

Review of: "Generic Competences in University Students from Barranquilla, Colombia"

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The paper titled "Generic Competences in University Students from Barranquilla, Colombia" delves into a critical aspect of higher education in Colombia. The primary focus of this research is to assess the level of importance and development of generic competences among students in their final semesters. The authors draw upon the concept of competences as described by Wattiez Franco and categorized into basic, generic, and specific competences.

The paper begins by defining competences as the essential capabilities that enable individuals to effectively and independently handle various life situations. It emphasizes that competences encompass not only problem-solving skills but also the knowledge required to thrive in a complex, dynamic, and competitive world. Specifically, the paper centers its attention on generic competences, which encompass general knowledge, skills, and abilities that every graduate should possess before entering the job market.

One aspect of the paper is its reliance on the Alfa Tuning Latin America Project's perspective and the guidelines set forth by the National Ministry of Education of Colombia. This approach ensures a comprehensive and standardized evaluation of generic competences within the context of the Colombian higher education system.

The paper presents valuable insights into the perceptions of students regarding the significance of generic competences in today's Knowledge Society. It suggests that students recognize the importance of these competences and view them as highly valuable in the pursuit of their academic and professional goals. However, the study also sheds light on the challenges faced by students in developing these competences effectively. This finding serves as an essential call-to-action for educational institutions and policymakers to address the existing gaps in the development of generic competences among students.

The research methodology employed in the study is adequately described, allowing readers to grasp the data collection process and the rationale behind the chosen approach. The authors' use of a group of students from higher education institutions in Barranquilla is appropriate, as it provides valuable insights into the specific context of the city and enhances the paper's relevance.

Nonetheless, a minor limitation of the paper is the absence of a more in-depth exploration of potential factors contributing to the struggles faced by students in developing generic competences. An analysis of the challenges, both internal and external to the educational system, would have provided a richer understanding of the issue at hand.

Finally, the paper makes a significant contribution to the understanding of generic competences and their relevance among higher education students in Barranquilla, Colombia. By uncovering the students' perceptions and the obstacles they encounter in developing these competences, the study highlights the importance of enhancing educational strategies and policies to bridge the gap. This paper will undoubtedly serve as a valuable reference for educators, policymakers, and researchers in the field of higher education and competency development.

Some minor comments for the authors:

The paper's objectives are a little vague, making it challenging to discern its central purpose. The authors aim to study Generic Competencies' influence on higher education students as future citizens and professionals in the globalized world. However, there is a need to elaborate clear research questions and methodology.

The study employs a quantitative methodology with a Positivist approach to investigate Generic Competencies in undergraduate students from Barranquilla. However, the description of the data collection questionnaire lacks essential details, which could compromise its replicability and validity. To address this, the paper should provide a comprehensive explanation of the 28 questionnaire items, including examples of questions from each part to offer readers better insight into the research tool's structure and content.

This paper presents a compelling analysis of the difference between students' perceived importance and the actual level of development of Generic and Transversal Competences. The majority of students consider these competences "very important" but rank their development within their institutions as only "quite important." The comparison with another study reinforces the significance of this disparity. The paper effectively highlights the importance of addressing this gap to better prepare students for the professional world. Overall, it is concise, informative, and makes a meaningful contribution to the discussion on competency development in higher education.