

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

Luis Neri¹

¹ Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

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-) Interesting work that compares the importance and the development of generic competences according to perceptions of 324 undergraduate students of the last semesters of their careers. Interestingly, students assign higher grades to the importance of the competences in their careers than to the actual degree of development achieved of these competences in their academic programs. Institution should take care of this result, which suggests that students are not developing the competences as they would expect in their universities.

-) I am surprised that the same order in grading the importance of the competences is found for the Proyecto Alfa Tuning América Latina and that for University of Barranquilla. I would not expect this. Authors are invited to explain this finding.

-) Also, authors could discuss why in both the importance and development levels students assigned the lowest grades for "Mathematical Thinking and Quantitative Literacy", "Ability to communicate in a second language", and "Ability to work in international contexts", which are very important competences students should develop.

-) It would be interesting as future work to relate students' perceptions on their competence's development with quantitative measures of these through academic indicators as, for instance, students' final grades, quality of their projects, assignments, exams, etc. This can be done for several of the competences in Table 1, for example, "Ability to identify, formulate and solve problems", "capacity for abstraction, analysis and synthesis", "skills in the use of ICT", "mathematical thinking and quantitative literacy", etc.

-) It is important that authors specify the majors of the careers of their student's sample, and their corresponding sizes or weights, to better interpret the results. For instance, competences as "Ability to identify, formulate and solve problems", "capacity for abstraction, analysis and synthesis", "skills in the use of ICT", and "mathematical thinking and quantitative literacy", are expected to be more important to develop in engineering students, and competences as "oral and written communication abilities" or "Ability to communicate in a second language" are expected to be more important for humanities or social sciences students.

-) I suggest including a section on Related Work, and then to compare the results of this work with previous similar research.

-) Finally, there are some links in the references that cannot be accessed or that should be updated.

