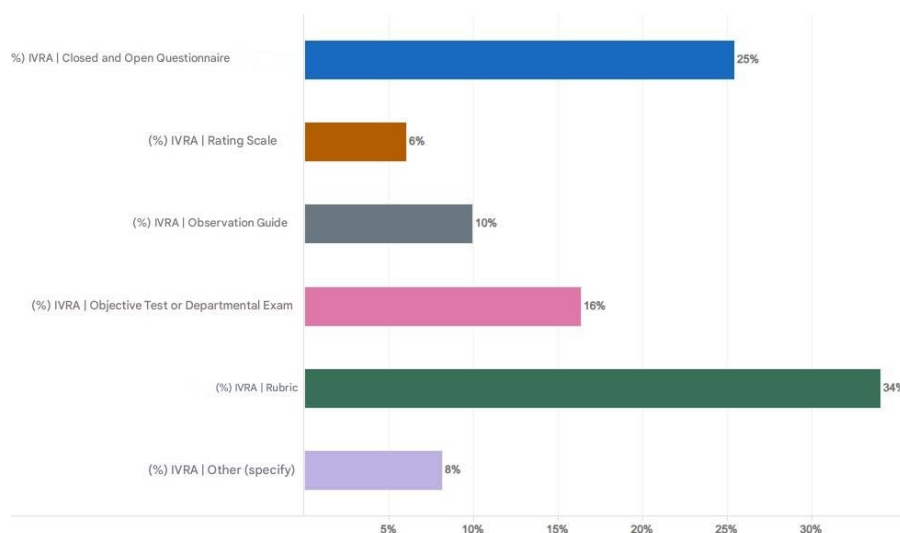


The results reported in this first phase indicate that the three main methodologies used, in order of frequency, are: Challenge-Based Learning, Teamwork-Based Learning, and Problem-Based Learning. Surveyed professors report that the classroom remains the most frequently used learning environment, followed by laboratories for practical development, and thirdly, virtual classrooms on the Canvas platform. Through the use of these methodologies, it is possible to sensitize and commit students to addressing major social challenges in an immersive way, thereby generating social intervention projects that aim to contribute solutions to specific problems. Furthermore, they develop competencies such as critical thinking, collaboration, and communication (Dikilitas et al., 2025). These findings are consistent with the pedagogical proposal of the educational institution in this study, as its institutional mission declares its goal is to form leaders who transform society.

4.2. Assessment process

Regarding the evaluation process, at UPAEP, it is carried out both in a decentralized and centralized manner. In the first case, the academic programs define the strategies, instruments, and evaluation parameters to be used to identify the level of understanding and application of the content developed by professors in their classes. The following figure represents the evaluation instruments most frequently used by university professors (Figure 3).

Figure 3. Evaluation strategies used by professors at UPAEP.



In the previous graph, percentages showing the highest use of various evaluation instruments are observed, highlighting primarily the use of rubrics and questionnaires with closed and open questions. These findings suggest that the evaluation carried out by professors in the context of the UPAEP educational model is formative in nature. It seeks not only to identify the memorization of concepts and facts but also to recognize the execution level of competencies related to the subjects in the institution's academic programs. Thus, it is a more holistic, objective, transparent evaluation aligned with the pedagogical perspective of the U50 Educational Model (Tian & Tong, 2026).

4.3. Evaluation of co-curricular training

UPAEP University promotes the comprehensive training of its students. This includes solid preparation for professional practice, the acquisition of humanistic and cultural references, the adoption of healthy lifestyles, and accompaniment to discover their vocation and sense of life. In this context, co-curricular training is understood as that which is developed through activities, programs, or learning experiences that complement what is learned in the classroom; most are extra-curricular, do not grant an academic degree, and rather reinforce the institutional graduate profile during the formative journey (UPAEP, 2024). International experiences, social entrepreneurship, and leadership training stand out as co-curricular activities. Regarding the evaluation of these activities, a centralized type of evaluation is performed, coordinated by the institutional evaluation center. Assessment matrices are designed and implemented to identify the execution level of competencies related to this type of training. For international programs, global learning is evaluated; in the case of entrepreneurship, systemic thinking and proactivity are the assessed competencies; and leadership development is valued through competencies of social commitment, healthy lifestyles, and the establishment of a life plan. The first measurement experience of these activities yielded the following results (Table 1).

Table 1. Co-curricular activities and developed competencies.

Co- curricular Activity	Competencies	Results
International Programs	Global and intercultural learning	Exchanges, research stays, and double degrees are the programs that most favor the development of intercultural competence.
Entrepreneurship	Systemic thinking and proactivity	A higher percentage of students are positioned at the "at standard" and "above standard" levels for the proactivity competence.
Lidership	Social commitment, healthy lifestyles, and life plan establishment	Social commitment was the competence with the highest development percentages, followed by life plan, and finally, healthy lifestyles were located in the lowest range of development.

5. Conclusions

The following conclusions are derived from the results and the evaluation of the implementation of the UPAEP University institutional educational model.

- Consolidation of Active Methodologies: It is confirmed that the implementation of the U50 Educational Model has successfully integrated active teaching methodologies, with Challenge-Based Learning (21.63%), teamwork (13.91%), and Problem-Based Learning (13.45%) standing out as the most frequent. These practices maintain close coherence with the institutional mission of forming leaders capable of generating intervention projects for social transformation.
- Evolution toward Formative Assessment: The evaluation process at the university has moved beyond mere memorization, orienting itself toward a formative, holistic, and transparent approach. The predominant use of rubrics (34%) as the main evaluation tool demonstrates a commitment to measuring the execution level of competencies and learning outcomes objectively and comprehensively.

- Efficacy of Co-curricular Training: Activities outside the classroom are fundamental for comprehensive training, achieving significant results in the development of soft skills. The impact of international programs on intercultural competence and the high level of social commitment achieved in leadership activities are especially noteworthy.

Finally, an area of opportunity exists in the potential to continue diversifying learning environments toward more experiential learning settings. It is concluded that the U50 Educational Model stands as a solid operational framework where institutional identity is effectively articulated with pedagogical practice and evaluation processes, fulfilling the purpose of offering comprehensive university training.

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