

## **REFLECTIONS ON THE TRAINING EVALUATION OF LEARNING IN THE DEGREE IN SCIENCE OF EDUCATION OF THE UAEH.**

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### **ABSTRACT**

*In these reflections some references are analyzed that bet the role of formative evaluation in the students' learning, which transcends the processes of teaching and learning in Higher Education, rescuing the role of collegiate work of the academies, as an organ for making decisions about the evaluation strategies to be applied, according to the demands and needs of the students. The influence of evaluation for learning is based, which conditions a formative potential in students throughout their school trajectory, particularly in the Bachelor of Education Sciences of the Autonomous University of the State of Hidalgo (UAEH), knowledge that transcend throughout the life of the students. For what is considered formative evaluation as a learning assessment approach, which refers to a systematic process of data recovery on student learning and performance, from various sources of evidence; is focused on processes, rather than results, is interested in students being responsible for their own learning and is conceived as a means to achieve and integrate knowledge with meaning and meaning.*

**KEYWORDS:** Evaluation, formative evaluation, teaching and learning.

### **INTRODUCTION**

One of the most controversial topics in the pedagogical literature and in the practice of contemporary teaching is the evaluation of students' learning from its formative dimension, since it refers to terms such as feedback, self-regulation, individual and collegial reflection, self-evaluation, coevaluation, as referents to be systematized in teaching and learning processes, if students are expected to build their learning and that these will last throughout their lives.

When considering the contributions of Bordas & Cabrera (2001), Perrenoud (2008), Moreno Olivos (2011, 2016), Cáceres Mesa, Gómez Meléndez, & Zúñiga Rodríguez (2016), among others, it is based that the evaluation of the learning, it constitutes one of the most complex educational practices in the practice of teaching practice, considering evaluating and learning as two imbricated and self-sustaining processes, when viewing evaluation as a process that compromises students' learning.

Well according to Bordas & Cabrera (2001), it is important to stimulate environments in the classrooms, where learning is promoted through evaluation, where the role of formative evaluation is resized according

to what is beyond the students, become people capable of responsibly managing their learning processes in all areas of life. In this field the Academic Body of "Evaluation, Planning and Curricular Development", of the Academic Area of Educational Sciences, in the Institute of Social Sciences and Humanities of the Autonomous University of the State of Hidalgo, Mexico, in the field of the Line of Generation and Application of Knowledge of "diagnosis, evaluation and educational planning", is assumed the challenge of grounding the formative dimension of the evaluation of learning, considering some findings in the Bachelor of Educational Sciences of the UAEH, to identify that the evaluation strategies applied do not favor deep learning, as they do not generate a systematic feedback to the students throughout the training journey.

## **DEVELOPING**

The evaluation of learning is the strategy that most influences the training of students and throughout its history has been mediated from the perspective of different authors, by criteria related to academic performance, in relation to the level of mastery of knowledge as results of learning, perspective that gives it a restricted look, examiner, and control; where the exam constitutes the main technique applied by the teachers to issue criteria on the results of said exam, so that the evaluation practices are used to certify, classify and label the students (Moreno Olivos, 2009).

That is why it is required that university teachers professionalize the exercise of their practice and rigorously assume the implicit conceptions of what the evaluation of learning means, based on the particularities of each group-class, where their social conditions are considered, personal situations and pressures, previous experiences and knowledge, their cognitive structures, among other aspects; as inputs that influence the understanding of these, in relation to what it means to evaluate, a somewhat complex situation for teachers, because their practice is loaded in most cases of preconceptions built through their experiences throughout their training, which influences the decision making on evaluation strategies (Cáceres Mesa, Gómez Meléndez, & Zúñiga Rodríguez, 2018).

In such sense its implementation conditions that the learning of the student; it then acts at the service of knowledge, learning and at the service of the training interests to which it must essentially serve (Álvarez, 2005), and at the same time conditions the reflection, improvement, understanding and evaluation of the students' learning, as an input that it requires a feedback process and differentiated attention, in correspondence with the purposes of the different subjects in the curriculum, in which evaluation strategies are included. In this sense, the point of view of the student and its integral development in the field of the teaching and learning process, their expectations, their previous knowledge, their styles and rhythms of learning, interests and future personal projection must be taken into account.

For his part, Perrenoud (2008), argues that the formative evaluation is necessarily linked to a differentiated intervention according to the demands and need of the students, refers to the procedures used by the teacher in order to adapt their didactic process to the progress and learning problems observed in these. This type of evaluation has as its fundamental purpose a regulating function of the process to make it possible for the training media to respond to the characteristics of the learner, as a strategy that fights against failure and inequalities (page 16).

This same author invites us to reflect on the formative dimension of evaluation, when he argues that it is necessary to establish an adequate articulation between how it is taught, how it is learned and how it is evaluated, during the teaching and learning processes, it emphasizes that when we speak of evaluative practices it is possible to recognize: the subject that learns, when putting into play motivational elements, effort, self-esteem, cognitive processes; the subject who teaches, considering the epistemological construction of his knowledge, the image and professional identity he has built and his educational authority, as inputs to generate effective learning environments, affective, dynamic, interactive, reflective and critical (Perrenoud, 2008).

In this same order of ideas according to (William D., 2009), formative evaluation can be used to help students achieve instrumental, meaningful and profound objectives, while emphasizing their prospective vision regarding the scope of learning. At the same time emphasizes that another important aspect to consider is that the student is able to understand the goals of learning and the criteria of achievement, which conditions processes of collegial interaction in the construction of knowledge, which transforms them into owners of their own learning (William D., 2009).

This type of evaluation has as its fundamental purpose, a regulatory function of the teaching and learning process to enable the means of training to respond to the characteristics of the students. It aims mainly to detect what are the weak points of learning rather than determine what are the results obtained with such learning (Jorba & Sanmarti, 2000), because each student has a personal learning system that has been built progressively and autonomously, so what is important in the context of the teaching and learning processes, generate strategies that stimulate the continuous regulation of learning, so that they build a personal model of action.

In this sense, metacognitive order self-regulation basically aims (according to Perrenoud, 2008), to train students in the self-regulation of their thoughts and personal learning processes, where they are considered in a reflective and conscious way the personal abilities to learn, from their own mental processes, from this perspective, can predict the success of students, considering their cognitive effort and dedication to learn. So, the metacognitive awareness in students is a mental process that consciously controls learning.

The self-regulation of learning has the purpose of getting students to build their own learning system and at the same time progressively improve it. According to Jorba and Sanmarti (2000), the three fundamental components of the self-regulation of student learning are: communication of the objectives and verification of their representation, mastery of anticipation operations and finally, planning of the action and appropriation of the evaluation criteria of the teaching staff, where the influence of the communication between the involved actors is revitalized, didactic situation that should favor the interaction of teachers and students and the expression of these, about what they are learning and how they are learning it; In this way students can cross the border of planned and be open to the uncertain, unforeseen and indeterminate. In this regard, William (2009), emphasizes that the formative dimension of the evaluation can help the students' learning if it generates information about the shreds of evidence regarding the appropriation of the knowledge and construction of their learning, inputs that the teachers and students they can use as feedback, when evaluating themselves or others and by modifying the teaching and learning activities in which they are involved, which demand an interaction-feedback process, where self-evaluation and co-

evaluation spaces are promoted, in which the student can assess the progress of their learning, as a metacognitive strategy to continue learning.

This same author emphasizes that the existence of formative evaluation, as a process used by teachers and students, that strives for an active role of the latter so that it appropriates learning and gradually builds and reconstructs it, as a support for the functionality and significance of knowledge, which disrupts the processes of teaching and learning, in the different subjects of the Bachelor of Education Sciences of the UAEH, in terms of responding to the learning of students in order to improve, during all its formative trajectory (William D., 2009). This analysis by teachers in the fields of academies, promotes an exercise of reflection-value, which as a collegiate body positions the formative evaluation, as a basis for decision-making, to generate feedback strategies and / or differentiated attention and At the same time, it contributes to the improvement of the learning achievements of the students during their formative journey.

In the context of teaching practice in the field of each group-class in the Bachelor of Education Sciences, the teaching, learning and assessment strategies are components that are closely interrelated, because any change in the evaluation, disrupts the teaching and learning in the classroom (Moreno, 2016), where students are stimulated certain skills, such as critical thinking, autonomy and self-responsibility, reflecting and raising awareness about their learning process, references that constitute basic ideas that have penetrated with strength in the renewal of evaluation processes where the what and how students learn is the fundamental input for the didactic decision making of the teacher (Cáceres Mesa, Gómez Meléndez, & Zúñiga Rodríguez, 2018).

This conception has generated positive and negative changes, the first in the sense that there is now a greater acceptance of the culture of evaluation under the principle of "formative evaluation" in the curriculum, teaching practices, schools and performance of students, the adjustments and improvements that lead teachers to work from an inclusive perspective, as a result of the evaluation the process, differences, cultures, trajectories of students, asymmetries in training, among others (Moreno Olivos, 2011).

In this area informally, through the meetings of academies of the third and sixth semester of the Bachelor of Education Sciences, when exploring with teachers about the main strategies and assessment instruments that apply in each of the subjects that impart, they specify the following; the exams prepared in a personal way and validated in the academy, the essays, the conceptual, mental maps, the projects, resolution of problems, reflective diaries, presentations of classes, oral evaluations, portfolios of pieces of evidence, among others.

At the same time it was found that there is no consensus among teachers, to generate spaces for reflection and analysis with students from the evidence presented in each case, as the voice of some students in third and sixth semester; In most cases, systematic feedback processes are not generated, which does not give them confidence in how they are learning and at the same time the formative evaluation is not favored and consequently does not impact on the improvement of learning.

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that lead teachers to work from an inclusive perspective, as a result of the evaluation. Likewise, in informal conversations with these professors, they refer that they apply strategies oriented to self-evaluation and co-evaluation, according to what is established in their subject program, but they do not value it as a methodological device that incorporates awareness and interaction in the construction process and reconstruction of learning in their students, likewise emphasize that not in all cases perform these exercises from criteria analyzed in the academies, where there is a collegiate analysis of how to assess, as they are ascribed to the provisions of institutional regulations.

In this same order of ideas, when reviewing the exams prepared by the teachers and applied to students in three parts of the semester, it was found that there is a gap between what establishes the program of the subject, the type of questions generated in these instruments and the expected learning in established in said program, because the type of questions asked only stimulate a superficial and fragmented learning in students, do not encourage students to: explain, argue, ground, relate, compare, analyze, reflect, contrast, criticize, as though actions that activate their cognitive processes and generate deep and meaningful learning.

From this perspective it is important to highlight that the evaluation should be seen as a formative practice, a concept that is well-founded in a timely manner by Moreno (2016), in his work "Evaluation of learning and for learning", when he argues that the evaluation should be viewed with a focus focused precisely on the last mentioned process, which must be based on a socioconstructivist approach, as it is a useful source of information to be able to provide feedback and modify teaching and learning strategies and influences decision-making to improve these processes, where the role of feedback in the field of teaching and learning processes is revitalized, both for students and for teachers, since evaluation is a shared process aimed at improving the subjects involved.

In this sense, the feedback function is closely related to the direction of learning, both of the student's difficulties and errors, and of the teaching process; responds to the demands of a dynamic system, complex in correspondence with the characteristics of the learner, its emphasis is aimed at solving the various learning problems and adapting teaching strategies, which stimulate motivational elements, effort capacity, self-esteem, and personal dynamics. The main purpose of the evaluation is the regulation of both teaching and learning (Sanmarti, 2007).

In this area it is important to consider that the organization of collegial work of teachers, is becoming a network that allows interaction for decision making in relation to formative assessment, to stimulate the learning of students, which according to William & Thompson (2007) and Moreno (2016), can be constituted by the following strategies; clarify, share and understand learning goals and achievement criteria; design effective class discussions, questions and tasks that allow obtaining evidence about learning; provide feedback that allows students to move forward; promote students as teaching resources for other students; Promote students as the owners of their own learning.

These findings lead to reflect on the need to work academically with the teachers involved in all semesters of the Bachelor of Science in Education to assume the challenges of formative assessment, which aims to help students in their learning, where their evaluative practice is a fundamental input to be considered in the field of collegial work of academics, as a qualitative-training process, whose results are the basic

reference for decision making on the application of evaluation, as an activity that regulates and improves learning

## **REFLECTIONS IN CLOSURE**

Through these reflections, we have tried to highlight the value of evaluation as an engine that drives learning, confirming that formative evaluation is the one that is made during the development of the teaching and learning process, which is why it constitutes an evaluation frequent or systematic, whose purpose is to identify deficiencies and problems and act accordingly to improve them.

The formative evaluation does not intend to "qualify" the student, nor does it focus its attention on the results, but it focuses on the processes of construction and reconstruction of the learning and at the same time has the intention of highlighting the weak points, the errors and the deficiencies, so that the student can correct, clarify and solve the problems they face in the learning process, make them aware of how to learn, so that they develop personal tools that allow them to transcend throughout their lives. From the perspective of Bordas & Cabrera (2001), the great challenge is to move from the formative evaluation to the formative evaluation, which is based on the motives and interests of the students, the individual reflections, from which the self-learning, improvement of cognitive skills and their learning, as a guarantee of knowing how to learn to learn throughout life.

In this area, teachers must reflect that knowledge is something that is built in a personal way and interaction with others and learning is a process of creating meanings from the new information that is gradually integrated with knowledge previous and background that are part of the knowledge of students; it is a process of transformation of their cognitive structures, as a consequence of the incorporation of new knowledge, which conditions to establish evaluation strategies that account for what the student knows and does not know, from there to establish support mechanisms with differentiated character in function of the demands and needs of each one.

We cannot lose sight of the complexity of teaching and learning processes, so it is appropriate to highlight that in order to implement formative assessment as a process that promotes learning, according to Bordas & Cabrera, (2001, pp. 3-4), It is important;

- Promote evaluative actions that put into play the significance (functionality) of new learning through its use in solving problems, application to different contexts, in the construction of new knowledge.
- Avoid memory models in which only the ability to recognize or evoke is revealed.
- Promote activities and assessment tasks that make sense to students.
- Use a varied range of evaluation activities that put the contents into use in different particular contexts.
- The important thing is to contextualize, that is, to vary as much as possible the frameworks in which it is evaluated.
- Evaluate the same content with different techniques: an evaluation activity is partial in terms of the nature and breadth of the meaning relationships it explores; it is foreseeable that the student will have other significant relationships that the instrument or evaluation procedure used does not achieve reach. Promote different forms of evaluation and alternative tasks where the student can choose.

Use procedures that allow the student to learn to build their personal way of doing the learning, to autonomously manage evaluation procedures and correct any errors that may be detected.

- Promote self-assessment, make the student think about how much he / she learns well, how to set goals and why he likes or does not do certain jobs.
- Encourage co-evaluation processes between teachers and students and between them.
- Establish relationships between effort and results.
- Value error as a necessary step for learning.
- Present in the evaluations situations as similar as possible to reality and that make sense for the student and can have future projections.
- Incorporate in a natural way assessment tasks during the teaching and learning process that can help the student to become aware of what they have learned and the difficulties or gaps they still have.
- Organize heterogeneous groups so that the exchange between students is richer.
- Give importance to both the product and the processes of the groups requesting the student's assessment.
- Facilitate the student's assumption of different roles in group assessments.
- Raise the evaluation in a group, when the situation is similar to real life situations.

In this area, it is important to promote reflection in students so that they improve as learners, to make them aware of their learning strategies and therefore they become analytical, critical, creative, autonomous and strategic subjects; because from the analysis of a problem situation, each student is able to recognize their personal and environmental limitations.

Undoubtedly, the evaluation of learning is a basic information to undertake the transformation of educational practices, in essence, is the core of educational activities and influences the improvement of student learning, as the ultimate goal of their educational process in the scope of the curriculum, particularly in the Bachelor of Education Sciences.

That is why the organization of the teachers' academies should be strengthened, in order to build tools that strengthen the culture of formative evaluation and collegial work, from where the inquiry and reflection on their practice is promoted and at the same time generate the analysis of the learning needs of the students, as strategies that lead them to the professionalization of their teaching practice.

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