

IMPLEMENTATION OF LEARNING ASSESSMENT MODEL FROM THE USAGE OF RESULTS: UNIVERSIDAD DE LA COSTA CASE STUDY

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Abstract

This paper discusses the conception and implementation of the Learning Assessment Model of the Universidad de la Costa, providing the guidelines for pedagogical reflection based on the use of the results, in order to take actions for improvement. Within the process, the basic referents of the model are presented, with their respective applications in the different stages, suggesting interdisciplinary views from the academic programs. The exercise presents conclusions focused on the role of the teacher as a fundamental mediator in the teaching-learning dynamics in the context of higher education.

Keywords: learning assessment model, higher education, pedagogical practices, systematization, learning assessment.

Introduction

At Universidad de la Costa, learning assurance is a commitment to quality, and is assumed as the management system that impacts the development of student competencies that, through innovation and the integration of teaching, research and extension, guarantees the fulfillment of the graduate profile, with the purpose of providing society with citizens capable of becoming agents of social transformation. In addition, it allows analysis, reflection, decision making and finally the improvement of teaching and learning processes, which contribute to the achievement of learning outcomes in the different professional profiles.

The educational system must reflect on the type of professional that society demands. To this end, there are legal aspects that regulate the educational system in Colombia: Law 115 of 1994, General Education Law and Law 30 of 1992, which define the character and autonomy of Higher Education Institutions (HEI), supported by the Ministry of National Education and which serve as a framework for the actions undertaken by HEIs.

Other laws, agreements and decrees that permeate the operation and decision making at the university level are the following: Law 1188 of 2008, which regulates the qualified registration of higher education programs, the organization of all those academic activities that strengthen theoretical knowledge and demonstrate that they facilitate the goals of the formative process. Decree 1330 of 2019, on evaluation mechanisms, refers to the measurement and monitoring instruments that allow making the necessary analysis for timely decision making, with the purpose of improving the performance of teachers and students in relation to the learning outcomes established in the program. Agreement 02 of 2020, of the National Council of Higher Education - CESU, which updates the high quality accreditation model and specifies aspects related to the learning evaluation system, learning outcomes, competencies, as well as the evaluation and self-regulation processes of the academic programs.

In short, it is necessary to pay attention to the social context, motivated by a reality observed in the national, regional and local order, which is an essential element at the time of structuring the learning assessment model. Likewise, the legal, philosophical, sociological, epistemological, psychological and pedagogical referents allow establishing a holistic vision of the reality of the context to be understood within the framework of the implementation of the evaluation model. When structuring a model, it is important to answer the following question: What is a model? In this sense, it can be understood as a guiding pattern of actions, processes or procedures to be imitated, reproduced or copied. In any case, a model is a declarative manifestation that intends to apprehend a reality that, like evaluation, is complex.

The discussion on learning assessment has become, for some time now, a central point of reference at the higher education level. Teaching cannot be understood without taking assessment into account. At any level of the educational system, its intentions and actors, it is important to recognize that assessment constitutes only one of the elements of a broader and more articulated set of actions and practices. Therefore, it is necessary to include in the analysis the context and the level in which the evaluation takes place. This coincides with what was raised by Conde (2018), Frias (2018), Sanchez (2018), and Rico (2018), when they state that: "...a practice is influenced by social, political, historical, cultural circumstances, proper to the context where it is immersed. In other words, educational practice is circumscribed to a certain pedagogical model, with its epistemological and curricular foundations".

Having said the above, the evaluation constitutes a window of observation to the pedagogical practices, understood as the interaction process where teacher and student participate in the framework of the teaching-learning process and can contribute to its understanding and thus to its transformation and development. The present Evaluation Model constitutes a guiding route of the academic proposal that leads the evaluation of learning at Universidad de la Costa (Barranquilla - Colombia) in its undergraduate and graduate levels. It represents the result of a careful analysis that merited the revision of the normative referent in the light of the institutional horizon, taking care of its permanent articulation with other models and institutional documents.

REFERENTS OF THE EVALUATION MODEL

Tamayo et al. (2017) share the need to maintain a state of the art in all its dimensions, as it sheds light on the field of evaluation and constitutes a valuable contribution to understand the trends and approaches from different referents. It is thanks to these documentary analyses that the

importance of formative assessment is revealed, in the context of learning assessment, its purposes, strategies, contents, ethical, political, critical and transforming dimension. Next, reference is made to the scientific production within the framework of this object of inquiry. Evaluation as a social practice is framed in cultural contexts, is historical and has epistemological, ontological, psychological and language assumptions (Tamayo, 2017). According to Gimeno Sacristán (1998), evaluation refers to any process by means of which some characteristic or characteristics of the object to be evaluated receive attention from the evaluator; they are analyzed and evaluated according to criteria or reference points to issue a concept that is relevant to education.

Escudero (2003) points out that, in any discipline, the historical approach is usually a fundamental way to understand its conception, status, functions and spheres. In this sense, the author presents three approaches that have been present in the historical development of evaluation and allow for a broad vision of this field. In a first moment, pointed out by the author (Tamayo, 2017), he highlights the research of Madaus, Scriven, Stufflebeam who manage to specify six epochs of evaluation: Epoch of Reform, Epoch of Efficiency and Testing, Epoch of Tyler, Epoch of Innocence, Epoch of Expansion and Epoch of Professionalization that connects with the current situation.

This historical development is chronologically committed from the 1800's to the present. A second approach presented is the one proposed by Cabrera (1986) and Salvador (1992) who highlight three epochs taking as a reference the figure of Tyler: Precedents and Antecedents Epoch, Development Epoch and Birth Epoch, also known as the Great Taylerian Reform. A third approach is the one proposed by Guba and Lincoln (1989, cited by Tamayo, 2017), who manage to reference four moments in the evaluation: measurement, description, judgment or assessment and negotiation, or respondent. Finally, Escudero (2003) points out that, at the beginning of the 1920s, before the arrival of the revolution promoted by Tyler, an independent current known as docimology began in France, which was the first approach to true educational evaluation. It criticized, above all, the divorce between what was taught and the expected learning outcomes. Assessment was ultimately left to a totally personal interpretation by the teacher. As a solution, the following was proposed: a) development of taxonomies to formulate objectives, b) diversification of sources of information, exams, academic records, review techniques and tests, c) unification of correction criteria based on agreement among the correctors of the tests, and d) revision of assessment judgments through procedures such as double correction or the average of different correctors. As can be seen, these criteria are largely in force and in some cases even advanced. After this first overview, it is necessary to point out that learning assessment has become a reference for many global researches, an aspect that has contributed to guide assessment practices at the higher education level. However, in the last twenty years, the educational scenario has undergone a process of profound discussion on the role of school, university and technical-professional institutions to face the demands of the 21st century. Muñoz and Araya (2017) point out that globalization has generated new demands to the entire educational system and with it, the need to innovate and reformulate pedagogical and evaluative practices. In this order, the study of Pastor et al. (2020) entitled *The importance of using formative and shared evaluation in the initial training of physical education teachers: tutored learning projects as an example of good practice*, a work appropriate for this paper is distinguished as it raises the processes of shared evaluation in the classroom; that is, the evaluation is related to the assignment of responsibility in the classroom and the involvement of the student in making decisions that affect the learning processes. This aspect connects with the opportunity provided by the practice of formative evaluation in the classroom. Reyes et al. (2020), in their study entitled *Assessment for learning: perceptions and practices of university professors*, state that, in order to improve student competence through learning-oriented assessment practices, attention must be paid to the planning and development of assessment tasks so that they are aligned with scenarios similar to those they will face. This means, providing opportunities for different tasks that involve connection with the productive, commercial or any other sector that involves the valuation of work and the understanding of excellent work. Likewise, it is related to strategies that allow the articulation of the productive sector and disciplinary knowledge. Lago et al. (2019) present in their article: *The improvement of teachers' pedagogical professional performance for formative evaluation*, that this is carried out concomitantly with the teaching-learning process so it should be considered as part of it and seen as a continuous activity product of the student's actions and the pedagogical proposal. The purpose of this type of evaluation is to regulate the teaching-learning process in

order to adapt the strategies and formative activities for the benefit of the student's learning, which is why it becomes a pertinent and permanent research topic framed in the educational sciences.

Gallego-Arrufaty and Cebrián-de-la-Serna (2018) in their study entitled Contributions of technologies for formative assessment in the practicum, state that nowadays attention has begun to be paid to the assessment of practical learning under an approach focused on its formative nature to promote personal development, the improvement of knowledge, skills and preparation for the world of work. Therefore, it is necessary to pay attention to strategies, instruments, evaluation criteria and standards that favor the assessment of the construction of professional practical knowledge in teacher training. It is indisputable that formative evaluation in the practicum can be favored with the intentional use of technologies for this purpose, such as electronic rubrics, forums, among others, which constitute tools that, to the extent of the quality of their design, contribute objectively to the learning evaluation process.

Broadbent et al. (2018), in their article Implementing summative assessment with a formative flavor: a case study in a master class, point out that high-quality feedback requires conscious effort on the part of the teacher and student to produce the desired effects and is not always valued by students. Under this perspective, teacher and student should recognize the opportunity provided by feedback in the framework of the teaching-learning process. In the same sense, Diaz Lopez (2018) in his work entitled: The impact of feedback and formative evaluation in the teaching-learning of bioscience, demonstrates the need for the suitability of the teacher before the evaluative process, since students express, in the study, that the criteria from which they are going to be evaluated should be clear to everyone as the instructions given for the exam, and this point is not well defined in most cases. For this, it is necessary to clarify the purpose of the evaluation from the beginning, the type of questions to be used, the way to grade their performance, the way the results will be interpreted and the decisions to be taken according to the results of the evaluation. It is not about expressing them tacitly, but concretely, and throughout the entire course, not only during the moment of being evaluated.

Ajjawi and Boud (2018) in their research entitled Examining the nature and effects of feedback dialogue, postulates a new socio-constructivist perspective where feedback should be dialogical and has to accompany to develop the student's ability to monitor, evaluate and regulate their learning. This approach positions feedback as an important action, present in the teaching-learning process and therefore in evaluation. Furthermore, Joughin, Dawson and Boud (2017) in the article Improving assessment tasks through addressing our unconscious limits to change, the authors point out that, despite decades of research and theories on assessment and how it can be improved, traditional forms of this process continue to dominate in much of education. Changing assessment practices is a complex issue that extends far beyond the decisions of individual academics. In this regard, the article points out that there are factors that inhibit change, including the endowment effect and the IKEA effect. And in this sense, the endowment effect understood as a reflex action by which one tends to value more an object that one owns over another one that one does not yet have. Consequently, the IKEA effect indicates that one tends to value much more, something that one builds, when one participates in the construction of an object that one does not yet have.

Finally, in the framework of the theoretical references of the Learning Assessment Model, pedagogical innovation is considered from the perspective that it contributes to the assessment processes and in this sense, reference is made to the work of Rodríguez et al. (2017) who consider pedagogical innovation as the integration of theories and principles in the ways in which knowledge is approached from different disciplinary areas (whether autonomous, assisted, tutored or directed) and which is aimed at modifying pedagogical practices. In fact, two elements stand out that deserve to be analyzed in the context of pedagogical innovation: the first one is that innovations in education are produced in contexts that are highly and previously structured, that is, they arise from established and accepted models and paradigms (sometimes to question them, sometimes to make them more dynamic). The second consists in the fact that the promoters intend to modify this structure and do so through actions that introduce modifications to it. Thus, these elements question the traditional educational precepts and contribute to modifying them.

The introduction of new learning methodologies in the classroom implies a reflection and important changes in the ways in which learning and teaching are conceived. A pedagogical innovation establishes a clear impact on the teaching and learning processes, which in the face

of constructive alignment will inevitably have an impact on learning outcomes and learning assessment. In other words, not only the teacher, the knowledge and the student are protagonists, but also the technology is involved and it could be said that pedagogical innovation is determined by the environment and culture. On the other hand, Moschen (2008, cited by Rodríguez et al., 2017) states that "institutions that generate innovation must be willing to face certain internal tensions" (p.3). On the other hand, García and Gros (2013) indicate that changes must be incorporated and justified in terms that demonstrate a difference with respect to what is done and what the new action adds value to. Finally, innovation is not only doing things differently but also doing things better (Zabalza 2013).

MODEL IMPLEMENTATION

Universidad de la Costa conceives the evaluation of learning as a permanent and continuous process that provides the necessary information to generate analysis and reflection, through the use of the results of the evaluation of learning, allowing decision making oriented to the continuous improvement of the teaching-learning processes. From this perspective, the undersigned process requires an accompaniment, where teacher and student become strategic actors that put into practice the institutional conception of the Learning Assessment Model. Within this framework, institutional efforts have been oriented towards an integration of actions around learning assessment leading to the strengthening of the diagnostic, formative and summative functions of assessment, recognizing that in the teaching-learning scenario, teachers and students are fundamental for its achievement. With the recognition that each of the functions referred to the evaluation of learning are important, the following is a reflection and analysis from the formative function, which generates the conditions for the assurance of learning. Continuing in this direction, it is important to highlight the opportunity that formative assessment provides for continuous feedback, allowing students to be aware of their progress and to identify, at all times, three fundamental dimensions related to their learning process: where they are, what they lack and what they need to do to achieve the learning results. Thinking of a process that guides the learning assurance, from the Evaluation Model is a purpose that connects with the concept of quality that Universidad de la Costa assumes and that was previously pointed out. A process in this direction specifies its action in five (5) interrelated moments as illustrated in Figure 1.



Figure 1 Learning assurance

Source: learning assessment model, Universidad de la Costa

STUDENT CHARACTERIZATION AND IDENTIFICATION OF LEARNING OUTCOMES

The first step is to establish a student characterization and thereby identify a set of learning outcomes for each program. These learning outcomes should be consistent with the promise of the graduate profile proposed for the program. The learning outcomes should clearly reflect the knowledge, skills, attitudes and values acquired in the program and in coherence with the expectation of the business context. From its staging, this exercise implies a triangulation that puts in reference the entrance results in the Saber 11 test Vs the performance of students in the institutional summative evaluation of generic competencies, which allows to identify the quadrant of student performance and the added value that institutionally is reaching in the training process.

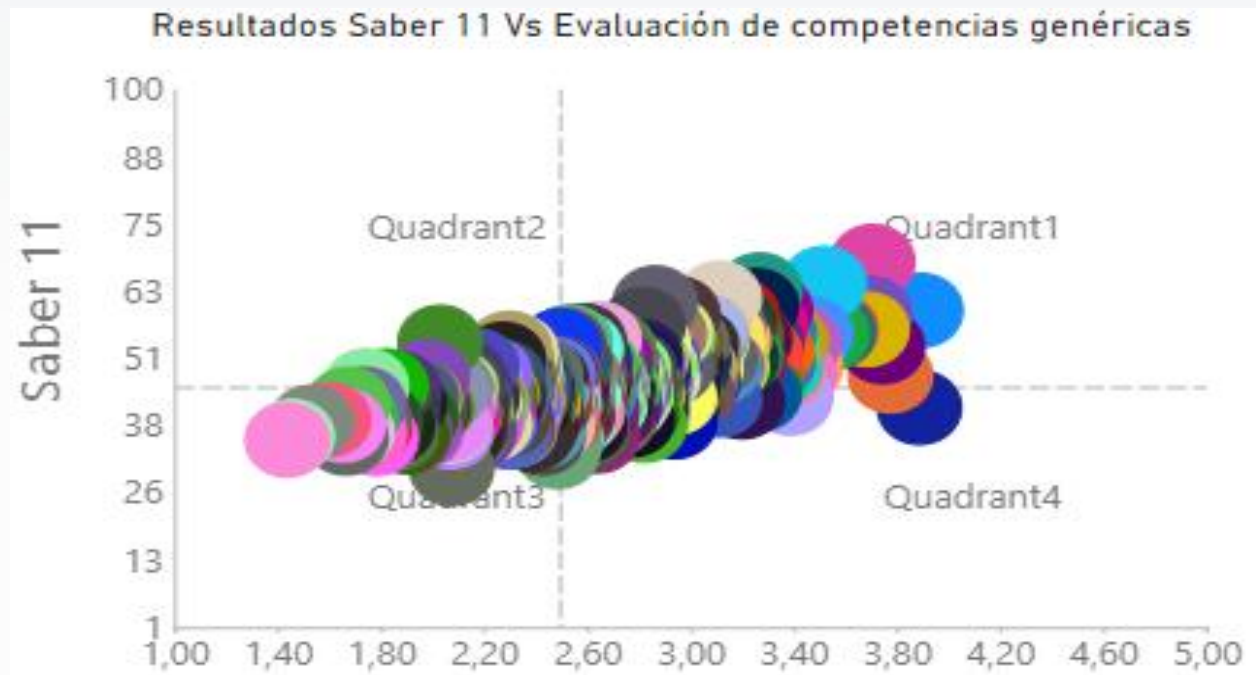


Figure 2. Results of Saber 11 vs evaluation in competences.

Source: Evaluation Unit, Universidad de la Costa.

With these evaluation results, it is possible to suggest pedagogical decisions to be taken in order to successfully complete their academic training.

ALIGNMENT FROM THE CONSTRUCTIVE ALIGNMENT SYLLABUS

Recognize from the syllabus the necessary coherence between the learning outcomes derived from the specific competency, the teaching strategies and the evaluation. This is the articulation that is recognized as constructive alignment and is stated in the Institutional model of learning assessment (Figure 3).



Figure 3 Constructive alignment

Source: own elaboration

IDENTIFICATION OF STRATEGIES (MEANS), TECHNIQUES AND INSTRUMENTS FOR LEARNING ASSESSMENT

Academic programs must assess the extent to which students have actually achieved the expected learning outcomes by using diverse and appropriate strategies (means), techniques and instruments for the assessment of learning. It should be reviewed whether the evaluation processes focused on the diagnostic, formative and summative functions allow obtaining sufficient information for subsequent analysis and decision making. In this aspect, it is important to count on the validity and reliability of the instruments.

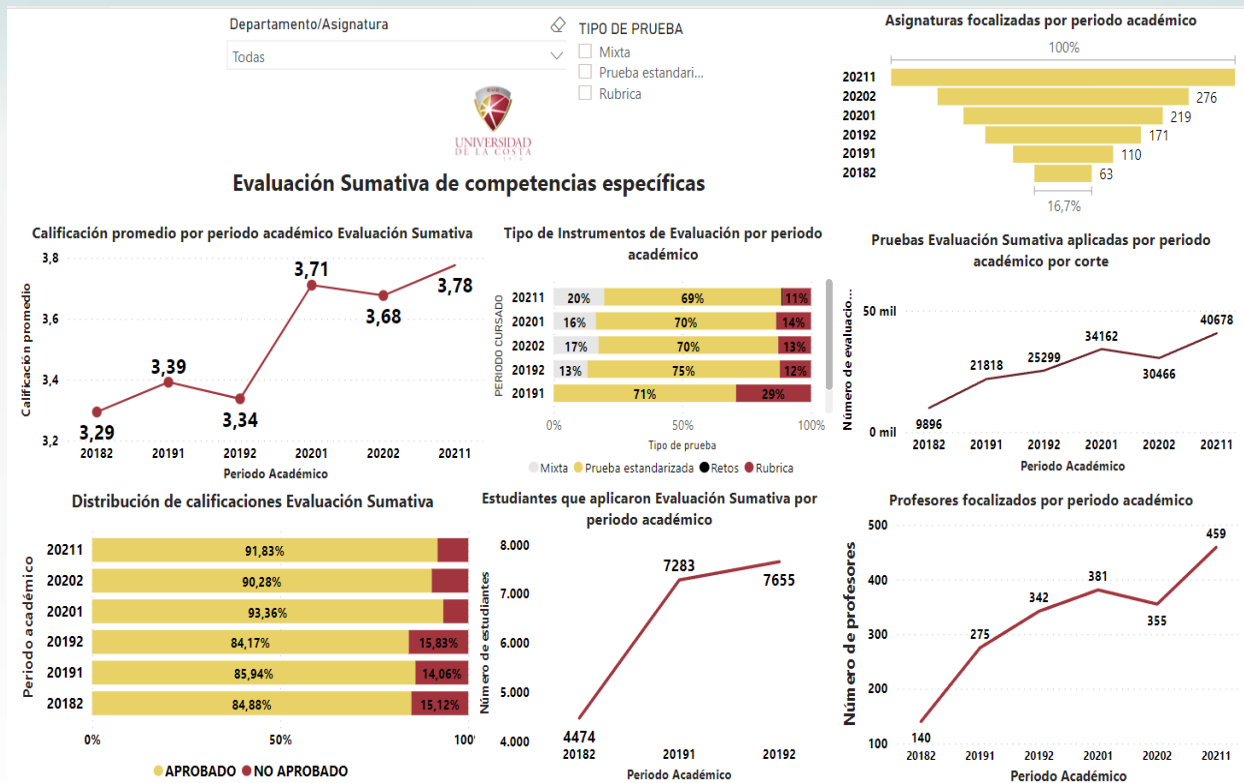


Figure 4 Systematization of learning outcomes

USING INFORMATION FOR DECISION MAKING AND CONTINUOUS IMPROVEMENT

Within the framework of the curricular committees, the process of analysis and decision making is led, based on the results of the evaluation. This makes possible the necessary changes for the assurance of learning, which are of great contribution to the participation of the program. Consequently, university teaching requires constant changes and transformations where teachers are the decisive actors of this educational process; innovations, both pedagogical and technological, are only viable if they have the committed participation of teachers.

FINAL THOUGHTS

Always thinking positively and with an open attitude to change when this generates a substantial improvement in the professional activity and consequently in benefit for the students, is a professional responsibility of the professor at Universidad de la Costa. The professor must design the evaluation activities, so that they are fully integrated in the teaching-learning processes that he and his students develop in the classroom.

Evaluation should not be confused with the application of tests or examinations, nor should permanent evaluation be confused with continuous or frequent examinations. The exam is only one of the many information instruments at the service of evaluation. To evaluate is much more than examining and grading; it is to collect valid and reliable information, to make value judgments, to make decisions and to adjust the teaching and learning processes, including the teacher's practice. The objective of evaluation is not only to assign grades or marks to students. Before reaching this stage, the teacher must ensure that the formative function of evaluation has been performed. This aspect demands certain principles that must be followed by the evaluator and that can be pointed out in terms of: etiquette, which refers to promoting transparency, critical analysis and respect for the principles and values of the participants in the evaluation process. Undoubtedly, these aspects are connected with the commitment to planning and socialization of the evaluation results, validity and originality of the proposed test, which allows group evaluation and individual evaluation, permanent feedback and the results of satisfaction with the applied test. Another principle is the significance required by the relevance of the learning

outcomes in relation to the contextual need. And finally, within these principles is objectivity, which requires designing, executing, assessing and providing relevant, reliable, clear and impartial feedback on the evaluation process.

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