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Integration of Values in Postgraduate Education: Lessons for a Formative Community

Dr. María Luisa Ballinas Aquino, Dora Elia Ramos Muñoz, Antonio Saldívar Moreno
El Colegio de la Frontera Sur/ Departamento Sociedad y Cultura, Mexico

ABSTRACT

Value education constitutes an essential component that, however, is not formally integrated into the curricula of graduate programs. Although positive initiatives have been implemented at the study institution, such as the adoption of codes of conduct and regulations to govern research processes, these measures are insufficient to comprehensively address value education. In this context, the incorporation of formative processes based on two main pillars becomes imperative: a) the experiences accumulated by graduate students and faculty members throughout their social trajectories, both personal and professional; and b) the interaction between the values of new generations and the institutional values that have been historically transmitted. This study focuses on the design and implementation of strategies aimed at building a community that fosters values. These strategies include promoting dialogue, enhancing trust and horizontality, as well as recognizing the individual learning of community members, who act as "bridges" between diverse communities and experiences. This approach facilitates a bidirectional formative process, both internal and external. Within the framework of the empirical study, 12 individuals participated and 20 focus groups were conducted, where their academic trajectories and social remuneration were shared. Following reflection, the values that the community associates with social remuneration were identified and analyzed, highlighting their relevance in the official discourse of educational policy for graduate programs. The main findings reveal the similarities and differences in the predominant values among the different focus groups (professors, postdoctoral fellows, and graduate students) and the relationship between social remuneration and the experience of certain specific values.

Keywords: ethical values, formal education; retribution; training community; trajectory