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The styles of teaching learning of the Catholic University of basin Azogues

Los estilos de enseñanza aprendizaje de la Universidad Católica de Cuenca sede Azogues
Os estilos de aprendizagem da educação na Universidade Católica de Cuenca sede Azougues

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Abstract

The purpose of this research is to sensitize all those involved in the educational event. Consider educational evaluation as part of the training process within teaching learning; this should not be considered as a curricular element of punishment, repression or something similar; According to the new precepts, the evaluation is a fundamental element to strengthen, reinforce and improve the interlearning of the learners, for which we must put this curricular aspect into practice at all times and make it a habit or a habit until turn it into a culture of teachers, parents and students; practicing the authentic evaluation, according to the concept of many students of the subject is to evaluate according to the context, capacity, interest, need and pace of learning, in addition the new regulations of the Country and a current at world level so requires it within the inclusive education. To put this type of evaluation into practice, the teacher must change his mental scheme, not consider it as an instrument that serves to accredit, pass of the year or cycle; but it must think like a resource or didactic means that is going away to use so that the apprentice learn to learn.

Evaluation, Learning, Evaluation techniques, Evaluation instruments, Evaluation functions and Evaluation types.

Resumen

El propósito de esta investigación es sensibilizar a todos los involucrados en el hecho educativo. Considerar la evaluación educativa como parte del proceso formativo dentro de la enseñanza aprendizaje; esta no debe ser considerada como un elemento curricular de castigo, represión o algo similar; de acuerdo a los nuevos preceptos la evaluación es un elemento fundamental para fortalecer, reforzar y mejorar los inter-aprendizajes de los educandos, por lo cual se debe poner en práctica este aspecto curricular en todos los momentos y hacer de ello, un hábito o una costumbre hasta convertir la misma en una cultura de los docentes, padres de familia y estudiantes; practicando la evaluación auténtica, de acuerdo al concepto de muchos estudiosos de la temática es evaluar de acuerdo al contexto, capacidad, interés, necesidad y ritmo de aprendizaje, además la nueva normativa del País y una corriente a nivel mundial; así, lo exige dentro de la educación inclusiva. Para poner en práctica este tipo de evaluación, el docente debe cambiar su esquema mental, no considerar como un instrumento que sirve para acreditar, pasar de año o ciclo; sino, debe pensar como un recurso o medio didáctico que se va a utilizar para que los aprendiz aprendan a aprender.

Palabras Clave: Evaluación, Aprendizaje, Técnicas de evaluación, Instrumentos de evaluación, Funciones de la Evaluación y Tipos de Evaluación.

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Resumo

O objetivo desta pesquisa é sensibilizar todos os envolvidos no evento educacional. Considerar a avaliação educacional como parte do processo de treinamento no ensino-aprendizagem; essa não deve ser considerado como um elemento curricular de punição, repressão, ou algo semelhante; de acordo com os novos preceitos a avaliação é um elemento fundamental para fortalecer, reforçar e melhorar a educação a distância dos alunos, portanto esse aspecto curricular deve ser colocado em prática o tempo todo e torná-lo um hábito ou um costume até transformá-lo em uma cultura de professores, pais e alunos; praticar a avalição autentica, de acordo com o conceito de muitos pesquisadores da disciplina, é avaliar de acordo com o contexto, capacidade, interesse, necessidade e ritmo de aprendizado, além dos novos regulamentos do país e de uma corrente mundial; portanto, exige isso dentro da educação inclusiva. Para colocar esse tipo de avalição em prática, o professor deve mudar seu esquema mental, não o considerar um instrumento que serve para credenciar, passar o ano ou ciclo, caso contrário, deve ser pensado como um recurso ou meio didático que será usado para que os aprendizes aprendam a aprender.

Palabras Clave: Avaliação, Aprendizagem, Técnicas de Avaliação, Instrumentos de Avaliação, Funções de Avaliação e Tipos de Avaliação.

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Introduction

Currently, in Higher Education, teachers must consider the bio-psychosocial differences of students and their learning styles; that is, adjust to your needs.

According to Acuñar-Ramírez, Ocampo-Hernández, and Vargas-Cubero (2016), in the learning styles, two development scenarios can be described on the subject, the initial one shows that the learning styles are characterized by a priority component related to the knowledge; and the other, which becomes an identifier of contemporary transitions; Thus, the presence of motivational components that affect learning is demonstrated.

According to the author's contribution, it is important to consider the moods of the students to promote optimal learning and achieve constructivist learning; In other words, the constructivist paradigm guides the acquisition of skills with performance criteria and contextualized competencies so that students can build, modify or refute knowledge and competencies (Díaz & Barroso, 2014). This can be guaranteed when these skills and abilities are consolidated so that students build learning.

What has been stated by the author admits that students must acquire abilities, skills, and competence, but for this to be possible, high knowledge of teachers is required in active methodologies, assessment instruments, and learning styles that it will direct to achieve a teaching and learning process following the educational needs of the students.

The analysis of teaching styles cannot be approached without stopping to consider the uniqueness and variability existing between individuals because, depending on the teaching style, it will be related to the different elements of the didactic act in a way that will mark the own relationships with They significantly influence student learning and the quality of the process (González & Pino, 2016, p. 1175).

In the educational process, the teacher has to act with great balance and promote learning scenarios as an entity that will provide students with comprehensive knowledge, but considering their particularities and forcing them to resort to teacher updating and the application of learning styles. It is not only mediating knowledge; rather, remember that the human being is first emotion and then reason, this leads us to motivation, generating emotional acts in students that transfer them to a recognition of that self, which needs to be understood and respected in all their human acts. In this way, the student will be motivated to act, participate and reflect.

Rodríguez (2017), assumes that the quality of education requires the comprehensive training of the student; position, which admits the consideration of supply and demand processes so that future professionals face challenges and challenges; But for this, universities must manage programs involving skills and abilities required by the labor market and thus increase the quality of education.

In Latin America, since the eighties, there has been a concern for the quality of education and it is in the nineties that planning and development of evaluation processes began; all this was associated with quality standards, criteria, and methodological approaches to approach the evaluation (Fernández, 2007). This pers-

pective is a multidimensional approach, so the evaluation criteria are focused on educational quality proposed by IESALC / UNESCO (González, Galindo, Galindo & Gold, 2004).

In university training, this paradigm mentions that in universities the student must learn to build their knowledge, through comparison with existing knowledge and be able to counteract said knowledge and in this way seek innovative and new patients according to cultural advances, social and technological of this new society; The role of the university then is to train critical students with significant knowledge so that they can meet the goals and objectives set out in the LOES.

The serious problem in Higher Education is exclusively in the Teacher, especially in Ecuadorian universities and particularly in the Catholic University of Cuenca; More than 90% of teachers have not been prepared to teach, what they dominate is their profession, but not the curricular hexagon that Julián de Zubiria proposes as purpose, teaching, evaluation, sequence, didactics, and resources (Zubiria, 2010). Teaching involves the teacher assuming his role with authentic training that allows him to be prepared to guide and guide the students who must learn to learn and in this case, the teacher has to recognize the individual characteristics of the students to consider a personalized education to satisfy their preferences regarding Teaching Styles and not influence the Students' Learning Styles (Gutiérrez, 2018).

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According to Keppell (2006), the purpose of teaching is the achievement of learning results for the integral formation of professional citizens committed to the service, contribution, and transformation of their environment. It is framed in a pedagogical educational model and permanent updating curricular management; ¿Oriented by relevance, recognition of diversity, interculturality, and dialogue of knowledge.

Certainly, the purpose of the teacher is to provide students with comprehensive training that is following the reality of the learning outcomes and professional profile and that responds to the different problems found in the environment; But, in addition, this training has to do with the educational model and the curriculum; This involves the generation of being clear about how to proceed with all the components of learning, including the evaluation, which will guide the teacher in making decisions as one of the processes that must be applied with a broad knowledge by the students. teachers.

For these reasons, they state that evaluation in learning processes is a fundamental task for all educational actors because it provides a series of essential information for decision-making (Rodríguez, 2002). There are numerous contributions from theoretical perspectives, which re-dimension this strategic nature of the evaluation (Acuñar-Ramirez, Ocampo-Hernández & Vargas-Cubero, 2016). Learning is an act, intellectual, social, affective, and socio-cultural.

Taking Dewey's thinking on the importance of preparation or training in and for practice; emphasis is placed on learning by doing contextualized and on training in reflective practice; Therefore, for a student to develop their ability, dexterity, competence and reach expertise, they have to face authentic problems in real settings (Schón, 1992).

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The Ecuadorian State, considering all this in its article 184 of the LOEI Regulation defines the evaluation "… it is a continuous process of observation, evaluation, and recording of information that evidences the achievement of objectives… and that includes feedback systems, directed to improve teaching methodology and learning outcomes… "(Ministry of Education, 2011, p. 116). This regulation has been promulgated for five years and it has not been put into practice; This is why it is important to analyze the evaluation in our educational institutions and what those involved in education are doing to date.

Socrates affirmed a life without examination does not deserve to be lived (Varios, 2016). This classical philosopher states that while we live we are constantly examining our actions; Every human being evaluates their actions daily, before which a question arises: Why don't we have an evaluative culture in our teaching-learning process? For this to occur, it must be practiced and made a habit in our daily life and this depends exclusively on the mediators of learning, which are teachers and parents, directors, and all of us who are immersed in educating our society, whether of one or the other…

The motivation to focus on this topic revolves around the questioning of the evaluation of learning that results from this paradigmatic change, focused on the formation and development of competencies in active and authentic teaching and learning environments, conceptualized today as "Good Teaching Practices. "(Chickering & Gamson 1987).

Much controversy has occurred in recent times in many Latin American countries and especially in Ecuador; on the usefulness of evaluation in learning and professional performance when it began to be applied to all public officials and especially to the Ecuadorian teachers at all educational levels. To change the concept and mental schemes, it is necessary to orient towards a coordinating, supportive, training, guiding, guiding, reinforcing evaluation and above all to help us raise awareness that it is an important instrument, which means using a variety of techniques and instruments, from exams to rubrics and interviews, giving students various ways to demonstrate their acquired knowledge and skills while learning where additional instruction is needed (García, Aguilera, Pérez & Muñoz, 2011).

In the different educational levels, it is common to find that the way of learning is the directive transmission of knowledge to the student body and verification of its acquisition through written tests. These assessment instruments leave little or no learning for the speaker and teacher (Hernández, 2010).

This author states that most of the teachers apply objective, essay, or mixed tests to assign a grade to the students and through this certifies the quality of the student that they are; In the same way, international organizations have done it, which is the use of certain evaluation instruments to qualify and classify the quality of education provided in the country. This occurs in all Latin American countries; in Ecuador, it is intrinsic in all educational levels with a greater preponderance in the secondary level and much more in the universities; The governments of the day theoretically state that they will change it and are following the guidelines of a formative and authentic evaluation; but this remains only in writing, because when it

comes to practice, the Ministry of Education uses the traditional evaluation that is punishing, threatening and only serves to reward or punish professionals, students and other people who are involved in this process; They do it through agencies for the case such as INEVAL.

Teachers have to consider that the evaluation has to be focused according to the level of competence of the students, such as their strengths and weaknesses when it comes to learning; being, a self-regulation process sequenced to face challenges in subsequent learning situations (Bezanilla & Arranz, 2016)

The teacher's expertise in the entire educational process will be efficient through the continuous updating of knowledge and this involves a broad knowledge of styles of learning and evaluation techniques and instruments to promote quality education and fulfill the mission of the Catholic University of Cuenca, which aims to provide society with professionals with critical, reflective and competent thinking to face the problems of their environment, of society and the country.

UNIVERSE OR SAMPLE METHODOLOGY:
The sample to be investigated was determined, for which the following formula was applied:

$$n = \frac{N\sigma^2 Z^2}{(N-1)e^2 + \sigma^2 Z^2}$$

In which:
n = Sample size.
N = Size of the population of investigated teachers is 140.
σ = Standard deviation of the population.

Constant of 0.5.

Z = Value obtained through confidence levels. It is a constant value about the 95% confidence equivalent to 1.96

e = Acceptable limit of sampling error. 0.05

Once the sample of 140 professors had been determined, the instrument was applied for this purpose.

According to the research, the size of the teaching population is 220; the confidence level is 95%, the acceptable limit of sampling error is 0.05; demonstrated the sample of 122 professors of the Catholic University of Cuenca Azogues Headquarters of the Academic Units of Education, Engineering, Architecture and Health Sciences, it was investigated on general aspects, (concept, characteristics, types and moments of the evaluation) techniques and evaluation instruments. The instruments that were applied were: surveys, interviews, and observation files, for which they accompanied different rubrics; This diagnosis was made to train all teachers to improve the quality of education.

The interviews were carried out with all the directors of the different careers that make up these academic units; Surveys were applied to teachers according to the sample; Regarding the application of the observation files, the research team attended different classes to detect the application of the evaluation before, during and after the class periods; The analysis of the different instruments that the professors presented to the secretariat was also carried out. The rubrics were used to perform the interpretation and analysis of the interviews and the review of the ins-

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truments presented by the teachers; It is convenient to emphasize the active participation that there was on the part of the teachers and the goodwill of the directors and especially of the students.

The analysis, interpretation, relationship with scientific conceptions and definitions, and critical analysis were carried out through the combination of bibliographic and field research, for which synthetic, inductive deductive, and especially comparative analytical methods were used. It is convenient to emphasize that comparative history was used because it relates to what is in the world, in our Country, and what research has been carried out at the local level in this regard.

The resources used were: papers, sheets, trades, computers, multimedia projectors, copies, prints, physical texts and online texts, social networks, institutional and personal email, transport vehicle, slides, videos, etc. All these resources were financed by the Catholic University of Cuenca.

RESULTS:

According to the research carried out at the Catholic University of Cuenca, the following results have been obtained; Regarding whether or not teachers have a clear concept of what evaluation is, they have stated the following: 45 teachers who represent 32% have no idea what evaluation is, 35 teachers who represent 25% have a vague idea of what it is to evaluate, 40 teachers have an idea of what it is to evaluate and 20 professors know the concept of what evaluation of learning means, which represents 14%; This can give a clear idea of how our teachers

are prepared in evaluation. Regarding the characteristics of the evaluation; 67 teachers know more than five characteristics of the evaluation, which represents 24%, 30 (21%) teachers less than three aspects, and 20 (14%) teachers less than two characteristics; regarding the functions of evaluation; 25% know all the functions, 32% know only half, 34% know one function and 9% have no idea what evaluation functions are; and the function they practice the most is the symbolic function, with 107 teachers representing 76%.

Tabla 1
Funciones, Técnicas e Instrumentos de Evaluación

Indicadores	Frecuencia	Porcentaje
Definición de evaluación	45	32%
Características de la evaluación	67	48%
Funciones de la evaluación	35	25%
Función que más se practica	79	56%
Tipos de Evaluación	12	9%
Técnicas de la Evaluación	55	39%
Técnicas que más se practica	98	70%
Instrumentos de la Evaluación	47	34%
Instrumentos que más practica	98	70%

Fuente: *Investigación de campo (encuesta aplicada a docentes de la Universidad Católica de Cuenca sede Azogues). Elaborado por: equipo de investigación*

Regarding the types of evaluation, we observed that 12% of the teachers surveyed know the types and subtypes of learning evaluation, 46% know the general classification, 34% know one type of evaluation and 11% have no idea what is a type of evaluation; Regarding the evaluation techniques, 55 (39%) teachers know more than four evaluation techniques, 30 know two techniques and 55 (39) only one technique, but the most used technique is the written tests with 98 (70) and the execution technique with only 12 teachers representing 9%; the instruments that they use the most are the 70% long test tests.

DISCUSSION

Based on the concept of evaluation, ac-

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cording to Víctor López, he mentions that evaluation "must guide and help to learn, which must be comprehensive and adapted to the needs of the person who learns and must be integrated into the teaching-learning process" (2009, p.28). On the other hand, Keppell (2006) says that:

> evaluation guides learning, pays attention to the use of evaluation strategies that promote and maximize the learning opportunities of students, as opposed to certification or validation of knowledge through summative evaluation "(p.12).
> … An even more specific concept is mentioned by Duque (1993) cited by Mora (2017) when stating that evaluation can be conceived

> "… a control phase that aims not only to review what has been done but also to analyze the causes and reasons for certain results, and the development of a new plan to the extent that it provides background for the diagnosis "(p.2)..

45 teachers who represent 32% of teachers do not know and do not have a clear idea of the concept of evaluation; This means that it is very difficult to achieve a good quality of education; because according to the conceptions they say that evaluation is the learning guide of all those involved in the educational task.

To evaluate, we must know what their characteristics are, such as: generating information, not by chance, it is feedback, allows a precise approach to the nature of criteria and processes, and gives a value to those processes and results, we must at least know these characteristics fundamental to be able to know what the eva-

luation is for and above all consider it as a fundamental part of learning and not consider it as the sole purpose of measurement and that it is used as a basis for promotion or accreditation. Of the investigated sample, 67% know about the characteristics of the evaluation and the rest less than three characteristics.

The functions of the evaluation of learning within the inter-learning process are the following: feedback (evaluative controls in relation to the established objectives, which provides feedback to the teacher and student; according to the results achieved, both seek strategies to solve the problem; This function is also known by the name of diagnosis), instructive (it is the continuous or formative evaluation that helps to deepen, systematize and generalize the cognitive advance, this can be carried out with the teacher or independently), verification and control (informs of the degree of fulfillment of the objectives also allows to verify if the students are acquiring the level of preparation required according to the exit profiles of the professional in relation to the curriculum) and educational (the student is demonstrating the results of their cognitive progress before the teacher and his study group, contributes to increase the response stability for their learning, sets greater demands and constitutes a driving force, conscious and voluntary in increasing the quality of self-study and independent work) (Salas Perea & Salas Mainegra, 2017).

According to this classification, 10% of teachers comply with the diagnostic evaluation; but 56% do not comply with any of these, the only thing they do is measure knowledge and do not seek to improve educational quality; they consider it as

the teacher's tool to punish students according to their evaluative subjectivity.

Among the evaluation techniques and instruments are the following: Techniques; observation, interview, survey, performance test, synopsis, self-evaluation, co-evaluation, resolution of cases and problems, debates and assemblies, analysis of student productions, oral test, written test, objective test, open-book test, execution test. The instruments: observation sheet, interview guide, questionnaire, work guide, graphic organizers, checklist, discussion guide, workbook, summaries, essay, portfolio, laboratory report, project reports, estimation scale, essay. According to the research carried out, the most used technique is written tests with 70% and only 12 teachers know more than 5 techniques; Regarding the instruments, 34% know more than 5 types of instruments and the 98 professors use the written tests, especially the long and short essays.

CONCLUSIONS

The conclusions that can be drawn from this research are the following:

1. The objective of the evaluation is to detect the difficulties presented by the learner to reinforce, strengthen, and correct errors during the learning process.

2. The evaluation is differential because it takes into account the interests, needs, potentialities, social and cultural aspects, styles, and learning rhythms. For these reasons, the use of a single evaluation for all students in the course is ruled out, because each one of us is different. and we need it to be in line with the inclusive classroom, specifically with the strategy of curricular adaptations.

3. The educational community must raise awareness that equality in education produces inequality because we must educate from diversity.

4. Shift governments must invest in education not only in the physical or visible part but in the training of the entire educational community to foster an evaluative culture.

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