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Formative evaluation: a reflection of the didactic process

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Abstract---In the educational field, there is still a problem regarding the evaluation in the classroom by teachers from the ignorance of the concepts and their importance in educational training to solve the problems related to traditional evaluation, which only focus quantitatively and without didactic intentionality. The objective of the article was to carry out a literary review referring to formative evaluation, conceptual management and the application in the development of the teaching-learning process. The methodology focused on documentary research and the study approach was qualitative. It is concluded that it is necessary to broaden the theoretical vision of formative evaluation, deepen the conception from the teacher's reflection and its application in the teaching-learning process. Finally, the theoretical contribution focuses on motivating those interested in the outlined thematic axis.

Keywords---formative evaluation, didactic process, reflection, conception.

Introduction

Worldwide, education is constantly changing in order to respond to the various situations that arise; that is why evaluation is always an important and necessary aspect to face; however, it is difficult to carry out the formative evaluation in an adequate manner since it seeks to provide a comprehensive education that achieves learning not only of knowledge; but in addition to competencies, therefore, it is necessary to conceive formative evaluation as an opportunity to achieve student learning (Romero and Pinzón, 2018; Fraile et al., 2020). Unfortunately, today, a traditional evaluation projected from qualification or quantification is still applied, which is inadequate because it is not considered pedagogically nor does it lead to the progress of competencies (Hortigüela et al., 2019).

Traditional practices in education concerning evaluation follow a mechanistic, traditionalist routine; therefore, it is necessary to make changes and thus contribute to the formation of the student throughout the teaching and learning process, in synchronous-asynchronous or face-to-face educational actions; using various resources, strategies and digital applications and thus stimulate the evolution of the subject of learning the progress of skills (García et al., 2021). In addition, it should be considered that for many teachers it is still difficult to abandon the habit of carrying out a study evaluation in a traditional way; Consequently, the solution is not only to increase the knowledge of educators about formative evaluation; but to propose an evaluative reflection that guides the integral formative aspect of the students; on the other hand, it is essential to notice that it is a process that demands a theoretical and practical conceptual transformation (Martínez, 2013, as cited in Bizarro et al., 2019).

It is observed that a large number of teachers present difficulties in the application of an adequate evaluation that is formative in search of the development of cognitive processes, in addition to the inconveniences in the timely use of formative evaluation instruments (Pérez et al., 2017). On the other hand, even evaluative practices prevail in activities where the learner must learn repetitively, considering that the more they can remember and repeat to the letter, the more intelligent they are, thus orienting themselves towards rote learning, for Therefore, it is convenient for educators to change their perspective throughout the development of the evaluation and consider the needs and interests of the students; however, it is not easy to change these actions (Bizarro, et al., 2019).

Faced with the current situation, since the beginning of the pandemic, all the authorities, worldwide, were faced with the difficulty of carrying out the continuation of teaching, so they had to adapt to new conditions using various strategies to give response to the new requirements, so the use of technology, virtual environments accompanied this process according to each context that allowed the continuity of educational systems (García- Riveros et al., 2021).

It is common for students with different characteristics to appear in a classroom, if this diversity is taken into account, as educators it is appropriate to attend according to personal differences; However, for Navarro (2017), many teachers propose evaluations without considering the diversity of the students that make

up a classroom, their characteristics, and different learning styles. Consequently, formative evaluation is a practice little considered in the didactic activity (Moreno et al., 2019). In practice, the development of formative evaluation is scarce, in addition, it is imperative to consider an evaluation that manages to reach the graduation profile of the students. In the same perspective, formative evaluation allows considering an evaluative judgment based on attitudes, reflection, self-evaluation, co-evaluation among students, promoting an evaluative culture (Pasek and Mejía, 2017; Sánchez and Pérez, 2021).

The student's education requires a comprehensive teaching-learning process that strengthens the learner in their development as an individual that seeks not only to increase the conceptual aspect, but also to educate the emotional state; therefore, the teacher must promote a timely adaptation of the apprentice in the adequate comprehensive development (Infante and Miranda, 2017). On many occasions, teachers develop a more meaningful teaching for students; however, making changes is a very difficult task (Ravela, 2017).

It should be noted that formative evaluation is based on the constructivist paradigm that is based on intentionally monitoring evidence with students to direct their learning autonomously based on metacognitive, reflective procedures (Ministry of Education, 2019). The emphasis, in this evaluative aspect of the evaluation, is based on the student's learning, this is done by prioritizing relevant aspects such as the preparation of learning purposes; likewise, permanent feedback considers self-assessment, co-assessment and assessment among the same students through critical reflection in the socialized method (Sánchez-Aguirre et al., 2022).

In this regard, the concept of teaching-learning, from Ausubel's perspective, learning is significant in that it considers the student as the builder of their knowledge, which starts from an act of predisposition, collecting knowledge, creating cognitive conflicts and solving problems by applying what learned. In addition, according to Piaget, the subject of learning is related to the context, causing a balance, imbalance and rebalancing of cognitive processes in such a way that the individual interacts with the environment in the act of learning (Papalia et al., 2007). . Likewise, learning is the consequence of the modification of the cognitive structures that are developed at all times, this allows the consolidation of the formation of human behavior (Saldarriaga et al., 2016).

In sociocultural theory, Vygotsky indicates the ability to interact between students and teachers linking cultural aspects of exchange, cooperation, written and oral communication, where the teacher is the guide, counselor, mediator; this implies assuming the symbols and signs of a culture that contributes to the development of thought and materializes through language. This detailed action is not alien to the development of the socialized method. On the other hand, he mentions the importance of promoting the zone of proximal development (ZPD), applying strategies, active methods, procedures that allow for better learning, finally, interaction with peers (Sánchez-Aguirre et al., 2022).

On the other hand, feedback is essential as a strategy for the development of a formative evaluation, taking into consideration that this feedback strategy is not

only developed between teacher and student; but also between colleagues; It consists of obtaining information on the educational activities that a student achieves through a partner in order to identify the strengths and weaknesses of their peers and, subsequently, seek to improve learning (Huisman, 2019). Jointly, for Rodríguez and Salinas (2020), the entire educational process has as its center the evaluation that is carried out through interactions generated in the classroom, developing from experiences and educational activities and verifying the level of learning obtained from timely feedback.

After carrying out a study of the literature concerning formative evaluation in teaching-learning and feedback as a strategy, it is essential to reflect on the willingness of teachers to open up in the application of an evaluation that responds to the new educational needs and improve the practice for the achievement of comprehensive learning, conducting an evaluation considering the current context where teachers have the challenge of achieving comprehensive learning in their students, seek new strategies and innovate in such a way that they are adapted to the context of the student. For this reason, the current information related to formative evaluation in the didactic process is described and analyzed, responding to the theoretical foundation: What is formative evaluation?

Theoretical framework

The evaluation in the competency approach seeks not only the accumulation of knowledge; but it is a matter of great importance in the educational environment because it values actions and performances of the learner subject. Apart from fundamentally considering the performances of know-how where attitudes, knowledge and skills are related that must correspond to the environment and to the complication of the matter that is contemplated and that will be a responsible and real procedure (Ruiz, 2015, as cited in Gomez et al., 2019).

Formative evaluation is a constant action that occurs throughout educational development in order to regulate, it does not seek the accumulation of knowledge, the results are not important, on the contrary, it is to observe the development and identify the difficulties to later correct and make use of new strategies to achieve learning (Curnill and Curbelo, 2021). In this procedure, it is necessary to obtain information on the entire evolution of the procedure (Torres, 2021; Rodríguez, 2019).

For Rodríguez and Salinas (2020), formative assessment is a collective evolution where the student is the author of their own learning. Thus, this evaluation seeks to get students to organize their learning autonomously, recognizing their weaknesses and strengths so that, in this way, they can strengthen their self-confidence and self-confidence. Likewise, Anijovich (2017) maintains that this type of evaluation offers the student the opportunity to demonstrate their achievements, identify difficulties and strengths to continue improving their learning, having a novel aspect that is the evidence of the academic works the result. of their knowledge.

Formative evaluation seeks to obtain learning based on the recognition of various strategies concerning cognitive processes, these determine the diversified recognition of student learning at the end of the different phases of curricular planning (Solano-García et al., 2019). From this perspective, formative assessment aims to develop student learning and, on the other hand, in the teacher, to strengthen the transformation of teaching-learning in its context (Gallardo-Fuentes et al., 2020).

An important factor as a formative evaluation strategy is feedback, in which the teacher and the student interact asynchronously and synchronously; it is a primordial element and a fundamental strategy in formative evaluation where the teacher and the student need to relate synchronously and asynchronously, in this way, self-knowledge and self-regulation are achieved as the basis of evolution and constant progress; therefore, it is unavoidable to point out the repercussion of the ethical purpose of evaluation, responsibly assuming the objective of formative evaluation that seeks to achieve comprehensive learning, separating traditional evaluation practices from that of an auditing process or that causes fear (Mollo-Flores and Medina-Zuta, 2020; Garcia et al., 2021).

Feedback is an essential element to consolidate the formative evaluation process, so, for Torres and Cadenillas (2021), feedback is an important activity in formative evaluation, which must take place in a cordial environment, making the student known. educating their achievements first and later their difficulties, encouraging feedback by discovery, consequently, strengthening their learning in the student.

During the development of pedagogical activities, products are elaborated, these are evidences that the student has been achieving in their learning; By performing the analysis of these, the educator can determine the assessment of learning development and examine precisely the achievements and difficulties in the progress of learning purposes; Likewise, they have the opportunity to make a distinction between the final products in order to later propose improvement strategies by carrying out reflective learning feedback (García- Riveros, 2021). Consequently, the feedback given to the student provides the teacher with a reflection on their pedagogical practice; therefore, the reflection of the educator regarding his role as a trainer and mediator of change is essential; who has the opportunity to make the adjustments and adaptations of the development of the evaluation according to the environment, difficulties, interests and needs of the student, promoting the principles of learning by competencies in their daily actions (García et al., 2021).

It is necessary that teachers assume in their daily pedagogical activity an educational innovation that recognizes their strengths and identifies weaknesses with the purpose of overcoming and adapting to the corresponding context, the idea of using mechanical methodologies in the didactic process must be eradicated, the strategies must be in continuous evolution to respond to the requirements of students from a paradigm of permanent change (Navas et al., 2017).

The student is the one who directs the appropriate and respective pedagogical activity to a formative evaluation that provides the development of constant feedback, which provides the student with a new concept of learning evaluation, which provides opportunities to learn, and in this way assume that the Evaluation is consolidated as an opening to the analysis of the strengths and needs that are externalized in the development of learning through pedagogical practice and the socialized method (Cuéllar et al., 2022).

From the theoretical findings of the evaluation, the close relationship with the qualification is connoted because it is thought that it is the only way to measure the subject's learning. For Shepard et al. (2018), it is common to corroborate that evaluation continues to be understood in a quantitative way and, many times, is used as a tool of supremacy by students. Likewise, the idea that the teacher is the only one who knows and can teach persists, this procedure is presented indirectly as part of the hidden curriculum, wrongly considering that it is exclusively the educator who owns knowledge (Shepard, 2018).

On the other hand, the constant confusion prevails between evaluation and qualification, adding the lack of transparency in the formulation of the criteria to be known by the students in advance, in this same perspective it is observed that the student is not included in the evaluation processes, consequently, evaluation is not used as a pedagogical tool (Ortiz et al., 2019).

The majority of educators state that they feel more secure as they are the ones who direct and are in charge of the evaluation of the student and, in a certain way, they can dictate the grade they deserve. From this perspective, it is concomitant that those who support this reasoning present a distancing from the understanding of evaluation in a general sense and that, consequently, they do not provide the intentionality of the evaluation process in the development of teaching-learning (Serrano, 2010, as was cited in Ortiz et al., 2019).

For Navarro et al. (2017) most teachers design evaluations without considering the differences that students present in each classroom, their characteristics or learning styles. On the other hand, the evaluation is closely related to the teaching-learning process, but at the same time it is considered the need to grant another perspective to achieve an integral learning in the student. Therefore, it is relevant that the student does not study by memorizing content (Navarro et al., 2019).

The interaction that develops between the teacher, students, content, strategies, environment, context and environment is considered as the teaching-learning process. Currently, the student is the protagonist of his knowledge, being the educator who prepares the activities, guides how to carry out the learning and performs the evaluation, while the student performs the actions for the construction of his learning and carries out his self-assessment. , incorporating their project of life, development and cognitive maturation directing their academic products from everyday life from the personal and social (Herrera, 2015, as cited in Sánchez-Otero 2019; Rochina et al., 2020).

When the educator develops the teaching-learning process, he has various systems, which allow the relationship with the students, thus assertively promoting their integration and interest in educational activities with the objective that the teacher transfers the new learning in a meaningful way (Torres and Velandia, 2017). In addition, it is important to promote positive environments for the development of educational work with spaces with a good group climate to obtain a motivating learning process (Bakhtiar et al., 2018). However, according to the research carried out, the result is that a large number of teachers are not using technology in a relevant way for learning and teaching, even less in the organization of their research and/or planning; that is, teachers limit the use of technology as an important and fundamental tool today, a reality that must be addressed in educational institutions and find alternative solutions (Carranza, 2017).

Method

carrying out a review of bibliographic documents of scientific articles obtained on the various platforms; An epistemological analysis was carried out based on 41 open access references in various research journals with the term descriptor using the title of the article and limiting the period from 2018 to 2021. Finally, the method used was the analysis documentary considering that the systematization found in the information on the investigations regarding the analysis of formative evaluation and teaching-learning was carried out.

Table 1
Classification of topics and subtopics

Topics	subtopics
Formative evaluation (Curnill and Curbelo, 2021; Torres et al., 2021; Rodríguez and Salinas 2020; García-Riveros et al., 2021; Solano-García et al., 2019; Gallardo-Fuentes et al., 2020).	conceptualization Goal Link with the teaching-learning process
feedback (Mollo-Flores and Medina-Zuta, 2020; García et al., 2021; Torres and Cadenillas, 2021; García- Riveros et al., 2021)	Definition Importance Characteristic
Evaluation – qualification (Shepard et al., 2018; Serrano, 2010, as cited in Ortiz et al., 2019; Navarro et al., 2017; Ortiz et al., 2019; Navarro et al., 2019)	differences Definitions

 teaching learning

Herrera, 2015; cited by Sánchez-Otero 2019; Rochina	Definition
et al., 2020; Torres and Velandia, 2017; Carranza, 2017)	Dimension
	Tools

Conclusions

Many teachers still have difficulty in carrying out an adequate evaluation, either due to lack of interest or lack of opportunity, they are unaware of the function of formative evaluation; Consequently, training should be developed that encourages educators to update themselves on the evaluation by competencies, which is the one that responds to the needs of the students.

It is still understood that the evaluation must be quantitative, that is how educational practices persist, developing in exams, practices and other various activities where a number that measures the student's intelligence is obtained as a result. For this reason, the educator maintains the idea of being the one who dominates the teaching-learning process and is responsible for the results of the student's school activities.

The student must be considered as the protagonist of the development of teaching-learning so that their context, needs and interest are taken into account; In this way, the pedagogical activities will be of greater interest, achieving the management and autonomy of their own learning. Consequently, the teacher will provide authentic pedagogical activities that correspond to the interests of their students and not assumptions that they think they need.

In order to achieve learning in a meaningful way, it is essential to update the teacher in the development of feedback that is essential for the development of the evaluation process and is a necessary strategy in the development of formative evaluation, since the teacher must interact with the student; thereby making self-knowledge and self-regulation effective as a basis for constantly increasing learning. In addition, the ethical purpose of feedback is crucial, which is reflection to continue improving, making use of new strategies, leaving aside the inquisitive evaluation.

During the development of the feedback made by the teacher to the student, the learner's reflection on their learning is achieved throughout the process; but, jointly, the educator becomes aware of his pedagogical practice by developing a self-assessment; Consequently, you can correct or use new strategies if necessary, thus taking a reflective feedback in the same teacher, which must be a constant practice.

The teaching-learning process must be developed considering different dimensions taking into account the present, in addition to projecting to a

desirable future that adequately responds to the needs of the context, providing the student with diverse tools to face the constant changes that arise.

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