Implementation Strategies for Homework Sent

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Abstract---Evaluation strategies are not properly implemented at different levels of education. The objective of this research was to determine the strategies used by teachers in the Fiscal Educational Unit Ena Ali Guillém Vélez, to evaluate the tasks sent home. Sand applied the exploratory and bi-bliographic method, the search for information was done in databases in the region; for the collection of data surveys that gave such as the results students take home different types of homework that prevents them from completing other activities, it is checked teachers evaluate in a way that teachers traditionalist. The study of motion that time is insufficient for the teacher to consciously qualify each of the tasks received and erroneously consider that parents have the responsibility to complement the contents of the pensum of studies that do not cover in classes, a situation that goes against the responsibilities of a competent teacher.
Keywords---assessment of learning, evaluation strategies, evaluative culture, school tasks.

Introduction

Evaluation is a process that allows to evaluate the educational activity and the level of learning achieved by students, one of the most common ways that teachers currently use to carry out this purpose is the sending of tasks to be performed at home , which despite having several advantages such as the strengthening of apprenticeships and the generation of study habits, also present a very significant problem such as the low objectivity at the time of evaluating them, because there is no certainty that they are strictly students who perform them, without counting the fact that occurs very often as is the plagiarism of tasks between colleagues. Schoolwork submitted to be done at home is considered to be worked in after-school hours, and has been criticized for many years at the level of many states Suarez *et al.,* (2014), although they help improve students' skills is it is difficult to achieve a favorable learning environment at home, because the teacher is absent and in many cases parents and most students require help to face challenges such as time, distractors, among other factors.

For this reason, it is important to carry out this research in order to establish the strategies used by teachers to evaluate the tasks that are sent home and contribute with innovative evaluative alternatives in order to transform into some extent to the concept of learning assessment and schoolwork.

Materials and Methods

The present research was carried out by exploratory and bibliographic method in the Fiscal Educational Unit Ena Alí Guillém Vélez, in the city of Portoviejo, the search for information was carried out in the different internet browsers, bases of academic data, review of official documents, among others and for data collection, the application of surveys aimed at teachers was used.

Results and Discussions

According to the bibligraphs consulted, the following data were obtained:

Educational Assessmentand Its Regulatory Character of Learning

Educational assessment is related to teaching-learning processes, being a topic often addressed by those who make up the educational community, making them aware of the importance and impact of assessing or being (Compo *et al.,* 2016; Arcana & Wiweka, 2016).
It is a stage of the educational process and aims to check, in a systematic way, the extent to which the expected results have been achieved in the objectives that have been set in advance; it must be continuous and constant throughout the academic process because it helps in the detection of successes and errors by the teacher when teaching and by the student when learning or developing skills and skills (Gómez, 2017; Udayana, 2017). The task of evaluation allows to exercise a regulatory role of teaching, through it, the competencies and potentials achieved are known (Tuarez, 2017; Aghara *et al.,* 2018).

Educational Assessment Strategies

From the formative approach the teacher must incorporate in the classroom evaluation strategies that are according to the individual characteristics and needs of each student and the collective syllalists of the group. Evaluation strategies are the set of methods, techniques and resources that the teacher uses to assess student learning and correct errors in a timely manner so as not to lead to a difficult to recover a waste of time (Navarro *et al.,* 2017).

New Approach to Learning Assessment

The evaluation process is part of the curriculum and is immersed in the formative process that each institution develops. The assessment in learning should be concreted and specify what is desired to promote in each subject since these are the results acquired by students who structure their own knowledge in opposition to the traditional emphasis that focused on place students in a set of externally validated constructs (Quaas, 2017: Ghosh, 2017). The assessment in this regard, is intended for students to continue learning, demanding that it generate a learning experience for the student as well as the teacher.

From The Formative Assessment to the Training Assessment
The formative assessment is based on gathering information from the teacher to promote specific explanations or activities and optimize learning before the end of the teaching-learning process, is contextualized and seeks to inform; the training assessment is conceived from the position of the evaluator, students are aware of their evolution to develop their skills and self-regulate their own learning process, being the one who must review their weaknesses, successes, skills and strengths in order to self-assess (Marín & Garcias, 2016).

From The Uniform Assessment to the Multicultural Assessment
Including the interactivity of the learning process and the relationship of each teaching context, in this situation the evaluation is comprehensive and inclusive, where the differences between ethnicities and cultures, gender, social class, capacities of each individual and motivation; understanding that the evaluation process is not outside of social and cultural ideologies, beliefs or values. In view of the way in which they are evaluated and the resources or instruments used, the evaluation must break the molds of homogeneity and uniformity, typical of the production model, to offer adaptive and multipurpose models, more consistent with a vision differentiated and inclusive, one way to conduct multicultural evaluation is to provide a variety of alternatives, so that the student himself chooses

each other, taking into account that while some may have an impact on the verification of other knowledge must be projected on skills and abilities, in cognitive skills, in attitudes or habits (Rodríguez & Fernández, 2018).

From Control-Focused Assessmentto Learning-Centered Assessment
When they talk about a control-focused assessment, it is presented in the minds of every teacher, the traditional school, this type of evaluation is the one that was and is currently employed by educational institutions; in this assessment no matter the learning needs of the students, the teacher is the one who takes control over what the student does and how they should do it.

An assessment aims to achieve student learning; How to do it? , the cognitive process is valued, i.e. the development during all classes, where the student demonstrates skills and skills by being the builder of his own knowledge.

The evaluation becomes a living element with a causality and a contribution to the student. When evaluated it does not mean "demonstrating" but "perfecting" and "reflecting". The evaluation should become a thoughtful process where the learner, become aware of himself and his goals and the one he teaches becomes the guiding that guides towards the achievement of cultural and educational objectives (Bordas & Cabrera, 2017).

Evaluative Culture

It is a process of collecting and analyzing relevant information, with the sole purpose of allowing value judgments on adequacy to a quality pattern or criterion, discussed previously as a basis for decision-making, activity with functions where achieves the improvement of all involved taking into account interests, and the creation of an evaluative culture (Plaza, 2016; Arnawa *et al.,* 2017).

In all educational institutions there must be an evaluative culture, while considering the evaluation as a single and mandatory instance, but as a process and product, which allows the teacher to analyze the degree of the educational process favoring the achievement of the goals for which it was created.

To this day there is no culture of evaluation according to the interests of students or teachers, because it is not related to reality. To change this evaluative culture it was necessary to carry out a search for a common goal among all the actors, where they analyzed what they were doing, and found the weaknesses and strengths to generate the possible changes and adapted the measures to change the way we assessed where it was motivating for everyone involved.

Homework

Since formal instruction existed, the prescription of homework sent home was a strategy used by teachers to develop skills in their students such as: study habits, problem-solving strategies, among others. There were many different opinions from researchers, professors, parents and students regarding schoolwork, as these were sent at all levels of education, from elementary to university.

In Ecuador, there was always a regulation for the sending of school work: the daily time determined for the fulfillment of school tasks, where it has been established according to each educational level. For EGB Elemental comprises 2nd, 3rd and 4th was 30 to 40 minutes; for EGB Media corresponds to the 5th, 6th and 7th, was established from 40 to 60 minutes; 8th, 9th and 10th Upper EGB, 60 to 80 minutes; and for Baccalaureate corresponds a maximum time of 2 hours (Ministry of Education of Ecuador, 2016).

Advantages
There are duties that don't really contribute to learning. In a compilation of all the research on the tasks, the conclusion was that very rarely were homework associated with greater learning; almost never in grade school, but more in high school. Instead, the danger was that, with many homework or certain kinds of homework, the student began to hate learning and school (Bramwell, 2017). These criteria were based on students developing important skills, habits, and values such as responsibility and time management, but this depended heavily on the type of duty and also on how homework was handled at each student's home. Part of the phobia with which young people received these schoolwork was that from their conception the teacher was not clear in the intentionality that this task must be fulfilled.

The schoolwork was intended to strengthen students' learning from the pedagogical to the intellectual; the duties gained in their time of entrenchment of the learnings acquired in the classroom, or of overtaking what we want to work on later, the task was never designed for the father to do it, but for them to get involved with their children and have mome meeting in their training process (Pérez, 2016).

Disadvantages

Whether or not to send homework has turned into a debate that has generated much controversy among families and education in recent years. The duties divided parents as teachers, because the children spent hours and hours at home performing academic tasks that prevented them from enjoying their free time. Some authors established that overtime tasks are exhausting for both parents and students, where it generates rejection in the school system and its subsequent abandonment. The duties made sense when they provided knowledge, discipline, regularity or brought something positive to the student. Today, the duties were the same for any type of child, regardless of personal circumstances or academic abilities, which could lead to a state of frustration of the child or problems of anxiety and depression (Blázquez 2016). As a general rule, students were not on an equal footing because of multiple factors, such as the help they were able to receive from their parents as a result of their work flexibility or other factors.

At certain ages, especially in Primary, children were found at an important stage of their life development, which is why they needed free time to not get bored and finding ways to entertain and play on their own. In this way, imagination and creativity were fostered, where tension and anxiety levels decreased, learned to disconnect from their responsibilities, and enjoyed their day-to-day life.

Innovative Educational Assessment Practices

Education faces different challenges, such as the role of evaluating student learning and the importance of skills development. Education associated two aspects of encouraging students' participation, in the processes of evaluating their own learnings and that of their peers.

Several options have been raised as innovative strategies for evaluating student learning, no use had to be used for the objective exam that traditionally terrifies students, and was the subject of much criticism from professionals in education, since they often did not adapt to individual needs because they were standardized, apart from not measuring the learning process, but the accumulation of theoretical knowledge at the end of a course.

The learnings achieved by students in a scenario where situations were modelled were proposed the following innovative evaluative tools (Torres, 2004):

Table 1
Innovative evaluation techniques

Evaluative technique	Features	Recommendations	What is evaluated?
Log	Count of events that occurred through questions, which allow to obtain data.	It was answered individually, at the end of the evaluation class or period.	Attitudes, but also certain concepts.
Report	Table that includes previous contents, knowledge of the educating and domain level.	Verification is carried out, existing different activities that allowed to develop tools so that students can generate evidence that they are able to carry out in some competition.	Concepts, skills and attitudes could be evaluated.
Checklist	The indicators of the learning sought were listed.	The evaluation activity was designed according to the learning objectives set at the beginning of the period to be evaluated.	It assessed procedural and attitudinal content.
Mind map	A person's way of a knowledge was graphically represented.	It was considered that it can be represented in many ways, and practically personal. Sorting general-to-specific information.	Basically we worked with concepts, in its variant of sequential maps could evaluate processes.
Portfolio	Dated and commented documents were collected, which allowed us to see the development of learning.	It included feedback and correction of the papers, a classification of the documents and a conclusion of the portfolio.	Conceptual, attitudinal, and procedural content is evaluated, especially its evolution over a period of time.
Report	The problem-solving process was documented and filed.	It was developed through the resolution process, not in the end.	It mainly reflected the concepts, processes and

Header	Realization of table or matrix where I relate quality standards with respect to the points to be evaluated.	It should have included approaches, guesses, charts, tables, results, comments. He identified the characteristics to be observed. The scale type was chosen and determined the requirements to each level.	skills put into play during problem solving. Like the checklist it was common to evaluate procedures and attitudes, based on a wide range of content.

Source: (Torres, 2004)

According to the survey applied to the 22 teachers of the Ena Ali Guillém Vélez Educational Unit, it was obtained that there is a high incidence of sending schoolwork home, indicating that this traditional evaluation method prevails, as shown in Figure 1.
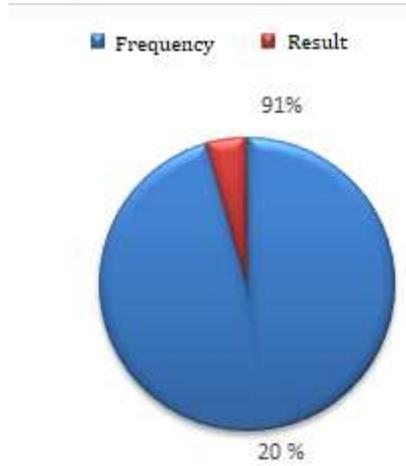

Figure 1. Schoolwork sent home

91% of teachers surveyed responded that they send tasks frequently, only 2 indicated that they do not, noting that they continue to develop the traditional method.

There is a Ministerial Agreement (Ministry of Education of Ecuador, 2016), which guides the hours intended to perform tasks, as shown in Figure 1 in the Educational Unit teachers do not comply with the regulations leaving tasks that prevent the student from enjoy their time, and over-performing will lead to the schoolboy's harassment.

In the graph in Figure 2, it is observed that the majority of teachers say that they do not send tasks on weekends, holidays or holidays representing 55% of the sample, although it can be shown that tasks are still being sent to students and can affect the tiem to perform other activities.
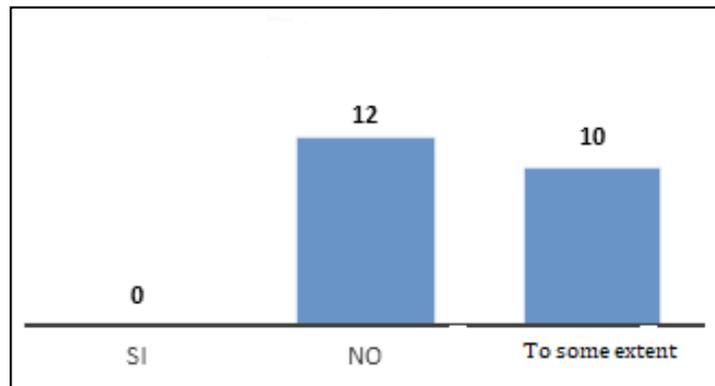

Figure 2. Tasks submitted purposes week, holidays and holidays

In the Educational Unit teachers rely on different parameters to evaluate school work performed at home, consider as more relevant factors: the timeliness of delivery, and creativity, being aware that they can be performed or not by students, and the least frequent is the scientific basis as shown in Figure 3.
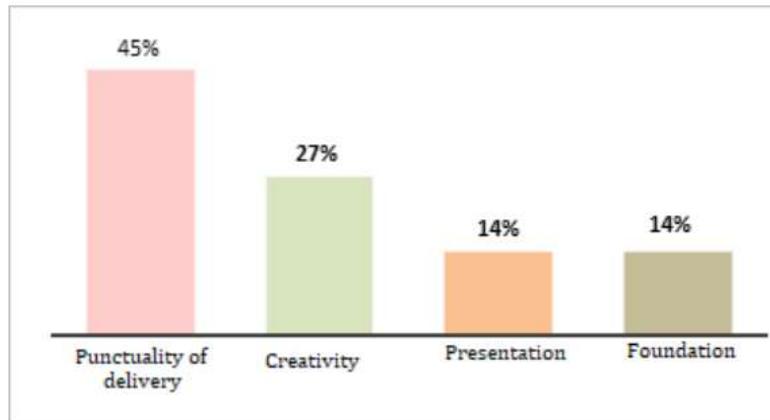

Figure 3. Parameter sused for evaluar the tasks sent home

It can be seen that the majority of teachers use as a fundamental parameter the punctuality of delivery that represents6 qualifies creativity with 27%, 3 the presentation with 14% and 3 the scientific foundation with 14%. Noting that one of the parameters that affect the teaching-learning process such as scientific foundation and creativity are not considered in the evaluation process, being a constant weakness in the educational system.

The results show that teachers are aware that most students are not the ones who actually perform the task, which cannot be designed to be the parent doing it, but must nevertheless be built and requested in such a clear way which and allow parents to get involved and have a few moments of encounter with their children in favor of their training process, being only guides to learning. The credibility that the student actually did the task should be the factor in assessing the efficiency of the activities sent home.

Teachers stated that parents show no resistance in home-run activities as seen in Figure 5, however there are situations that may vary this scenario, as it is palpable that there are parents who get upset when they teachers send for example models, or other jobs that demand more time to be elaborated, expressing their complaints saying that all these jobs must be prepared in classes under the tutoring of the teacher in charge of the subject.
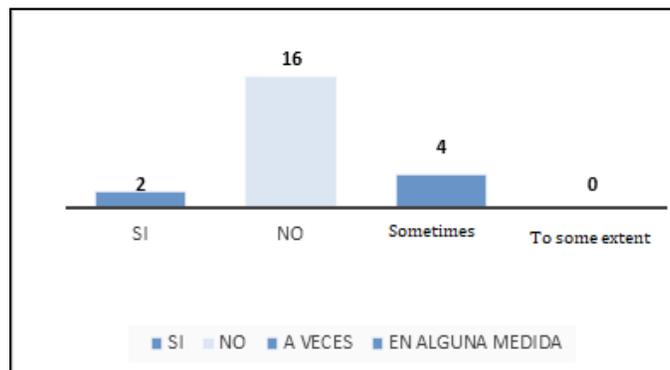

Figure 5. Parent resistance by sending homework

Figure 5 shows that 2 teachers, representing 9% consider that parents if they resist sending tasks, 16 with 73% have not put resistance, 4 with 18% responded that sometimes, and none answered the option to some extent.

Teachers consider that time in class is insufficient, which is why they end up sending homework for parents to complement that knowledge; however there is a disagreement since parents do not have the obligation or knowledge to fill those gaps that the teacher does not delve into classes, and as for the organization of time it is the teacher who must properly carry out their daily class planning, because if you are used to improvising you are against your ethics as a professional.

Figure 6. Dedicated time to review tasks

As shown in Figure 6, 41% teachers indicated that if enough is enough time for the class to do their homework, 6 of them with 27% said no and 7 representing 32% said that to some extent.

As is demonstrated by the need for time in the classroom do not comply with the regulations of the Ministry of Education causing a problem that has a negative impact on the integral training of students, so it is proposed strategies with new assessment approaches to engage students in the teaching-learning process in an effective, efficient and comprehensive way.
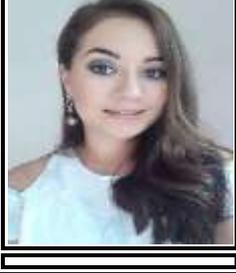
Conclusion

It has been found that most teachers still evaluate in a traditionalist way, being the one who imposes their teaching and the students only obey, conspiring with the learning process when receiving a mechanical teaching, not being the main protagonists because the teacher does not have enough time to consciously grade each task.

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