

# AN APPROACH TO RESEARCH IN HIGHER EDUCATION INSTITUTIONS THROUGH OPEN EDUCATIONAL RESOURCES

R.B. Silva-López<sup>1</sup>, R. Marcelín Jiménez<sup>1</sup>, I.I. Méndez Gurrola<sup>2</sup>, H. Pablo Leyva<sup>1</sup>

<sup>1</sup>*Universidad Autónoma Metropolitana (MEXICO)*

<sup>2</sup>*Universidad Autónoma de Ciudad Juárez (MEXICO)*

## Abstract

Open access to research products generated in HEI (Higher Education Institutions), is a commitment to make the research results reach to society, as well as the contributions to knowledge generation. However, the language used in research works is usually very specialized, and therefore, its understanding by students and society in general is complicated.

The objective of this paper was to search mechanisms to bring the research results in a simple and clear way to the general public. The results show that the scientific monographs are an ideal alternative to offer a look at the research carried out in the HEI. Scientific monographs constitute an open educational resource available to students within institutional repositories.

Methodology for the creation of scientific monographs includes the documentary compilation of research reports, articles published in indexed journals, papers presented at national and international conferences, among others. After that, an analysis and synthesis work is carried out with the objective of summarizing the research in order to make the graphic design of the scientific monograph in such a way that it is attractive to the reader, as well as offering the objectives, relevant data, results and conclusions generated on the research.

Finally, under an open access license, the monographs are made available to society in general through the Institutional Repository of the Lerma Campus of Metropolitan Autonomous University.

Keywords: open educational resources, scientific monographs, institutional repository.

## 1 INTRODUCTION

There is a pedagogical sense in the teaching-research link. Since 1993, Morán [1], supports the teaching proposal in the research form, as a pedagogical strategy that can specify the teaching-research link in the day-to-day work in the classroom, considers that the student must be faced with situations and experiences that facilitate and encourage the thought construction and enable discoveries, instead of confronting various texts with a lot of information. Research is proposed as a process that promote interest and creativity in a learning process. While generating critical attitudes towards specific educational phenomena. It is oriented to the detailed analysis of problems detected in reality. Being a formal process that leads to the production of new knowledge.

González and collaborators [2], present a state of the art on the teaching-research link in undergraduate education, where the teacher conducts pedagogical experiments to connect their research and teaching with active participation of their students, considering their needs and learning styles. It is essential to create new instruments for assessing ad hoc to these new ways of teaching and learning.

Puiggalí [3], identifies the need to promote a link between teaching and research. Believes that the importance of research in the field of Humanities / Education and Social Sciences should be further encouraged to improve teaching and promote better teaching in the field of Science / Technology based on research involving the students.

Salas [4] conducts a study where it explores the vision of a university teachers group who train science teachers, with different degrees of disciplinary, pedagogical and scientific activity, given the relationship between research and teaching. The results show a separation between research and teaching, favoring a traditional teaching with little research activity in the classroom. Identify, a conception of student-centered teaching, rather related to social and emotional skills, than with scientific or pedagogical training through research.