

## **Teacher collaboration and review of evaluative practices.**

### **An accelerated possibility in pandemic.**

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#### **Summary**

The complexity from the pandemic reveals limitations of higher education and accelerates rethinking about practices and their transformation. The evaluation of learning becomes central since the accreditation processes put pressure on the practices themselves. Faced with the challenge of adapting the evaluation to the new context, within an inclusive framework and democratization of knowledge, teachers meet to share experiences and instruments, questioning their own evaluations and adapting and adopting solutions from colleagues. A proposal for virtual workshops developed between 2020 and 2022 encouraged collaborative analysis, production, peer evaluation, and reflection on evaluation practices at six national universities in Argentina. The workshops promoted enriched proposals among peers. The instruments were reviewed from the relevance to the purposes, the clarity in the formulation of slogans, the cognitive challenges demanded and the agreement to be built around assessment criteria. The monitoring offered by the pedagogical advice made it possible to question what was given, calm the immediacy produced by the criticality of acting and promote improvements throughout the workshops. The technologies enrich the evaluative proposals so that they have an inclusive sense and the democratization of knowledge.

**Keywords:** Higher Education, Evaluation, Collaboration

#### **1. Introduction**

The complexity of the present challenges us, especially since the pandemic. The limitations of higher education reveal situations under discussion and accelerate rethinking about practices and their transformation, while it is a central purpose to sustain an inclusive framework and democratization of knowledge.

One of the urgent problems is the evaluation of learning. Reviewing ritualized practices is nodal: from instruments focused on permanent examination to corrections focused on assigning grades without feedback, they need to be reviewed, re-imagined, put back in accordance with the purposes of teaching.

The challenge of adapting the evaluation to the new context generates teachers who meet to share experiences and instruments, questioning their own evaluations and adapting and adopting solutions from colleagues.

Between 2020 and 2022, virtual workshops for analysis, production, peer evaluation, and reflection on evaluation practices were held at six national universities in Argentina: University of Buenos Aires, National University of Tucumán, National University of Catamarca, National University of Villa María, National University of Missions and National University of San Luis. They reached more than 500 teachers with the monitoring of a pedagogical advisory team that addressed the problem through collaborative work proposals.

## **2. Theoretical Framework**

The dilemma posed in the pandemic was whether students should be evaluated for accreditation purposes (Lipsman, Necuzzi, & Salvatierra, 2022). The evaluation generates information and allows teachers and institutional and political decision-makers to review what has been done and plan for the future. But anticipation is not possible in emergency situations. Then formative evaluation takes center stage (UNESCO, 2021), as a range of formal and informal activities that teachers conduct during the teaching processes to improve learning (Scriven, M., 1967). When the evaluation also takes place in virtual contexts, ICTs can enrich practices, posing the challenge of generating new proposals (Lezcano and Vilanova (2017).

## **3. Method**

The experience presented articulated analysis, reflection and co-construction workshops of evaluation instruments with educational research objectives in the university . The latter illuminates the practice as shared teaching requires multidisciplinary work with broad perspectives.

A qualitative methodology was used from the interpretative hermeneutic paradigm through an action research device (Elliott, 1993), materialized through virtual workshops.

Through action research, teachers achieve a critique of their own practice. In a first phase, the deconstruction of evaluation practices forces us to review the evaluation instruments themselves, through self-examination. There, practices are questioned, analyzed and justified. In a second phase, the practices are reconstructed so that there is a dialogue between theory and practice. Finally, the validation of what has been carried out takes place through a shared perspective with colleagues, in the search for alternative practices.

#### **4. Results**

The workshops promoted proposals enriched by collaborative work between peers. The task helped to review the instruments from the relevance with the educational purposes, the clarity in the formulation of exam instructions, the cognitive challenges demanded of the students by the activities and the necessary agreement to be built between teachers around the assessment criteria. and rating.

The monitoring offered by the pedagogical advice allowed to question what was given, calm the immediacy produced by the criticality of acting and promote improvements in the instruments, reformulated throughout the workshops. The workshop work had moments of personal reflection, others shared between participants and personalized feedback from the pedagogical team that sought to recover the specificity of the disciplinary contents at the higher level.

The formative evaluation occupied a key space as a provider of evidence balancing the evaluation for the qualification. ICTs favored the spaces where said evidence can be manifested in an innovative way.

#### **5. Discussion**

One of the most discussed topics was related to the centrality of multiple choice instruments and their validity in a virtualization context, their relevance according to the field of knowledge and type of content to be evaluated. The potential of other evaluative formats that provide consistent evidence on student learning was raised.

On said learning, it was reflected that people are diverse: not everyone learns the same or the same things, or at the same time, nor understands and perceives in the same way. Formative assessment appears as a possible option to enrich the range of evidence that can be collected in pursuit of educational justice (Thiery, 2022), a cross-cutting topic in teacher concerns about assessment.

#### **6. Conclusions**

Holding workshops to update teachers on evaluation of learning at the higher level in the context of a pandemic, from an action-research approach, favored the construction of evaluative pedagogical proposals and experiences with a view to educational improvement and transformation.

Collaborative work proposals were made possible by ICTs, as they favor co-construction and teacher collaboration by quickly conveying ideas, experiences and theories, in alternate formats where different teachers can build together specific proposals in an interdisciplinary way and with the pedagogical consultants and educational technologists.

## 7. Limitations and future research

Technologies enrich the evaluation proposals so that the heart remains focused on the pedagogical proposals (Necuzzi, 2018). Teachers require evidence of students' understanding, participation, appropriation and construction of knowledge so that all this can be part of the accreditation of knowledge. The articulation between formative and summative evaluation becomes key, since promotion and qualification regimes, normally rigid, prevent evaluative accreditation actions from being made more flexible. Improving the proposals for formative evaluation, giving them scope in massive classrooms and adapting them to the different disciplinary fields, constitutes an educational challenge for the future.

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