Revista Innova Educación

ESSAY

Profile of the evaluator of university education

Perfil del evaluador de la educación universitaria

Perfil do avaliador do ensino universitário

David Auris Villegas[1]

Universidad Católica de Trujillo Benedicto XVI, Trujillo – La Libertad, Perú

https://orcid.org/0000-0002-8478-6738

davidauris@gmail.com (correspondence)

Beatriz Carhuachín Velásquez

Instituto Pedagógico de Educación Nelson Rockefeller, Lima – Lima, Perú

https://orcid.org/0000-0002-9800-3060

beatriz.carhuachin@gmail.com

Nicomedes Esteban Nieto

Universidad Nacional Enrique Guzmán y Valle, Lima – Lima, Perú

https://orcid.org/0000-0001-5793-7740

nicnieto@hotmail.com

Pablo Saavedra Villar

Universidad Nacional del Centro, Huancayo – Junín, Perú

https://orcid.org/0000-0003-1467-5474

villarsaa44@hotmail.com

Alex Daniel Reátegui Chavarri

Universidad Nacional Enrique Guzmán y Valle, Lima – Lima, Perú

https://orcid.org/0000-0002-9828-4683

alexreategui14@gmail.com

ABSTRACT. The objective of the research was to provide a new perspective to the profile of the university evaluator, with better alternatives, purposes, and scientific-academic scope. We know that the profile of the university evaluator must meet high academic and social requirements to achieve a better educational system consistent with the social environment. However, the problem is that few evaluators are properly trained to carry out a task that involves the scientific measurement of the processes of the university community. Consequently, we propose as a thesis to redefine the work of the university evaluator with clearly marked values and visions for a systematic academic advance. The research methodology has followed the analytical-reflexive qualitative approach. It is concluded that the university evaluator must be predisposed to change from methods, forms, and practices that give a better result to university education.

[1] Degree in education from the National University of San Marcos and master's degree in education from the University of Havana
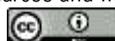
PALABRAS CLAVE

evaluación, calidad universitaria, formación en evaluación, perfil del evaluador universitario, prácticas evaluativas.

RESUMEN. El objetivo de la investigación fue proporcionar una nueva perspectiva al perfil del evaluador universitario, con mejores alternativas, propósitos y alcances científico-académicos. Sabemos que el perfil del evaluador universitario debe cumplir requisitos académicos y sociales altos para lograr un mejor sistema educativo, coherente con el entorno social. Sin embargo, el problema es que pocos evaluadores se encuentra correctamente capacitado para ejercer una labor que implica la medición científica de los procesos de la comunidad universitaria. En consecuencia, proponemos como tesis, redefinir el quehacer del evaluador universitario, con valores y visiones claramente marcados para un avance académico sistemático. La metodología de la investigación ha seguido el enfoque cualitativo de tipo analítico-reflexivo. Se concluye que el evaluador universitario debe predisponerse al cambio desde métodos, formas y prácticas que den un mejor resultado a la educación universitaria.

PALAVRAS-CHAVE

avaliação, qualidade universitária, formação em avaliação, perfil do avaliador universitário, práticas avaliativas.

RESUMO. O objetivo da pesquisa foi fornecer uma nova perspectiva ao perfil do avaliador universitário, com melhores alternativas, propósitos e alcance científico-acadêmico. Sabemos que o perfil do avaliador universitário deve atender a altas exigências acadêmicas e sociais para alcançar um melhor sistema educacional, condizente com o meio social. No entanto, o problema é que poucos avaliadores estão devidamente capacitados para realizar uma tarefa que envolve a mensuração científica dos processos da comunidade universitária. Consequentemente, propomos como tese, redefinir o trabalho do avaliador universitário, com valores e visões claramente marcados para um avanço acadêmico sistemático. A metodologia da pesquisa seguiu a abordagem qualitativa analítico-reflexiva. Conclui-se que o avaliador universitário deve estar predisposto a mudar de métodos, formas e práticas que deem um melhor resultado à formação universitária.

1. INTRODUCTION

The university evaluator is the academic agent in charge of examining the students' educational performance according to their institutional and social context. Consequently, the university evaluator participates in adapting and elaborating the curriculum in search of improving the teaching-learning processes that facilitate institutional evaluation. (Tárraga et al., 2021) the evaluator is the one who proposes levels of implementation to work to achieve noticeable improvements. Therefore, he is the one who constantly evaluates formally and informally to observe the progress according to their levels or parameters.

For its part, university education "is considered a basis for good socioeconomic development oriented to various specializations on a particular career, with knowledge, techniques and specific knowledge about a profession" (Chinchay et al., 2021, p. 220).

Now, the university evaluation context in the world indicates that, according to (Carpio et al., 2021), neoliberalism has imposed such social and labor conditions in the world that universities do not escape, despite their criticism, from their formative context of future professionals, where evaluation criteria and standards become fully dependent on the business sector.

Thus, the accelerated global changes towards technology and new forms of life and human relationships, necessarily lead to also change the educational system from its teaching to its evaluation methods. A critical, socio-affective and democratic teaching is intended, which will not be able to develop without new ways of evaluating the academic progress of each student. The scientific advances in North America and Europe find a reason in the new ways of examining the interests of the student and his environment, where the mechanisms of education are not oriented to what the university intends but rather the university students and their

David Auris Villegas; Beatriz Carhuachín Velásquez; Pablo Saavedra Villar; Nicomedes Esteban Nieto; Alex Daniel Reátegui Chavarri

Rev. innova educ. Vol. 4. No. 4 (2022) pp. 156-166

157

contemporary problems and needs. This worries that the rest of the world is left behind due to outdated teaching-assessment methods for these times, based on acquisition and evaluation by repetition or memory.

Garcia et al. (2020) establish that one of the severe problems facing the emerging globalized university education with new evaluation methods is that university centers persist in focusing:

> more to administrative issues, infrastructure, and resources available to each student, among others; however, the reference frameworks lack criteria that seek to evaluate the learning acquired by the students, the application of knowledge in the professional context, as well as those perceptions and interpretations that they may express regarding the commitment and satisfaction that it produces, studying under unconventional modalities (p.14).

Consequently, it is proposed to redefine the task of the university evaluator towards new educational possibilities where the measurements cease to be mechanical to start considering the feelings and thoughts of the student body. Therefore, a new profile of the university evaluator is intended, reflective, critical, leader, ethical, and consistent with the environment where he works, where he develops new capacities in favor of achieving a democratic education, with easy communication and interaction mechanisms to achieve his objectives/goals. In this way, a renewed university education is developed that visualizes science in another way, with other more exact objectives according to an exact university evaluation in pretensions and scope.

2. METHOD

The research has been developed strictly under the qualitative approach of a bibliographic and hermeneutic analytical type, having bibliographical research as the only reliable resources of the work, that is, without a study population that conditions the results presented.

The bibliographic analysis sheet was used to better order the works found, and subsequently select them for analysis and reflection. Likewise, these materials were fully digital, where all the sources for the present work could be found.

3. ESSAY´S BODY

3.1 The need for evaluation in the world

It is clear that there is no honesty about educational progress and setbacks if it is not evaluated correctly. Consequently, the need for evaluation finds its answer in the importance of its scope to improve educational processes by finding weaknesses and strengths. Given this, Kirkhart (1981) established that the university evaluator must necessarily possess "1) methodological skills 2) areas of knowledge that provide substantive background 3) systems analysis skills 4) political cunning and understanding 5) professional ethics 6) management skills management 7) Communication skills 8) Interpersonal skills or character traits" (pp. 188-189).

David Auris Villegas; Beatriz Carhuachín Velásquez; Pablo Saavedra Villar; Nicomedes Esteban Nieto; Alex Daniel Reátegui Chavarri

Figure 1

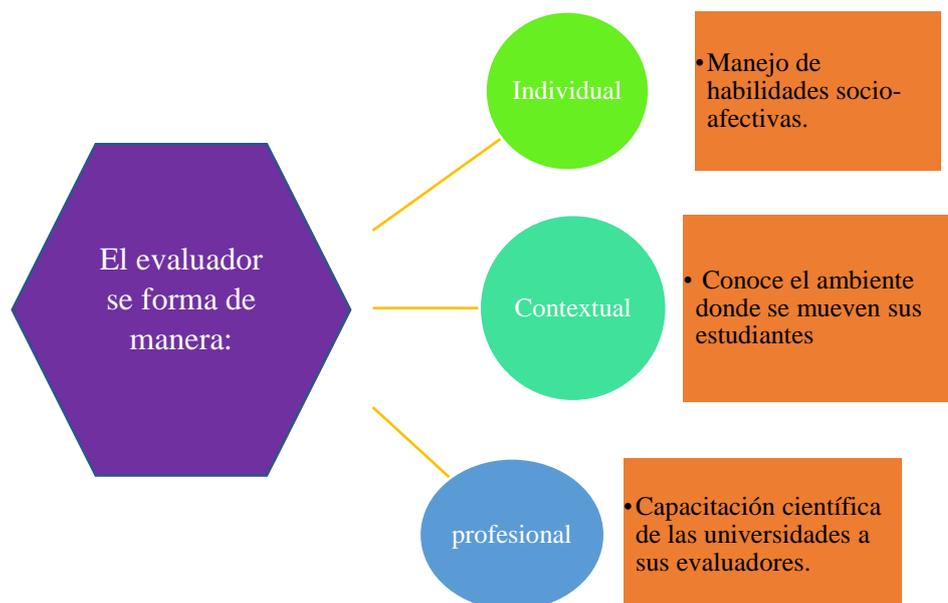*University evaluation*

Evaluación Universitaria

3.2 Educational evaluation in university education

Social advances establish new ways of relating and communicating; their urgencies seem different, and with this, their academic concerns turn in another direction. University evaluations must then show themselves to be on par with the times, fast and effective, and, therefore, lag behind the traditional aspects that are limited to evaluating "memory, retention, and comprehension capacity (…) [being what is true] important (...) put them in trouble where their abilities come to the fore" (Monereo, 2021).

This training of university evaluators must be, in addition to continuous, a pedagogical action that is concerned with the internal and external factors of those evaluated. The internal conditions of man seem to be ignored when submitting someone to the test. However, the evaluator of the future must be concerned about this aspect as a result of having been trained from the scientific multiplicity that tries to understand the action of man, such as psychology, anthropology, and sociology, among others. What is intended then is to form a socio-affective evaluator who finds within his evaluative alternatives the way to get to be, to the institutional and social problem to approach education in another way.

David Auris Villegas; Beatriz Carhuachín Velásquez; Pablo Saavedra Villar; Nicomedes Esteban Nieto; Alex Daniel Reátegui Chavarri

Figure 2

Evaluator training

Thus, a profile of university evaluators is formed that includes the following characteristics:

Good ethical practices

We allege that good evaluative practices stem from the teaching ethic that, according to Madariaga & Lekue (2019), starts by informing the student in advance of the topics that will be developed, the materials that will be provided and will be needed to develop them, the modalities of the evaluation, the proposals to discuss so that it is not authoritarian and what is intended to be achieved with them at the end of the degree, that is, what is expected of the student. It is then about anticipating the evaluation in a clear, precise and democratic way.

Know how to proceed the evaluation

The university evaluation process involves a set of knowledge that ranges from knowledge of the curriculum to the population to be evaluated. Its procedure therefore must be oriented to investigate, know, reflect, synthesize and establish results to improve education. We must then eradicate the quantitative evaluation that is based on a procedure that, according to Saavedra (2004) "could be based on a combination of evaluation and ranking of supervisors, other teachers, and students" (p. 226), this without trying to understand the reasons for the results.

Connoisseur of university standards

The university level is basically set from its scientific production, on which the evaluator, in addition to making visible the investigative tendency of the institution, must also consider the sufficiency in management that said institution presents to streamline academic events of university impact that promote the standard as workshops, congresses and symposiums Anchondo et al. (2020).

160

Communicative competence

Grace et al. (2020) postulate that, without the management of communicative competence "an equal dialogue between the various participants (teacher and learners) that supports the process of intersubjective social construction is not possible" (pp. 133-134). Therefore, mastery of this competence by the teacher is essential to reproduce a productive interaction with the student for a better education.

Cooperative team leadership

For a university evaluator to present himself as a group leader, he must, in the first instance, according to Anijovich (2022), go through a constant self-assessment process in which his learned knowledge and his way and/or method of working with others are self-regulated; It is in this framework that true leaders develop skills and abilities that are different from the rest and become an interesting team guide for students.

Know the context to evaluate

The contexts of man delimit their behavior, the evaluator must necessarily know the environment in which their students develop and will develop to guide their evaluations not only to the present context, but also to the future, such as university preparation towards their work environment. In this sense, it is important that the evaluator knows this market in order to point his exams towards the new occupational requirements that require other skills, creativities and a set of socio-cognitive conditions that can only be found at work and that will allow the student to anticipate the future context seeking labor solutions that enable them to stand out and act assertively in it (Salmi, 2019).

Prepare evaluation instruments

The evaluation instruments in the present must be oriented to the contrast, investigation, and detailed internal and external observation of the evaluated population, going beyond the traditional rubrics. The idea is that these files meet primary conditions for a correct superior evaluation, such as relevance, validity, and reliability (Morales et al., 2020).

Self-assessment capacity

The evaluator not only directs his evaluation toward the university population but also towards himself trying to find their difficulties to improve the examination mechanisms. Therefore, the correct capacity for self-assessment must contain the management of "reflection, professional exchange between teams, the collection of evidence, capacity building, and the application of improvement actions" (Ravela, 2020).

Expert in the subject evaluation

Transdisciplinarity is a fundamental trend for every university scientific teacher-evaluator. However, we must consider that this must necessarily be handled as an expert within a particular subject since, according to Guevara & Veytia (2021), only the expert will evaluate with great knowledge of the causes the subject treated, considering the set of internal and external factors that can hinder some academic progress.

Investigative and creative

Scientific knowledge is a whirlpool of changes that do not remain static. In that sense, it needs to be constantly questioned and revised in favor of new needs. The evaluator must be a constant researcher who combines new findings with his evaluative creativity for better results. Enkvist (2020), proposes the creative and investigative

David Auris Villegas; Beatriz Carhuachín Velásquez; Pablo Saavedra Villar; Nicomedes Esteban Nieto; Alex Daniel Reátegui Chavarri

evaluator as an active agent when storing knowledge in his brain in order to have the ability to combine knowledge and carry out a substantial scientific synthesis that will provide students through the evaluation. It is, therefore, about coupling new knowledge by adding a particular context to the evaluated environment.

Know the standards to be evaluated

Every university evaluator should not carry out a previous field study that allows him to know the standards to be evaluated. The evaluator must not advance the educational and evaluative opinion of the population since his results will not be accurate. This previous field study allows "the evaluation model and the design that is most relevant to that purpose" (Gómez & Valdés, 2019, p. 493).
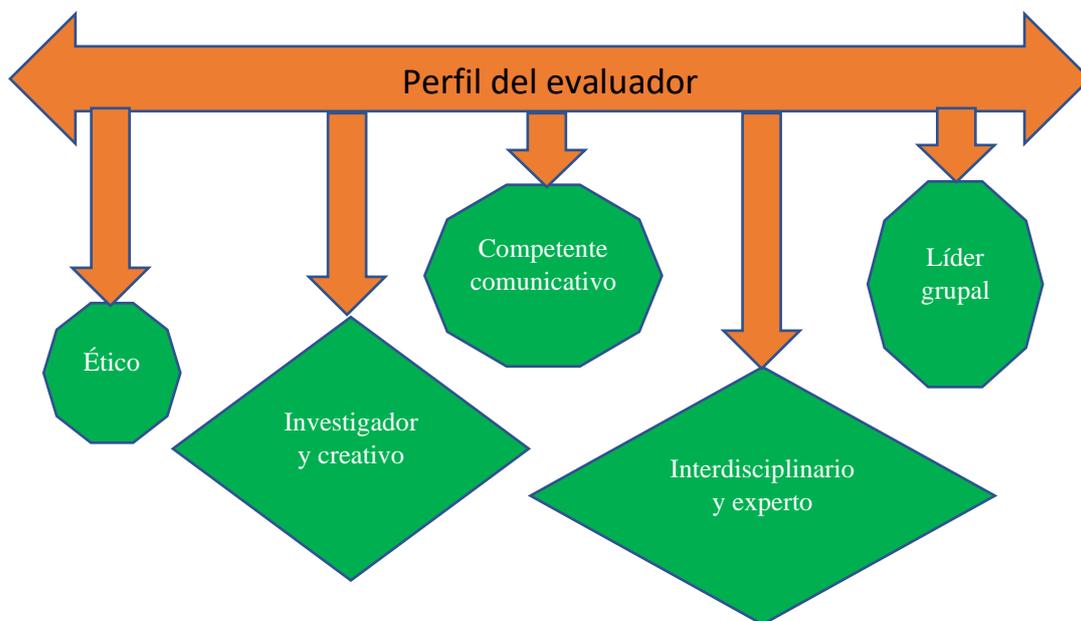
Has soft skills

The socio-affective approach is essential for any evaluator who intends to get to the root of the educational problem. Thus, having soft skills is a characteristic of today's competent evaluator. According to Tobon (2019), it considers the internal factors of others. It is also a process of internal reflection of its evaluative action to solve problems, the way in which it articulates its knowledge to put it into practice, and its visions, relevance, and goals that it intends to achieve with evaluators on a sustained basis.

3.3 Types of evaluators

The most potent types of evaluators that occur in the educational field are summative and qualitative evaluators. The former present academic evidence based on the measurement and summation of rote and static knowledge. That is, they are those who have remained in time with immovable or pre-established answers. Qualitative evaluators, for their part, point to change from the mutual strengthening (teacher-student) of man's reflective capacities that allow a more accurate and critical evaluation of the population.

Figure 3

Evaluator's profile

David Auris Villegas; Beatriz Carhuachín Velásquez; Pablo Saavedra Villar; Nicomedes Esteban Nieto; Alex Daniel Reátegui Chavarri

4. DISCUSSION

Not only education in teaching-learning issues must change in universities, evaluations must also turn towards the future according to the new times. Eradicating rote and static evaluations is a constant task that implies the commitment of all academic and social actors in search of regulating the new educational commitments through curricula and work plans.

We know that evaluating implies a set of scientific, emotional and technological knowledge that facilitates the real understanding of academic advances and setbacks. Therefore, a new profile of the university evaluator emerges, which must contemplate previous evaluation actions, ethical, responsible and consistent with the environment that enable a diagnosis according to institutional standards.

We speak of emotional knowledge when we refer to the evaluator's socio-affective capacity, which must be continuously developed so as not to alienate the evaluator from the evaluator. Here, then, an adequate management of active and participatory communication is recommended, which will allow the evaluator to know factors unrelated to the evaluation itself and link these with his new method of evaluation.

Similarly, the self-assessment of the evaluator should not escape from each institutional evaluation process. This action allows the evaluator to rethink his work through academic introspection, converting his evaluation and methods according to the holistic conditions of all those who participate in the process.

The scientific knowledge of the university evaluator must necessarily be transdisciplinary and an expert in a subject. With this, what is intended is that the evaluator who has different scientific approaches can also develop their evaluation mechanisms based on the most minimal details about the subject to be evaluated since they perfectly handle the subject to be worked on. That is, he is an expert in the field.

Finally, the university evaluator must be a constant and creative researcher who allows new findings to create new ways to reach students in knowledge and emotions. We are talking about renewing pedagogy from coined results to the scientific rigor of a serious evaluation that allows students to improve their abilities, skills, and abilities in favor of society.

We disagree with positions that totalize the work of the university evaluator based on their experiences, eliminating any theoretical concept of their practice. We must understand that all academic practice starts from a theoretical-philosophical basis and, therefore, this cannot be eliminated from the training of the evaluator who claims to be integral and solve university educational problems. On this, Deming (1986) affirms that the individual experience, without some theoretical conception, is not a good teaching and evaluation praxis since both must go hand in hand to improve the competitiveness and quality of those who are subjected to appraisal

The theoretical part of the evaluator is basically found in the constant scientific reading that he invests in improving his methods and practices. The new concepts acquired are thus transformed in creative ways that adapt to each context and relativize the constant interaction between theory and practice.

What is intended is that the evaluator is strengthened in all aspects so as not to be surprised with misleading academic advances as a result of having marginalized some approaches described above. We seek to integrate the social, scientific, and practical lines in a single evaluative package with a view to the future, to the socio-educational paradigm shift since, "The new worlds are waiting, and also the new paradigms, the key to their

David Auris Villegas; Beatriz Carhuachín Velásquez; Pablo Saavedra Villar; Nicomedes Esteban Nieto; Alex Daniel Reátegui Chavarri

discovery is their desire to open your eyes to see the possibilities that are in front of you" (Barker, 2002. 18m14s).

5. CONCLUSIONS

Social improvement is possible through a democratic, homogeneous, and futuristic education in all senses. When we refer to the university evaluator, he must understand that his work is based on the new human interactions that develop other ways of understanding the world and its problems. Therefore, education must meet the aforementioned requirements with a university evaluation that understands the new mechanisms of human relationships.

Theoretical advances and setbacks can only be known through systematic, ethical, and scientific evaluations. Consequently, there is a need to constantly educate and train those in charge of evaluating an entire educational process, who must meet a profile according to the social-academic structure of the institution. We, therefore, propose that universities pay more attention to the training of evaluators if they intend to honest their academic figures and turn towards a better scientific future.

Not only the evaluators must change and improve their methods and scope, but the universities themselves must also strive to renew all their academic content from standards that mobilize all educational activities such as the curriculum, rubric standards, projects, and others. Growing universities must then improve an entire academic package that involves renewing their traditional evaluation methods that involve the cognition and feeling of the university student.

University education needs a paradigm shift that makes it possible to discover new ways of solving the world, eradicating purely statistical methods that quantify results without considering the opinions, thoughts, and feelings of the university and social population. In this sense, we postulate university evaluators as one of those agents of change that enable students through their exams, another way to strengthen a man and allow their skills to be made visible, not locking them in issues that are not properly in the interest of the student.

David Auris Villegas; Beatriz Carhuachín Velásquez; Pablo Saavedra Villar; Nicomedes Esteban Nieto; Alex Daniel Reátegui Chavarri

164

Los autores declaran que no recibieron un fondo específico para esta investigación.

Aspectos éticos / legales; Ethics / legals:

Los autores declaran no haber incurrido en aspectos antiéticos, ni haber omitido aspectos legales en la realización de la investigación.

REFERENCES

Anchondo-Granados, R., Tarango, J., Cortés-Vera, J., & Machin-Mastromatteo, J. D. (2020). Definición de estándares en competencias informacionales en comunicación científica y su aplicación en docentes universitarios mexicanos. Anales de Documentación, 23(2). https://doi.org/10.6018/analesdoc.379381 https://revistas.um.es/analesdoc/article/view/379381

Anijovich, R. (2022). Rebeca Anijovich reflexiona sobre la evaluación y los saberes. ED 21, Educación que nos Une. https://fundacionsantillana.com/entrevista-rebeca-anijovich/

Barker. J (2002, 17 de marzo). Cómo nacen los paradigmas. Francis Lorenzo. [video] YouTube. https://www.youtube.com/watch?v=bgiygwrmvdA

Carpio, L., Torres, G., Miranda Samper, O. M., & Pernett Carrillo, J. de C. (2021). Calidad educativa como base de la transformación universitaria. Encuentros. Revista De Ciencias Humanas, Teoría Social Y Pensamiento Crítico., (13). https://doi.org/10.5281/zenodo.4395252 http://encuentros.unermb.web.ve/index.php/encuentros/article/view/134

Chinchay, S., Moreno, L., Ygnacio, A., Zerga, J., y Cango, J. (2021). Perspectivas de la Educación Superior en los Entornos Virtuales en Perú. Risti: Revista Ibérica de Sistemas e Tecnologias de Informação 39(1). https://www.proquest.com/docview/2483102651?pqorigsite=gscholar&fromopenview=true http://risti.xyz/index.php/pt-pt/edicoes

Deming, W. E. (1989). Calidad, Productividad, Competitividad. Madrid: Díaz de Santos. https://bit.ly/3zwDgzw

Enkvist, I. (21 de enero del 2020). Evaluar a los alumnos sobre una materia ideológica es lo que hacen los Estados totalitarios. Magisterio. https://bit.ly/3J30C30

García Soto, G., García López, R., & Lozano Rodríguez, A. (2020). Calidad en la educación superior en línea: un análisis teórico. Revista Educación, 44(2), 441-456. https://doi.org/10.15517/revedu.v44i2.39714 https://revistas.ucr.ac.cr/index.php/educacion/article/view/39714

Gómez López, L. F., & Valdés, M. G. (2019). La evaluación del desempeño docente en la educación superior. Propósitos Y Representaciones, 7(2), 479–515. https://doi.org/10.20511/pyr2019.v7n2.255 https://revistas.usil.edu.pe/index.php/pyr/article/view/255

Gràcia, M., Jarque, M.-J., Astals, M., & Rouaz, K. (2020). Desarrollo y evaluación de la competencia comunicativa en la formación inicial de maestros. Revista Iberoamericana De Educación Superior, 11(30). https://doi.org/10.22201/iisue.20072872e.2020.30.591 https://www.ries.universia.unam.mx/index.php/ries/article/view/591

Guevara-Rodríguez, G., & Veytia-Bucheli, M. (2021). Validez de contenido de una rúbrica analítica del diseño de secuencias didácticas como mejora de la práctica pedagógica del equipo docente desde el enfoque de

David Auris Villegas; Beatriz Carhuachín Velásquez; Pablo Saavedra Villar; Nicomedes Esteban Nieto; Alex Daniel Reátegui Chavarri

165

la socioformación. Revista Electrónica Educare, 25(1), 1-20. https://doi.org/10.15359/ree.25-1.20 https://www.revistas.una.ac.cr/index.php/EDUCARE/article/view/11632

Kirkhart, K. (1981). Defining Evaluator Competencies: New Light on an Old Issue. American Journal of Evaluation, 2(2), 188-192. https://doi.org/10.1177/109821408100200225

Madariaga López, I., & Lekue, P. (2019). Evaluación mediante una rúbrica de las guías docentes de másteres universitarios de arte de la Universidad del País Vasco (UPV/EHU). La valoración de expertos internos y externos. Observar. Revista Electrónica De Didáctica De Las Artes, (13), 26-38. https://www.observar.eu/index.php/Observar/article/view/101

Monereo C. (2 de julio de 2020). Es tiempo de cambiar la forma de evaluar a los estudiantes en las universidades. Universidad de Guadalajara, Red universitaria de Jalisco. https://www.udg.mx/es/noticia/es-tiempo-de-cambiar-la-forma-de-evaluar-los-estudiantes-en-las-universidades

Morales, L., Hershberger, A. y Acosta, A. (2020). Evaluación por competencias: ¿cómo se hace?. Rev Fac Med UNAM, 63(3):46-56. https://www.medigraphic.com/cgi-bin/new/resumen.cgi?IDARTICULO=93315&id2=

Ravela, P. (21 de mayo del 2020). Diez lecciones del educador Pedro Ravela para la autoevaluación en las escuelas. Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa. https://bit.ly/3RYc2Jr

Tárraga-Mínguez, R., Vélez-Calvo, X., Sanz-Cervera, P., Pastor-Cerezuela, G. & Fernández-Andrés, M. I. (2021). Educación inclusiva en Ecuador: perspectiva de directores, familias y evaluadores. magis, Revista Internacional de Investigación en Educación, 14, 1–21. doi: https://doi.org/10.11144/Javeriana.m14.eiep https://revistas.javeriana.edu.co/index.php/MAGIS/article/view/24180

Tobon, S. (6 de diciembre del 2019). La acreditación y la formación por competencias deben estar profundamente conectados. Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa. https://bit.ly/3osjMpp

Saavedra, J. (2004). La situación laboral de los maestros respecto de otros profesionales. Implicancias para el diseño de políticas salariales y de incentivos. En Grupo de Análisis para el Desarrollo GRADE, ¿Es posible mejorar la educación en el Perú?. Lima: GRADE. https://bit.ly/3BIVEwF

Salmi, J. (23 de diciembre del 2019). Jamil Salmi, experto en educación superior, dictó conferencia sobre desafíos de la educación terciaria en el siglo XXI. Centro de políticas comparadas de Educación UDP. https://bit.ly/3cAqPK9

166

David Auris Villegas; Beatriz Carhuachín Velásquez; Pablo Saavedra Villar; Nicomedes Esteban Nieto; Alex Daniel Reátegui Chavarri