



Self-Assessment and Coevaluation on Learning Process in Eloy Alfaro General Educational Unit



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Abstract

The purpose of this article is to determine the application of self-evaluation and co-evaluation in the learning processes in the General Educational Unit “Eloy Alfaro” of the Chone canton. The results of the information presented in this section were obtained through exploratory and field research, taking teachers and students as a sample by means of the survey as an information collection technique. To process the data, the methods of analysis and synthesis, statistical, inductive-deductive, which provided the inputs for the analysis and interpretation of results, have also used, and bibliographic sources were used to support the research process that contributed to the knowledge. This allowed us to conclude that the teachers of the Eloy Alfaro General Educational Unit frequently apply the hetero-evaluation and rarely make use of the self-evaluation and the co-evaluation to assess the learning process of their students, to fully evaluate the students, it is necessary to integrate the different evaluation styles, in this way a more fair and equitable assessment will be made taking into account the point of view of the student himself and his classmates, and not only the criteria of the twelve.

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1 Introduction

Given the advances facing the knowledge society, 21st-century education is obliged to ensure the development of the new generation. Within the framework of responsibility, of being competent, innovative and committed to the improvement of educational quality, to achieve that it is necessary to address the types of evaluation that have applied in classrooms and that lead to the improvement of learning. Vargas (2012), defines the evaluation as the act that consists in issuing a value judgment, based on a set of information about the evolution of results of a student, in order to make a decision.

At present, both in the international and national context, education is in a time of restructuring and transformation, because of the change in perspective and challenge, a student-centered model has proposed. This transformation implies changes, alternatives, research, and innovation in the teaching-learning process. In this context, evaluation becomes a tool not only to assess achievement and progress but also to guide learning, being a fundamental factor in the prospective and continuous improvement (Evaltrends, 2011).

The continuous improvement of the management processes and evaluation of curricular practices have led a group of professors from the University of Alicante in Spain to develop a mixed evaluation model that combines the verification of the acquisition of skills by students with the satisfaction of the agents involved in this process, including academics, tutors, administrative staff and services. With this mixed evaluation model, it was possible to take the step from a static evaluation to a dynamic evaluation, which goes beyond the measurement of the assimilation of knowledge to enter the field of the valuation of the acquisition of a series of competencies previously defined by the teacher responsible for the subject of study (Callado, 2011).

Historically, the final stage of learning has corresponded to the final evaluation and has closely related to the passing of an objective test in which the student had to demonstrate the acquisition of knowledge (Rosales, 2000). Therefore, student learning was contingent, on many occasions, on the evaluation method proposed by the teacher. At present, following the guidelines proposed for the European Higher Education Area, the teaching evaluation function does not end in the final evaluation, in the ultimate control of the assimilation or non-assimilation of a series of curricular contents and the development of competences. In fact, (Delgado & Oliver, 2006) consider that continuous evaluation is the optimal procedure to evaluate competencies, since, what is evaluated is the exercise of competition by the student in a constant way, which allows them to acquire significant knowledge.

In an investigation carried out in 2014 by María Ibarra and Gregorio Rodríguez, where the perception of teachers and university students in seven Latin American and Spanish universities. In countries such as Ecuador, Colombia, Guatemala, Honduras, Costa Rica, and Spain, was analyzed through the application of two questionnaires, one aimed at teachers and the other at students, obtained the following results:

When teachers and students have surveyed on whether or not participatory evaluation modalities are used, most of them indicate that the most commonly used modality is self-evaluation, followed by peer evaluation, with coevolution being poorly implemented (Ibarra & Rodríguez, 2014).

When specifying how the self-assessment has practiced, 30.7% of the teaching staff expressed the opinion that it has done through the assessment made by the students themselves about the extent to which they meet the evaluation criteria and critically reason that assessment and, less frequently, by means of the Identification and description of the mistakes made (26.2%). On the other hand, from the perspective of the students, 26% said that teachers ask them to provide solutions to the exercises and problems and correct them and, to a lesser extent, 21.9%, to assess whether they meet the evaluation criteria and critically reason that assessment. Likewise, students have less perception about the use of different types of self-assessment than that manifested by teachers (Ibarra & Rodríguez, 2014).

Around coevolution, respondents agree that this is the least used modality. In fact, 83.9% of the students stated that this modality of evaluation has not put into practice by the teaching staff, and 64.7% of the teaching staff has expressed in this same sense. In the case of Latin American teachers, 57.6% said they did not use this modality, compared to 88.9% of Spanish teachers. 80.8% of Latin American students demonstrated in this regard, compared to 93.1% of Spaniards (Ibarra & Rodríguez, 2014).

Each of the evaluation modalities represents a set of advantages and benefits that favor in different ways the development of student learning, as is found in the results of the research mentioned above, teachers do not put into practice all types of evaluation frequently, they prioritize one mode of evaluation more than others. Regarding the education system in Ecuador, three types of evaluation of student learning have handled, as well as reflected in the official Registry of the Organic Law of Intercultural Education (2012), in Art. 186.- Types of evaluation. The student evaluation can be of the following types, according to its purpose:

- a) Diagnostic: It is applied at the beginning of an academic period (grade, course, term or work unit) to determine the preconditions with which the student enters the learning process.
- b) Formative: It is analyzed during the learning process to allow the teacher to make adjustments in the teaching methodology, and keep the actors in the educational process informed about the partial results achieved and the progress in the integral development of the student; and,
- c) Summative: It has carried out to assign a totalizing evaluation that reflects the proportion of learning achievements achieved in a grade, course, and term or work unit.

From the analysis of Art. 186 of the Organic Law of Intercultural Education (2012), It is evident that in the evaluation system of Ecuador the method of evaluation is proposed according to the purpose (diagnostic, formative, summative), and does not arise the use of the modalities of evaluation according to the agents (hetero-evaluation, self-evaluation and coevaluation). However, in several institutions of the country, if applied, teachers are aware that these evaluation modalities have their benefits at the time of building meaningful learning. The present investigation arises from the need to investigate the reality that is lived in the classrooms with respect to the evaluation process, allows knowing if the self-evaluation and the evaluation have applied in the teaching-learning process. In addition, this is an interesting project, since it shows the impact of the different evaluation processes to improve learning in the classroom and allow teachers and students to be aware of their successes and mistakes.

Although several teachers who have immersed in the Ecuadorian education sector apply self-assessment and co-evaluation as strategies that reinforce the authentic evaluation of learning, there are institutions in which these evaluation modalities have not yet applied or put into practice. Infrequently, this contradiction has been witnessed in the Eloy Alfaro General Educational Unit, located in the Chone canton, in the province of Manabí. This research aims to modify the reality of the problem, through it, precise strategies and techniques have provided that has been applied to achieve a comprehensive evaluation process in the classroom, which allows the actors of the educational process to reflect on their own performance. By carrying out this study, it has concluded that teachers of the Eloy Alfaro General Education Unit frequently apply hetero-evaluation and rarely use self-evaluation and evaluation to evaluate the learning process of their students, even though they are aware of the importance of the latter to improve the educational process.

2 Materials and Methods

The present investigation was of exploratory and field type has carried out in the General Educational Unit "Eloy Alfaro". Went to the place of the facts to obtain the data and give a solution to the problem posed, resorted to bibliographic research, which allowed the collection of information from books, journals, theses and digital scientific articles to support the research process as a contribution to knowledge. The information was collected from teachers and students through the survey technique and the questionnaire as a data collection instrument that provided the inputs for the analysis and interpretation of results (Hernández *et al.*, 2010).

In order to process the data, the statistical method has used, in the results and discussion and interpretation phase, the method of analysis and synthesis was used. The information that was compiled to obtain truthful results was subjected to the reflexive and critical attitude on the part of the researchers; allowing the information prior to the conclusions to facilitate the understanding of the issue raised (Hernández *et al.*, 2010). In equation (1) the calculation of the first sample (students) with which we worked in the present investigation has observed:

$$n = \frac{(z^2)(P)(Q)(N)}{(z^2)(P)(Q) + (N)(e^2)} \quad (1)$$

According to Murray & Larry (2005), a sample of 58 students and 10 teachers of which has obtained as a result of the development of the research has obtained.

3 Results and Discussions

The evaluation process is a necessary factor in the classroom and a determining factor in the improvement of student learning processes. Stufflebeam & Shinkfield (1995), consider that evaluation is a complex but inevitable process. It

is a positive force when "it serves progress and is used to identify weak and strong points, and to tend towards improvement."

Every process that is assumed as an institutional evaluation has as an indispensable requirement and condition the participation of the educational community from there that the evaluation has as its fundamental characteristic self-evaluation" (González & Ayarza, 1997).

The evaluation process

The evaluation is the path that leads to the reflection of the educational task; it seeks the improvement and improvement of the integral capacities of both students and teachers. Bordas & Cabrera (2001) state: The evaluation, included in the same learning act, implies a greater understanding by both the teacher and the student about what is being done, as well as the knowledge of the reasons for the errors and successes that occur. The evaluation act, from this perspective, rather than a process to certify or approve, is placed as a participant, as a learning optimizer contributing to provide relevant information to introduce changes and modifications to do better what is being done, to evaluate is not to demonstrate, but perfect and reflect (Bordas & Cabrera, 2001). The educational process needs to be constantly evaluated, since this allows both students and teachers to take timely control of their performance in the classroom, and this, in turn, helps them to monitor their progress, and apply corrective measures if it were necessary, to strengthen the educational process.

Types of evaluation according to the agent

There are different types of evaluation, according to different aspects, however, in work the types of evaluation have been analyzed according to the agent. The evaluation agent is understood as the one who evaluates, in this sense (Tuarez *et al.*, 2019), affirms that the integral evaluation is one that encourages the participation of teachers and students through hetero-evaluation, co-evaluation and self-evaluation, giving greater opportunity that the results are effectively used in the improvement of learning, teaching and training in general.

Straight evaluation

It allows the student and the teacher to identify the deficiencies that need to have reinforced before moving forward with the learning process, supports the planning of the objectives, appropriate to the needs of the students. According to Casanova (1998), Straight evaluation is the evaluation that a person performs on another: his work, his performance, his performance, etc.; therefore, it can be affirmed that this occurs when a person, group or institution evaluates another person, group or institution, or its products. Straight evaluation is the evaluation that the teacher usually carries out with the students, it is an important process in teaching, rich for its data and for the possibilities it offers and, of course, complex due to the difficulties involved in assessing the actions of others. The straight evaluation also allows teachers and students to work on the design of remedial activities, aimed at students who need them to consolidate their learning and improve the development of their integral capacities.

Self-appraisal

Self-appraisal develops the learner's autonomy and makes him responsible for his own learning, makes him aware of the value of his contributions to the group and emphasizes the learning process rather than the results (Ibarra & Rodríguez, 2014). With the self-evaluation, the student is encouraged to reflect on their own learning and the shortcomings that interfere with their development, thus stopping being able to apply the measures that help to improve the said situation. Herrera (2001), affirms that self-evaluation is a form of shared evaluation between the teacher and the student, where the concerted effort between the parties, stands as a guarantor of the clearest objectivity. The self-assessment also allows the teacher to verify the sincerity that each student has when analyzing their own achievements and failures and being aware of them.

Co-evaluation

Co-evaluation helps to plan your own learning, identify strengths and weaknesses from the observation and determinations of your own study partners. Sanmartí (2007), affirms that co-evaluation or co-regulation is the

contribution of students, together with the evaluation carried out by teachers, to the process of self-evaluation or self-regulation proposed in the first place, the true engine of meaningful learning. In this way, he understands the evaluation as a three-way process in which the vertices of the triangle formed by the teacher, the student and the other classmates interact.

Co-evaluation proposes students to participate in their own learning process and the rest of their classmates through the expression of critical judgments about the work of others. Somervell (1993) and Topping (1998), affirm that the distinctive feature of the co-assessment is that it actively involves students in decision-making for evaluation. Teachers and students, together, clarify the learning objectives and define the criteria or standards for their qualification. Both parties interact to achieve the shared objective of developing a consensus assessment. Co-assessment is a process shared between students and teachers, where both parties become aware of the advances and delays obtained in the teaching-learning process, and this leads to decision-making for the reinforcement of skills and the correction of errors that can affect the process in the classroom.

Comprehensive evaluation in the learning process

For the evaluation of the teaching-learning process to be effective and comprehensive, Ruiz (2009), affirms that different evaluation strategies must be used, such as project development, case analysis, formulation and problem solving, the evidence portfolio, among others. Use various evaluation tools should have such as exams, checklists, observation guides, and rubrics. In addition, it is necessary to combine different sources of information on the evaluation of the agents involved in the process (teacher-student-head of academy-students-classmates) to create a complete evaluation system that allows continuous feedback.

There are different techniques and strategies that have been applied in the classroom, the same ones that are aimed at ensuring that there is a comprehensive evaluation of the learning, teachers have to inform and train on these techniques so that they are able to provide your students a fair evaluation of all their abilities. Thus, it is also important to keep in mind that the evaluation process must take into account the different types of evaluation that have been applied in the classroom since in this way there will be more options and more opportunities to measure the learning acquired by students from different criteria and points of view.

With the theoretical analysis, the results obtained in the present research carried out in the General Educational Unit “Eloy Alfaro” of the Chone canton are disseminated through the survey, which was applied to teachers and students of the Unified General Baccalaureate. These data served as the basis for conducting an in-depth analysis of the real situation within the application of self-assessment and Co-evaluation in the learning processes in the institution in which the research was conducted. Next, the found findings that allowed supporting the stated objective are detailed. In figure 1. What type of assessment do you use frequently to evaluate the learning process?

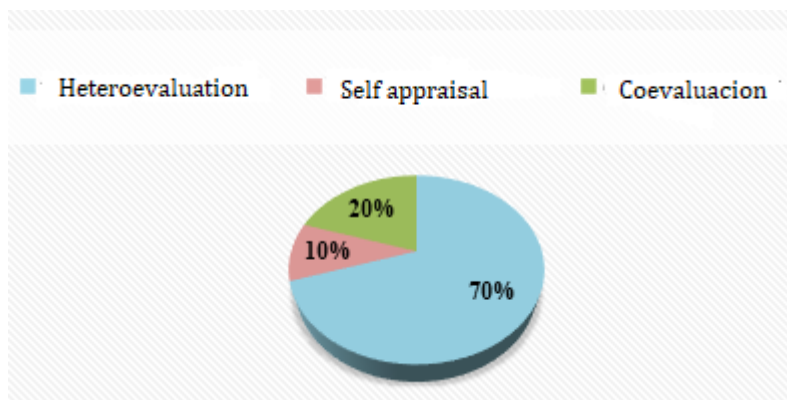


Figure 1. Question 1 of the survey applied to teachers

Figure 1 shows that 70% of the respondents stated that they frequently use hetero-evaluation, while 20% said they applied the evaluation and 10% responded that they used the self-evaluation. With this data it is verified that the self-assessment and evaluation are frequently applied in the classroom, these data are supported with figure 2 described, shows if the self-assessment and co-evaluation improve the process of learning.

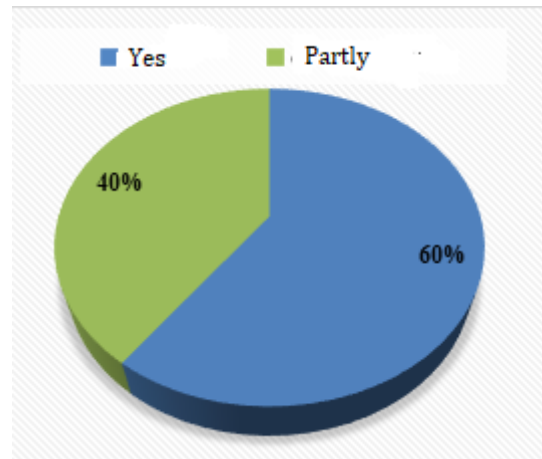


Figure 2. Question 2 of the survey applied to teachers

As can be seen in figure 2, 60% said that if they consider that the application of self-assessment and co-evaluation improves the learning process, compared to 40% who mentioned that in part. In view of these results, it has proven that the majority of teachers have knowledge of the need to apply self-evaluation and co-evaluation to improve learning and despite this; they apply hetero-evaluation more frequently.

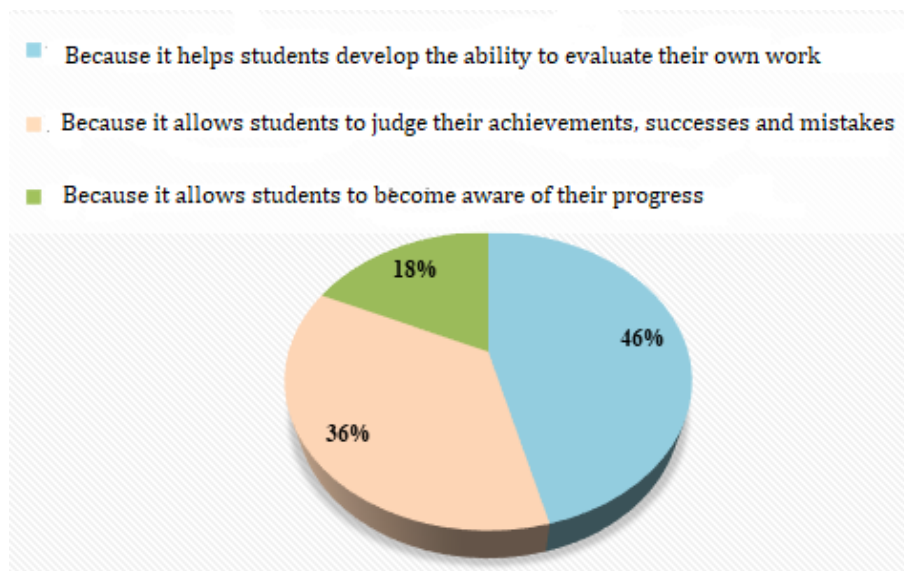


Figure 3. Contributions of the evaluation and coevaluation to the students

Data have obtained from the surveys applied to the students, where it is shown that they have knowledge of the advantages of self-evaluation and co-evaluation to improve learning; this can be seen in Figure 3 in addition to why self-evaluation is important in the process of learning. As seen in Figure 3, 46% mentioned that self-assessment is important because it helps students develop the ability to evaluate their own work. Likewise, the students expressed their knowledge about the influence of coevaluation in the learning process, which has shown in figure 4.

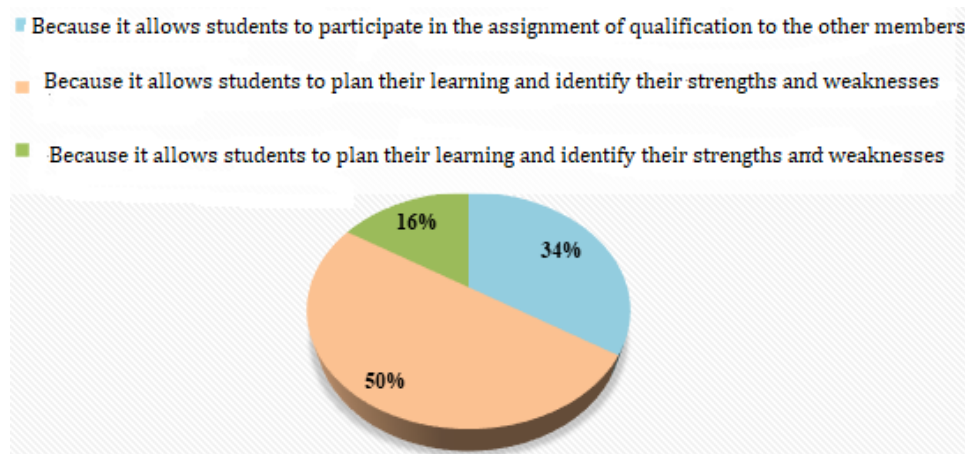


Figure 4. Co-assessment is important in the learning process

As can be seen in Figure 4, 50% of respondents stated that co-assessment is important because it allows students to plan their learning and identify their own strengths and weaknesses. Self-assessment and coevaluation are determining processes in the development of learning that seek to improve it, through the analysis and reflection of the performance of both students and teachers in the classroom. According to [Mendoza et al., \(2019\)](#), related research on the evaluation of learning and the training of students, provide results from different theoretical foundations. Where the need to assess the student in an integrated manner has raised and in general it has advocated that students learn to evaluate the processes of your training and become aware of the achievements and that the evaluation has focused on the usefulness of learning rather than content.

Given this, [Condemarín & Medina \(2000\)](#), who promote authentic evaluation whose livelihood is to apply the evaluation as something every day, integrated into the learning activity. Accordingly, ensure that evaluation contributes to regulating the learning process through instances of self-evaluation and co evaluation. That is, it allows us to understand feedback and improve in its different dimensions and, consequently, offers the teacher and the teaching team the opportunity to visualize and reflect on the impact of their own educational practices, which in particular, result in the improvement of the quality of the learning built by the students. While it is true that the application of self-assessment and co evaluation is of utmost importance from the view of the aforementioned authors, this is in contrast to the results obtained, since most teachers apply hetero-evaluation and do not give it due importance. That the self-evaluation and co evaluation processes have in the educational process, this is because they are possibly unaware of the value of these types of evaluation for the improvement of learning.

For their part, [Castillo & Cabrerizo \(2003\)](#), report that in order to be effective, the self-evaluation must be periodic, so that the student progressively checks his or her level of learning while being able to reorient it. Therefore, it is a tool for planning the learning process available to the same student, which modulates intensity and frequency according to their needs. Although the aforementioned authors make clear the importance of frequently applying self-assessment and co-evaluation in the teaching-learning process, the results obtained show that a large number of teachers apply these processes from time to time, despite that as analyzed, they are aware that self-assessment and co evaluation improve the learning process.

This has been explained by the lack of interest that many teachers have to innovate, apply new types of evaluation, and only try to apply the traditional hetero-evaluation model, which is not that it is negative, but it certainly gives better results if it is accompanied by processes such as self-assessment and co-evaluation. Citing again [Condemarín & Medina \(2000\)](#), they highlight the importance of self-assessment and the assessment of learning within the classroom as something every day, where the student himself monitors and regulates his process, in addition to the determination of goals and evaluation criteria in conjunction with your teacher.

What these authors mention has related to the results obtained, where the students investigated assume that self-assessment and co-evaluation are important because it helps them develop the ability to evaluate their own work and allows them to plan their learning and identify their own strengths and weaknesses. In this way, they are clear that the learning process would benefit from applying self-assessment and co-evaluation; however, as mentioned above, teachers do not do it or do very little. This is where one of the most common problems in the classroom, students with low academic performance, because they are evaluated under the same type of evaluation and other criteria such

as their own or those of their peers are not taken into account, and only evaluated from the look or teacher perspective.

In this age of knowledge, teachers cannot continue with the idea of applying a single type of evaluation and forget that they have different human beings under their guidance. Each with their own abilities and learning styles, so with this study it has proved that the Learning process needs to have constantly evaluated, using the different types of evaluation, aimed at seeking recognition of errors that occur in learning and timely correction of them. Because of the study, it has been seen that in the Eloy Alfaro General Educational Unit, teachers do not frequently apply self-assessment and co-evaluation despite the fact that their students need these processes to periodically verify the successes and mistakes of their performance and thus improve their learning process.

4 Conclusion

Once the theoretical bases of the theme proposed for this research have analyzed and the results obtained have concluded, it has concluded that:

BGU third-party teachers of the Eloy Alfaro General Educational Unit frequently apply hetero-evaluation and rarely make use of self-evaluation and Co-assessment to evaluate the learning process of their students, although they are aware of the importance of the latter to improve the learning process.

Self-evaluation and co-evaluation improve the students' learning process because it allows them to evaluate their own work, plan their learning and identify their own strengths and weaknesses.

To fully evaluate students, it is necessary to integrate the different evaluation styles, in this way a more fair and equitable evaluation will be carried out taking into account the point of view of the student himself and his classmates, and not only the criteria of the teacher.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.






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