



Evaluation Platform
of the Learning Processes



Permanent evaluation of educational quality

Continuously assessing the quality of the learning that our students are achieving means, in concrete practice, generating accompanying actions in the teaching-learning process that generate information with which decisions can be taken immediately with the purpose of correcting, modifying, expand and deepen the aspects that are necessary.

Accompanying to favor and facilitate students' learning involves continuously and systematically knowing the state of the situation in which they find themselves, the level of progress, the difficulties, the components that are affecting the learning favorably to reinforce them, the components that make learning difficult and complex to eliminate them.

But doing it in time, having this organized information with immediacy, being able to visualize it in a simple and orderly way so that it facilitates your understanding, will allow timely completion of the remedial actions, adjustments and corrections necessary to prevent students from moving away from the expected achievements, preventing corrections from arriving late.

Evaluation is an action that develops within the learning process and is part of it. In an ideal model each class block should contain a time to evaluate. It is then a process evaluation.

The learning process that a student performs has a development linked to three dimensions. Assessing the status of each of these dimensions is a strategic instance in the way of reaching, sustaining and deepening the quality of education.

Let's see what they are:

The teacher

In the teaching-learning processes, the requirement to establish and sustain a permanent and affectionate dialogue between students and their teachers, in order to facilitate the achievement of educational objectives, must be evaluated in order to know and control whether this link has been constructed in a positive way and if, in addition, this characteristic is sustained over time.

The model of link that is established between the pedagogical subject and its teachers, central actors of the activity in the classroom, is determinant to achieve good learning, for which it must be evaluated from the students' own vision and perception in a periodic way. It is necessary to know how this link is perceived and exercised on a daily basis, how the mode of communication is valued.

The consultation with the students on these aspects to generate changes from the teacher, that favor the expression with freedom, mutual trust and an adequate level of affectivity, is a form of evaluation to control that this dimension of the educational process develops in a positive way , indispensable requirement to reach superior levels of quality in the apprenticeships.

The curriculum

Having a record of the level of adherence of students with the content program ensures that in the continuity of the development of instructional design, students maintain an adequate level of interest and motivation to devote themselves to the study of what the program proposes to them. It is a dimension that must be evaluated very frequently to detect in time if some students lose the level of dedication to the study. In this case we must know if there is an understanding of the contents taught, if the terminology used is sufficiently known and an increase is achieved in the specific vocabulary that the student requires to address new knowledge, if the times used to facilitate learning are adequate and correspond to what was planned.

The monitoring and control of these aspects will allow adjustments and corrections to be made on time. Differential remedial actions may be implemented for students who require it. That is to say, to work with a pedagogical model that tends to personalization because if we have the information of the individual performance, we will be able to reinforce each student according to their difficulties and their weaknesses. Not all students will receive the same reparative action, each one will correspond to what the evaluation provides as information.

Likewise, it is important to have the information beforehand if the contents that are to be taught are related to the previous knowledge of the students. That is, perform a diagnostic assessments of the development of the previous curriculum block. These measurements constitute the feed-back necessary to deploy the learning program with the adaptations that each group needs.

Deepening the achievements of educational quality is applying criteria of modern pedagogies that fit the learning in "a work of thought that builds concepts to solve problems, which raises new problems from concepts thus constructed, which rectifies the concepts to solve problems new, that generalizes and unifies little by little the concepts in the disciplinary universes that are articulated, structured, deconstructed and restructured without ceasing "(Bkouche, B., 1991)

For this reason the curricula are defined today by being open and flexible to allow the inclusion of new problems and paths that are raised by the interests and motivations of the student. These actions are possible if we evaluate, if we measure, the impact and concerns, the new questions and problems, the topics of interest that arise and are created in the student's thinking from the didactic development that the teacher deploys in his classes. Only in this way can we include and make room for the proposals presented to us by the students in the continuity of the learning program. A good part of the curriculum is formed in this way in conjunction with the characteristics of a feed-forward system.

The learning environment

The context of work in education should be pleasant, friendly, should provide feelings and emotions that generate the student desire to belong and be in action. It is therefore essential to know and evaluate the characteristics of the field in which the educational activities are being developed.

First, the closest environment, the classroom environment, should be evaluated. It is the space inside the classroom. It is necessary to measure and determine the assessment that students have of the physical environment where they must develop their daily activities. Verify if they feel comfortable in their learning space.

Second, to know and value the group dynamics, the links and the communication between the members of the peer group. The group context defines learning, the work in group projects improve the quality of these learning according to modern pedagogical views.

The premise is to guarantee a favorable social context, because human being learns much better in society and much less in solitude. Control that each and every student has the opportunity to express if there are situations that affect their school performance. A periodic evaluation of this aspect will make it possible to repair all that dysfunction in time and prevent these non-positive situations from generating drops in school performance and its quality.

Third, the institutional dynamics and institutional environment must be controlled. In order to know the situation in this dimension, it is necessary to evaluate through instruments that inquire what students think and feel when they are consulted about the different procedures that are required during their school interaction outside the classroom, in the link with those responsible for the discipline, with the authorities, with the rules and regulations. The information gathered with the consultation instruments will allow us to reflect on changes and improvements in all these institutional devices.

Towards the personalization of learning

The modern pedagogies propose to build learning models and designs that approach the particular thoughts of the students. Listening to their wishes, their intentions, their interests, their tastes, their motivations, and being considered in educational programs is the beginning towards a personalization of education. Diversify, open alternative paths, ensure an appropriate degree of differentiation, so that each student takes ownership of the training path that is proposed and feel encouraged to develop a work of their own thinking, critical reflection, creative actions and evaluation of their own growth.

If a continuous assessment program is integrated into the learning work, which is part of it, with certainty all the aspects and dimensions listed in this work will be measured. It is a necessary condition to carry out measures and actions of adjustments, corrections, remedial, modifications, on the way to excellence and educational quality.

It seems an inapplicable challenge to have control of all these dimensions and aspects. However, nowadays there are greater possibilities to carry out these actions and achieve these purposes with the inclusion of new technologies. In particular with the application in education of mobile devices that students handle daily with total efficiency. If the evaluation programs make use of these technologies and the student finds himself faced with the circumstance that from now on a symbiosis is built between the evaluation, his self-evaluation, with his own devices, the evaluations will be closer to the students, they will become part of their daily work. Evaluating will then become a friendly action, the student will be able to positively evaluate these evaluations that allow him to know and be clear about how much he has improved, how much he has improved, but also how much he should improve and continue in the effort to reach the levels of learning required. Quality and educational excellence require that evaluations be evaluated from new points of view.