



La evaluación integradora en la formación humanística del educando del nivel educativo preuniversitario *The integrative evaluation in the humanistic formation of the student at the preparatory educational level*

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Resumen

La evaluación es un componente del proceso de enseñanza-aprendizaje que ha evidenciado cambios, encaminados a preparar a los educadores en la toma de decisiones didácticas en el Nivel Educativo de Preuniversitario. El propósito de este trabajo es la elaboración de una metodología para la evaluación integradora en el área humanística, que contribuye a solucionar las inconsistencias prácticas y a determinar métodos, procedimientos evaluativos, indicadores y niveles de apropiación de los contenidos para su concepción e implementación. La pertinencia y factibilidad de la propuesta se constatan mediante diferentes métodos científicos, que demuestran la posibilidad de su aplicación en la práctica pedagógica.

Palabras clave: Evaluación; Evaluación integradora; Formación humanística; Interdisciplinarias.

Abstract

Evaluation is a component of the teaching-learning process that has evidenced changes, aimed at preparing educators to make didactic decisions at the preparatory educational level. The purpose of this work is the elaboration of a methodology for the integrative evaluation in the humanistic area, which contributes to solve the practical inconsistencies and to determine methods, evaluative procedures, indicators and levels of appropriation of the contents for its conception and implementation. The pertinence and feasibility of the proposal are confirmed by means of different scientific methods, which demonstrate the possibility of its application in pedagogical practice.

Keywords: Evaluation, Integrative evaluation, Humanistic formation, Interdisciplinary.

Introduction

In today's world, educational systems are working to raise the quality of education as an essential element to achieve human progress. This issue in Cuba can be seen in the Guidelines on the Economic and Social Policy of the Party and the Cuban Revolution, approved in 2011, thus in the objectives approved at the National Conference, which have raised claims concerning education, as they point to "the need to raise learning to increase efficiency" (Communist Party of Cuba, 2011, p. 23-25).

In this sense, the treatment of evaluation in the development achieved by students in the fulfillment of the objectives in each subject, grade and level acquires significance. In the case of preparatory college, evaluation in the teaching-learning process has undergone changes in recent years; however, this subject has not been the most scientifically studied; hence the need to support the transformations that are systematically emerging from a solid theoretical-methodological support, in correspondence with contemporary approaches to pedagogy in the Cuban middle school, is still revealed.

The evaluation at this educational level deserves a particular look due to the existence of a teaching-learning process organized by knowledge areas. This presupposes an integrating didactic that involves each and every one of the humanities subjects to achieve the objectives set forth in the educational model. It is about an evaluative system, which in close relation with the other components of the teaching-learning process, allows to achieve a holistic vision of the results, which admits a timely and effective regulation based on the problems that emerge in the area of knowledge, from the relations of cooperation and collaboration between the educators who teach the different subjects. These ideas reveal the relevance of the subject.

From the studies carried out on pedagogical practice, the following limitations can be mentioned:

- The evaluative instruments are not always conceived from an integrative conception of learning in humanities subjects.
- The methodological orientations available to the teacher are not sufficient for the interdisciplinary treatment of integrative evaluation.
- The indicators for the integrative evaluation of the humanities that appear in the normative documents do not allow characterizing, as required, the levels of appropriation of the humanistic content in pre-university students.
- Evaluation methods that provide information on the results of the comprehension of the humanities content are not always appreciated.
- Educators have not been able to determine, from a coherent action, the interdisciplinary cognitive links to assess the humanistic training in Pre-university.

The search for alternatives and proposals to channel the solution of the referred problem led to the

bibliographic consultation of researches with contributions to the theory of integrative evaluation in Cuba. Among them, the works of: Cánovas, (2011); Machado (2011); Hernández (2012); Díaz (2013); Escalona (2013); Maldonado (2013); López (2013), Téllez (2014), Abiague (2016). Those who have favored the recognition of the importance of evaluation from the systematic evaluation of the learners' learning, the integrated evaluation, the general functions of the process of evaluation of the learner; however, they have not made incursions into the need to seek the links between the subjects of the humanistic sciences for the implementation of evaluation, which requires an interdisciplinary approach.

Consequently, a manifest problem is revealed between the need for an integrative evaluation, an aspiration of the formative model in the Humanities area of pre-university and the fragmented character of the evaluative system implemented by each of the subjects that integrate it.

The present work intends to propose a methodology for the integrative evaluation in the humanities area, which contributes to solve the practical inconsistencies.

Development

A methodology designed to contribute to solve the practical inconsistencies that limit the evaluation of the humanistic formation in the pre-university student is presented, from the relationship established between the humanistic objectives of the evaluation, the content in which humanistic integrating theoretical nuclei are worked, thus as evaluative methods with their respective procedures, indicators and levels of appropriation of the content to make the integrating evaluation concrete.

The methodology is structured in three stages: projection of the evaluation of the humanities; development of the evaluation of the humanities and control and redesign of the evaluation of the humanities. These stages, by complementing and interacting with each other, assume a systemic approach.

In the first stage, it is necessary to determine the theoretical and methodological aspects that educators need in order to understand the scope of the evaluation design it and implement it.

Among the actions proposed is the preparation of educators for the integrative evaluation, for which a training course was designed.

In the same way, the determination of the humanistic objectives of the evaluation is taken into account and the analysis of the objectives of the subjects, the precision of their scope in correspondence with the demands of the humanistic formation, thus determining the objectives at the level of the learner, are proposed as actions, among others.

First stage: Design of the integrative assessment.

The projection of the integrative evaluation should determine the theoretical and methodological aspects that pre-university educators need to understand the scope of the evaluation, design it and execute it. The following actions are considered as part of this stage:

I. Preparation of educators for the integrative evaluation. For the fulfillment of this action, a training course was designed.

- a) The projection of the evaluation will take into account the following aspects:
- Determination of the humanistic objectives of the integrative evaluation.
 - Accuracy of the contents of the integrative evaluation.
 - Selection of the methods of the integrative evaluation.
 - The actions and recommendations in each aspect are set out below:
 - Determination of the humanistic objectives of the humanities assessment.
 - The following actions are proposed for the determination of the humanistic objectives of the assessment:

II. Analysis of the objectives of the subjects and precision of their scope in correspondence with the requirements of humanistic training. This analysis constitutes a guide to the model of learner to which one aspires at the end of the educational level, so the integrative evaluation should contribute to that end. The following steps are recommended:

- Determine the implication of the humanities subjects in relation to the objectives of the degree.
- To assess the potential of the subjects from the theoretical cores in each grade and in correspondence with the selected objectives.
- To specify the humanistic objectives of the integrative evaluation.

III. Analysis of the objectives at the level of the learner. This should be done from the determination of the particularities and the environment in which the learner develops, so that the evaluation should contribute to the individual apprehension of the content by the learners, for which the following steps are recommended:

- Determine what the learner knows how to do and what he/she can do according to the environment in which he/she develops.
- Particularize the humanistic objective of the evaluation to the real potentialities and deficiencies of the learner.
- To analyze the individual objectives of the learners, needs, motivations, general and specific skills developed, thus the results they possess.
- The precision of the contents of the integrative evaluation.

b) In order to specify the contents of the evaluation, the following actions are proposed:

- Relate those contents that are directly linked to the humanistic integrating theoretical cores.
- To assess the knowledge directly related to the aspiration to be achieved in the subjects of the area.
- Determine the content of the evaluation based on the links and connections between the subjects resulting from the interdisciplinary treatment that contributes to the individual assimilation of each student.

- Establish the general and specific skills that must be worked on to achieve the integration of the content in the area.
- Delimit the content of the evaluation, according to the particularities of the learners and their social situation of development.
- To specify the content from a level of integration that offers criteria related to the state reached by the students in their humanistic formation.
- Determine the axiological and result potentialities of the selected contents.
- To select the generalizing contents for the integrative evaluation from the humanistic integrating theoretical nuclei in each grade and in correspondence with the selected objectives.
- Characterize the students from the levels of appropriation of the humanistic content.
- Define the indicators through which the contents contained in the humanistic integrating theoretical cores will be evaluated.
- Decide on the criteria to be taken into account for the use of the indicators for the integrative evaluation in the common contents of the subjects. Examples of the derivation of the objectives and determination of the contents of the integrative evaluation.

c. Selection of methods and procedures to be processed and used during the evaluation process. The following actions are proposed for the selection of the methods of evaluation of the integrative humanities:

- Determine the level of complexity of each method and the procedures required by each method in accordance with the objectives and content of each grade.
- Make adjustments to the requirements of the methods and the tasks associated with them, according to the particularities of the learners, determined in the diagnosis, thus the potentialities of the school environment.
- To select methods of evaluation of the integrative humanities that contribute to foment in the learners and in their group the emotionality to learn.
- Select the means to be used, according to the particularities of the content of the integrative evaluation and the evaluation methods used. Among the media that could be used are: literary works, particularly those contained in the Libertad Publishing Program, subject software, digital library, "The Fabulous World of Words" software, portable Spanish Cuba, maps, weather charts, sheets, bibliographic and non-bibliographic sources.
- Decide the criteria for the selection of the indicators to be used in the evaluation of the assimilation of the content from the actions of the method of evaluation of the integrative humanities.
- To establish the indicators for the integrative evaluation.
- To specify the characterization of the levels of appropriation of the humanistic content in the learners.

- Monitor the course of the selected integrative humanities assessment method at the different moments of its implementation, in order to take timely measures for redesign.
- To demonstrate to the students the usefulness of the work with the methods of evaluation of the integrative humanities from all the subjects of the area and the importance of their appropriation.
- To creatively adapt the methods of evaluation of the integrative humanities to incidental situations that may arise in the search, investigation and research of contents related to the humanistic formation.

Second stage: development of the integrative assessment.

The development stage of the integrative humanities evaluation process offers educators suggestions on how to proceed during the evaluation process, in order to obtain varied information on the sufficiency of the students' learning, based on the adjustments that were necessary to make to the planned actions in order to enable the transition from the actual state to the desired state.

The following actions are proposed:

- Adapt the humanistic objectives and the content of the integrative evaluation to the stages of the school course and to the evaluation obtained.
- To make the corresponding adjustments to the methods of evaluation of the proposed integrative humanities, according to the development of the learners, their particularities and the existing conditions in the school environment.
- To specify the integrative character of the content of the integrative evaluation.
- To orient the learners towards the humanistic objectives, the content, the peculiarities of the methods to be used during the evaluation process. In this action it is recommended:
- Create a favorable psychological climate, free of tensions, so that the learners can get involved in the evaluative situations.
- To carry out the general and personalized orientation, according to their individual particularities.
- Analyze with the students the specifications of the content, with emphasis on the most complex ones, to avoid demotivation with the evaluation.
- Orient parents on the process of evaluation of the students' integrative humanities, for which topics can be used in parent meetings, individual group conversations, home visits.

- Make the required adjustments in the level of demand of the humanistic contents of the evaluation, in such a way that they become challenges for the students to increase their learning through research and the search for new knowledge. Adjust the instruments in the planning and elaboration of others, according to the existing conditions at the moment of the evaluation. Establish indicators as criteria for the evaluation of the contents related to the humanistic formation common to the subjects of the area.
- Define the moment in which the students will be evaluated and the time available to perform the task, so that the students do not feel pressured or stressed during the process.

Third stage: control and redesign of the integrative evaluation.

The control and redesign of the integrative evaluation facilitates the knowledge of the development of the process, with the purpose of moving towards a qualitatively superior evaluation. The information emanating from the whole process is brought together to identify the possible causes that affect the results, both positive and negative, and to establish the appropriate decision-making. The following are considered fundamental actions in this stage:

1. Analysis of the information obtained with the application of the methods, procedures and techniques of evaluation of the integrative humanities used. For this action it is recommended:

- Select the methods, techniques and instruments to be used.
- Select the information obtained by each of the methods used.
- Correlating the information obtained by the different methods, so that the process of triangulation of information allows assessing the trend in the learner's development (if he/she is advancing, stagnating or regressing).
- To verify the information that could be contradictory or insufficient to make a judgment.
- Determine the factors that could have had a negative influence.

2. Identify potentialities and limitations of the learners. This action makes it possible to concretize the characterization of the learners and to fulfill the developmental function of the evaluation. It is recommended:

- Precise the levels of appropriation of the humanistic content of the learner from their individual particularities.
- Identify errors and possible causes, which together with the potentialities of the learner will allow a differentiated and personalized attention in the teaching-learning process.
- To value the implications of the evaluative results obtained in the axiological and attitudinal aspects.
- To make the characterization of the students, according to the results according to the level of appropriation of the humanistic content in which they are.

3. Determine the orientation actions for the students according to the characterization. These actions should be both to address potentialities and errors and should be oriented to stimulate the learners' learning, thus eliminating the possible causes of such errors. It is recommended:

- Determine progress, stagnation or setbacks in the teaching-learning process, with sufficient arguments to facilitate decision-making.
 - To select the continuity actions, so that the development of the learners is enhanced and their main limitations are corrected.
4. Involve learners in the search for evaluative actions that favor socialization, protagonism in decision making and that guarantee the purpose of the evaluation by becoming a constant flow of data collection that, when evaluated, propitiate new ways for progress.
5. To make decisions, based on the assessment carried out and the determination of actions to update the group and individual diagnosis.
6. To project ways for the evaluation of humanistic contents with interdisciplinary character that favor the learning of students with particular needs.
7. Promote criticism and self-criticism about the work done. For this action it is recommended:
- Promote the participation of students individually and collectively in making decisions that lead to reflection on the difficulties detected in the evaluation of their humanistic training.
 - Conduct exchange workshops at the different organizational levels of methodological work that redefine the interdisciplinary actions of the Pedagogical Collective in the area of Humanities.
 - To carry out socialization workshops for the presentation of group and individual integrative evaluative strategies.

This methodology allows concretizing in practice the proposed Didactic Model of the integrative evaluation in the area of Humanities and its socialization is recommended as part of the methodological work that is developed in each educational institution that attends the Pre-university as a teaching level.

Conclusions

The methodology for integrative evaluation in humanistic education in Pre-university, structured in three stages, offers actions and methodological recommendations that facilitate its implementation in practice. It contributes to overcome the practical limitations required by the educators of this level to design and apply the integrative evaluation. The methods applied benefited the preparation of educators for the implementation of the research results and corroborated the potential of the Methodology in order to transform the integrative evaluation of humanities subjects. The proposal offers possibilities of generalization to other areas of knowledge and admits its adaptation to other educational levels. The evidences obtained are illustrative of the potential of the proposal to transform the integrative evaluation in humanities subjects. This constitutes a useful tool in the transformations in the direction of learning by teachers. The interest shown by teachers to generalize the experiences, after the implementation of the methodology, is arguments in favor of its viability and effectiveness.

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