

Editorial



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Evaluation is an essential scenario for generating useful information, enabling informed decisions to improve educational institutions and teaching and learning processes.

Human beings are constantly evaluating the value given to certain objects, acts or situations. However, it is necessary to systematize, develop criteria and adapt the evaluation processes, techniques and instruments in each of the situations to be evaluated, so that this information generates relevant and timely evidence that allows a decision-making that is more suitable to each context.

Traditionally, evaluation was seen as a rigid process, aimed at certifying knowledge or standards, unrelated to the reflection and participation of the groups involved. However, even though traditional assessment remains present, more and more evaluation experiences are developing, focused on the process and improvement and opened to the participation of all the actors involved.

In recent decades abundant literature about evaluation has been produced in different areas. Thus, the objective of this monograph of the Journal “Alteridad” is to contribute to the analysis and discussion of theoretical and practical aspects related to the institutional and pedagogical evaluation processes in Higher Education, as well as to share the possibilities and limitations of experiences developed in different contexts and under different theoretical approaches.

The first article of the **Monographic Section** “Trends in formative and summative student assessment in Web of Sciences”, presents a literature review with the aim of collecting the scientific production of the last decade on formative evaluation, as a complex and social model, against the more operational and individual summative evaluation through the Web of Science database. The results yield a number of research on formative evaluation that is significantly higher than research on summative evaluation. It is also noted that the evaluation of students continues to be an object of current research.

Following this line, the study “Representation of evaluation at school: a professional social learning” explores the place of evaluation in initial teacher training, specifically with the intention of going beyond the traditional technical-instrumental approach. In this context, a qualitative research is presented, which deepens on the social representations of the evaluation in future and unexperienced teachers. The study concludes that representation on evaluation is dynamic and, to a large extent, is based on professional social self-learning, developed both in higher education and in educative institutions. It is inferred the incidence of different actors in school communities in teacher literacy on evaluation, replacing the underlying emotional dimension, while evaluation is directly linked to consequences derived from the authority role of the teacher in the classroom.

For their part, the authors of the article “Collaborative curriculum feedback, characterizing the resonances of student experiences” address the need for university institutions to consider the participation of students in the development of their improvement processes. It is a qualitative research with a phenomenological point of view, and it uses the field diary and focus groups for generating information. At the same time, it expresses the value of the different experiences, understood as co-authors of the training developed in these institutions, for adjusting the proposals of the curricular components and improving the quality of the didactic process.

Regarding the article “Assessment practices in three physical education courses in South America”, analyzes and compares the moments and functions of the evaluation in three courses of teacher training in Physical Education (Ufes/Brazil, Cesmag/Colombia and Udelar/Uruguay). It is characterized by a mixed method investigation that is explanatory sequential. Its main results show an influence of the concepts that these countries have on evaluation, and that disciplines imply the fulfillment of the requirements of the evaluation instruments, bypassing other aspects such as the definition of criteria, functions, agents and/or moments of evaluation. The continuous training of teachers in terms of evaluation is one of the best options to solve these problems and promote teaching improvement.

Finally, the objective of the research entitled “Changing evaluation: a must in times of uncertainty” proposes solutions to essential problems affecting student learning and educational performance, especially those related to critical thinking at the University. The author, through a qualitative methodology, shows that evaluation is an idiosyncratic and contextualized practice; that the lack of teacher training is a factor that affects the concepts and practices of evaluation; and that the participatory evaluation emerges in this context. At the same time, the author concludes that assessments at the university level focus more on evaluating learning, rather than on how evaluating and the reasons for evaluating.

In the **Miscellaneous Section**, articles basically focus on value education and citizenship training, which are necessary themes during pandemic, in which most of the values that had oriented teachers during the last decades are being resignified; some of these are references for further research at the international level: the axiological hierarchy raised in the pre-pandemic opens up the possibility of comparative studies with post-pandemic values; as well as the need for socio-emotional formation in view of the announced post-pandemic and trans-humanist era.

The first article “Analysis of values of adolescents in Salesian educational schools in southern Spain” considers, on the one hand, that the hierarchy of values determines the actions and decisions of the individual; and, on the other, that adolescence constitutes a key age for axiological elections. A remarkable element of the methodological design, with a quantitative design and descriptive scope, is the use of the value test developed by the research group “Emerging values, social education and educational policies” of the University of Granada, proposed by Gervilla et al. (2018), a reference in the subject of values. There is a better look of the affective, moral and individual values, in disregard intellectual values and political participation, as well as a greater satisfaction observed by women.

On the other hand, a research-action, “Teenagers at school: reflection groups upon the practice of citizenship”, shows the discussion of a group of adolescents from the State of São Paulo-Brazil, as an alternative to active citizenship. Among the topics discussed are self-knowledge, the role of school in society, family relations, health, gender relations, inequality, racism and injustice, among others. This is a contextualized experience rather than an emotional or subjective description; in addition to promoting articulation with new knowledge, it has allowed its implementation in school and other



contexts. The description of experiences like this is important to alert education professionals to the new routes that will be observed in school or in other contexts.

In the same line, “Lexical repertoire of teachers on democracy, citizenship and human rights”, describes from a qualitative approach the use of the main words on citizen formation used by History, Geography and Social Sciences teachers in Chile. The results show that the most widely used words around citizenship are respect, law, duties and individuals; in relation to human rights these are respect, rights and equality; and with regard to democracy these are claim, violation, constitution and grouping. While citizen training has become a key focus for the Ministry of Education, the authors argue that there are substantial differences in the words formulated in plans and programs. The study opens the discussion on the teaching of citizenship in this context.

In the article “Value of Respect for Quichua Language and Culture: concept of Sumak Kawsay”, based on the conceptions of good living (Sumak Kawsay), the authors investigate the common and differentiating values between the opinions of indigenous teachers and the contents of school texts used in Ecuador, related to respect for language and Quichua culture. The study is carried out in the Ecuadorian indigenous context. The results of the qualitative research mention that both teachers and educational materials convey the value of respect for the Quichua language and culture, particularly thanks to the policy of implementing intercultural bilingual education. The scope and challenges involved in good living in Ecuador and, above all, the bond created between students, educational agents and family make it significant.

The miscellaneous section finishes with the article “Environmental education as a strategy to face climate change”; an article that, in the face of the environmental crisis lived by humanity and the efforts it makes for greater socio-ecological resilience, proposes to determine the validity of an environmental education as a strategy that contributes to the reduction and adaptation to climate change. From a mixed approach, this study presents the results from three sources: student survey, teacher survey, and interviews with the authorities of three educational institutions. The issue of environmental education is not only original and relevant to the current situation, but to future generations.

Although the monograph on educational evaluation is a discipline that has been consolidated for decades, it remains being a major innovative challenge today in line with the changes that are being generated in the learning teaching process, basically due to the pandemic and the increase in the use of technology. Similarly, value education raises questions like what are these values? does humanity need an education based on values? is it possible to refer to re-significance of values? what is the role of educational institutions, authorities, and family in value education?, among others. In this sense, this number of “Alteridad” leaves open new questions for future research. With the development of the vaccine, the possibility of returning to face-to-face classes is discussed; however, it will never as it used to be.

Readers and researchers are invited to continue submitting their manuscripts to be arbitrated in “Alteridad”.

