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Highlights

An Esthetic-Oriented Evaluation Paradigm

The Perilious Pandemics in South Africa

Practice of Educational Connoisseurship

Academic Environment in Higher Education

Discovering Thoughts, Inventing Future

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Evidence, Myths and Teaching Practices: The Case of Teaching Reading in Italian Schools

By Antonio Calvani, Paola Damiani, Sergio Miranda, Lorena Montesano & Luciana Ventriglia

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Summery- Scientific research into the best methods of teaching reading agrees that all pupils can benefit from a rigorous phono-syllabic approach. Nevertheless, global or ideo-visual methods exert a strong appeal to teachers and maintain a wide prevalence in teaching practices, even where the language has a high transparency as in the case of Italian. This paper presents the results of an experiment conducted in Italy that shows the significant advantages for teaching reading deriving from the use of a phono-syllabic, progressive, explicit and systematic method. It underlines the need for institutional decision-makers and authors of school textbooks to take into account the evidence achieved by research and to avoid chasing methodologies superficially attractive but less effective, if not harmful, in such a significant field of early school education.

Keywords: *education; reading education; alphabetical and phono-syllabic methods.*

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Evidence, Myths and Teaching Practices: The Case of Teaching Reading in Italian Schools

Antonio Calvani [α], Paola Damiani [σ], Sergio Miranda [ρ], Lorena Montesano [ω] & Luciana Ventriglia[¥]

Summary- Scientific research into the best methods of teaching reading agrees that all pupils can benefit from a rigorous phono-syllabic approach. Nevertheless, global or ideo-visual methods exert a strong appeal to teachers and maintain a wide prevalence in teaching practices, even where the language has a high transparency as in the case of Italian. This paper presents the results of an experiment conducted in Italy that shows the significant advantages for teaching reading deriving from the use of a phono-syllabic, progressive, explicit and systematic method. It underlines the need for institutional decision-makers and authors of school textbooks to take into account the evidence achieved by research and to avoid chasing methodologies superficially attractive but less effective, if not harmful, in such a significant field of early school education.

Keywords: education; reading education; alphabetical and phono-syllabic methods.

I. Introduction

As known, according to the classification introduced by the UNESCO Conference of 1951, the methods for reading have been divided into:

- Synthetic, to which the alphabetical method belongs, with the phonic versions (centred exclusively on the single sound) or phono syllabic (starting from the individual sounds to get to the syllables);
- Analytical, also called ideo-visual or global, which takes as a starting point the word, the phrase or the story;
- Analytical-synthetic, which, in varying degrees, starts from the whole word and then moves on to the analysis of the letters and vice versa.

The two basic methodologies (synthetic and analytical) are grounded on assumptions in stark contrast. The synthetic or alphabetical methods argue that oral language and reading follow different evolutionary paths: while oral language is a natural skill, a writing system is an artefact, a secondary code whose acquisition can only be achieved through a cognitive process consciously finalized. On the contrary, the global methods start from the premise that learning to speak and learning to read and write are two situations of the same type, laced in the continuum of a natural linguistic development.

Over the years, this old dispute has been dissolving; it has been recognized that it has historically been conditioned by ideological preconceptions of activism, that saw the global method as more congenial to its vision of the naturalness of learning. The groundlessness of the global method has already been demonstrated in the 90s by Liberman and Liberman (1990).

Numerous researches, generally in English-speaking contexts, have recognized that phonological awareness is the most important competence that interacts with the learning of reading, although some differences depend on the orthographic system of reference (Kamirloff-Smith, 1986; Morais, 1989; Goswami, Gombert, & Barrera, 1998).

Phonological awareness represents a sophisticated form of metalinguistic knowledge, the acquisition of which shows a hierarchical evolution, starting from the age of two years. Morais (1989) identifies two forms of it: global and analytical. The first one, typical of preschool age, refers to the operations of phonological reflection on the language to be carried out, above all, on the syllabic structure of the words; the second one is acquired with schooling and concerns the deep segmental structure of the language, the phonemes, allowing manipulations and classifications to operate on them.

Several meta-analyses have demonstrated that programs centred on Phonics Instruction (PI) or Phonemic awareness (PA) are much more effective for learning to read and write, compared with others that do not emphasize phonemic or phonological components, i.e., visual or global methods. The PI programs work well regardless of whether the teaching method is individual or not, with subjects of all backgrounds and socio-cultural levels, with subjects who are at risk of learning to read; they work all the better if the program is started before primary school, already in kindergarten (NRP, Ehri et al. 2001).

A further contribution has been added by neuroscience supported by brain imaging techniques. Dehaene (2009) added further confirmations categorically arguing that the old methodological

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question can be considered closed. "None should ignore the fact that some issues are definitively resolved. So today we know that global or ideo-visual methods do not work; all children of any social background benefit from explicit and earlier learning by learning the correspondences between letters and sounds of language. To return again to this point under the pretext of experimenting or exercising one's freedom of teaching would be criminal" (Dehaene, 2009, p. 381).

From this point of view, a language like Italian has many advantages. In fact, together with languages such as Finnish or German, Italian is characterized by greater transparency, that is, by a minimum discrepancy between the written code of words and their oral pronunciation (Ziegler, Stone, & Jacobs, 1997).

II. Teaching Reading to Children in Italian Schools

In the practices prevailing in Italy, is the advantage available to Italian really exploited? The institutional documents currently in force in Italy are concerned with ensuring that the adoption of textbooks is consistent with the three-year plan of the training offer and that the choices are an expression of the 'freedom of teaching and the professional autonomy of teachers' (Ministerial Note n. 3503 of 30.03.2016). The only constraint concerns the needs of students who manifest critical issues in the field of dyslexia, for which the global method is advised against (MIUR, 2011). Thus, publishing houses have full freedom to present "creative" approaches, lacking in any scientific reference. An analysis of the most popular school textbooks adopted in Italian schools (Calvani & Ventriglia, 2017) has highlighted, as their predominant traits:

- Complete or almost neglect of phonological awareness;
- Predominance of global and visual techniques: children are presented with a sentence, in which closed words are integrated with images and invited to "use images to understand";
- Reading environments overloading of distracting stimulations.

In recent years, some significant experimental research has been conducted in Italy, converging in the rejection of global and ideo-visual approaches. An interesting contribution came from the Institute for Educational Technologies of the CNR of Genoa (Midoro, Massarini, & Strisciuglio, 2017), which demonstrates how children can learn to read already from the age of three, without forcing, with an alphabetical approach conducted in a playful way. The assumption is that if children have these potentialities, it is illogical not to make use of them also taking into account that anticipating reading is of particular importance to prevent dyslexia. In another research, Padovani et al. (2018), the effectiveness of a syllabic approach was verified with first-grade pupils; 93 children of the experimental group (EG) employing the syllabic method were compared with 84 of the control group (CG) using common methods; the EG showed significantly better performance in all the parameters of speed and correctness, and also for writing, although the differences appeared less systematic.

III. The Alfabeto$_{140}$ Programme

Despite the evidence already acquired is such that it should induce the definitive rejection of global or ideo-visual approaches, it was decided to carry out wider research, for a better evaluation of the preferability and sustainability of a phono-syllabic approach conducted in a systematic way.

The ALFABETO$_{140}$ programme was set up starting from the materials of work and experiences conducted for many years in Italy by Luciana Ventriglia (2016). It was designed in 2019–20 and was experimented in the following year[1].

The characteristics of this programme can be summarized as follows. It is:

1) *Phonological:* Phonic, meta-phonological dimensions and grapheme–phoneme correspondence represent the central aspects;
2) *Syllabic:* Once the vowels have been acquired, the consonants are presented in association with the different vowels. The open syllable (CV)[2] is recognized as the basic reference, for example, BA, BE, BI, BO, BU, before the focus on the specific phoneme 'b':
3) *Generative:* Reading activities are expanded as much as possible to the given level of phonological difficulty. Thus, having acquired the ability to read CV, reading is extended to all types of compound forms (CVCVCV...)
4) *Structured:* It follows a precise order of difficulty, in accordance with the complexity of the phonotactic structure of sounds in Italian. The child is never presented with parts of words, words or phrases to read before they have already learned to decode them analytically; they are always made able to answer the requests for reading that are presented to them without being pushed to guess by chance;
5) *Explicit:* The program is divided into six consecutive units. Each unit is in turn divided into sessions whose average duration may vary, although normally this is about two hours. This structure

[1] It is estimated to take children a total of 140 hours of activity to read. The entire kit of materials of the program: Teacher's Guide, Child's Book, Additional Work Materials, Demonstration Videos, can be found in Italian at www.sapie.it/alfabeto.

[2] 'C' stands for consonant and 'V' for vowel.

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helps to control objectives, exercises and games typical of the specific phase. The children themselves are immediately shown what they must be able to do at the end of the unit, what the types of syllables or words are that they will be requested to master.

The teacher is made aware of the importance of the programme having to be accompanied by a sense of play, humour and passion. She must transmit to the students her own fun in the pronunciation of sounds, even strange or difficult, accompanied by emphasis, and gestures intentionally accentuated. She plays at making errors and asking the children to correct her mistakes.

IV. The Research Design

The design was quasi-experimental, that is with an experimental and a control sample, even if not chosen in a random way, organized by clusters (school classes). Seven universities collaborated (Aquila, Basilicata, Calabria, Roma Tre, Salerno, Torino and Udine); each university indicated one or more schools to which an invitation to collaborate was addressed. The schools that accepted were invited to select at least one experimental and one control class, eliminating classes that could be too dissimilar. For the choice of the Control group (CG), the chosen teaching method was evaluated through the textbook used: it was verified that in no case could the programme be recognized as a coherent phono-syllabic method. Twenty-three schools located in seven different regions participated, with 30 classes, for a total of 467 children for the Experimental group (EG), and 21 classes for a total of 325 children for the CG.

Pupils with certified intellectual disabilities, those with strong linguistic delays as they were not Italian-speaking, or pupils who already knew how to read, were eliminated from the sample. Teachers were asked to report pupils who, without being certified and without intellectual disabilities, presented some perceptive, phonic or phonological, graphic or praxis difficulties, and therefore were at risk of having difficulty in learning to read. The distribution of the sample between the regions, the class numbers and the relative details on the pupils are given in Table 1 and Table 2.

Table 1: Composition of EG.

Regions	Number of classes	Number of pupils	Certified or foreign students	Pupils who can already read	Reported pupils
BASILICATA	1	13	0	0	0
CALABRIA	5	77	1	0	6
CAMPANIA	6	113	17	0	9
PIEMONTE	2	27	4	0	2
ABRUZZO	8	97	1	5	9
LAZIO	7	122	5	5	31
FRIULI	1	18	6	0	5
TOTALE	30	467	34	10	62

Table 2: Composition of CG.

Regions	Number of classes	Number of pupils	Certified or foreign students	Pupils who can already read	Reported pupils
BASILICATA	1	10	0	0	0
CALABRIA	5	72	0	0	4
CAMPANIA	5	78	0	0	7
PIEMONTE	2	31	3	0	3
ABRUZZO	4	60	1	0	5
LAZIO	3	59	1	0	2
FRIULI	1	15	1	1	6
TOTALE	21	325	6	1	27

The experimental classes were provided with the work tools, the guide for the teacher, the child's book, the in-depth materials, the videos of the Alphabet$_{140}$ programme. The teachers of the experimental classes also participated in an initial presentation meeting, which were accompanied by four

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periodic meetings during the experimentation to discuss any critical issues and suggestions related to children with particular problems.

a) Assessment tools

At the beginning of October and in the first fortnight of May, respectively, the pre- and the post-tests were applied.

For the incoming evaluation two tests were used[3]:

- Visual recognition of letters (Battery PRCR-2, Cornoldi, Miato, Molin, & Poli, 2009), in which the child is asked to identify the letter equal to the model among four possible alternatives, some of which constitute different orientations of the same letter;
- Phonological awareness (MeTaFono IN, Miranda & Montesano, 2021), performed on the computer, in which the child is asked to indicate, among three possible alternatives, the image that begins or ends with a certain vowel.

For the outgoing evaluation three tests were used:

- Recognition of non-words (Lexical Decision – DLC of Caldarola, Perini, & Cornoldi, 2012). The pupil is asked to recognize non-words within a list of words and not words. The original test evidence has been adapted and reduced to 30 stimuli (13 words and 17 non-words);
- Dictation of words with increasing phonological complexity (Stella & Apolito, 2004). This test is generally regarded as the elective test for the early detection of dyslexia (Franceschi, Savelli, & Stella, 2011). To make it more discriminative, four more words signalling the transition from the alphabetic to the orthographic stage (Frith, 1985) have been added to the existing 16 words[4].
- Phonological awareness (MeTaFono OUT), a more complex variant of MeTaFono IN test (see Table 3).

Table 3: MeTaFono OUT. Test about the phonetic recognition of the initial letter, the final letter and the final syllable.

Initial vowel				
	Example	Right choice	Distractor 1	Distractor 2
Item 1	Elefante [Elephant]	Edera [Ivy]	Tigre [Tiger]	Isola [Island]
Item 2	Arcobaleno [Rainbow]	Agnello [Lamb]	Cielo [Sky]	Elicottero [Helicopter]
Item 3	Erba [Grass]	Elicottero [Helicopter]	Fiore [Flower]	Agnello [Lamb]
Final vowel				
	Example	Right choice	Distractor 1	Distractor 2
Item 4	Panino [Sandwich]	Toro [Bull]	Salame [Salami]	Pavone [Peacock]
Item 5	Mele [Apples]	Salame [Salami]	Pera [Pear]	Medusa [Jellyfish]
Item 6	Lupo [Wolf]	Nido [Nest]	Cane [Dog]	Lumaca [Snail]
Item 7	Luna [Moon]	Lumaca [Snail]	Sole [Sun]	Naso [Nose]
Item 8	Topi [Mice]	Birilli [Skittles]	Gatto [Cat]	Toro [Bull]
Final syllable				
	Example	Right choice	Distractor 1	Distractor 2
Item 9	Balena [Whale]	Befana [Befana]	Patata [Potato]	Fragola [Strawberry]
Item 10	Matita [Pencil]	Carota [Carrot]	Papera [Duck]	Cucina [Kitchen]
Item 11	Isola [Island]	Nuvola [Cloud]	Banana [Banana]	Edera [Grass]
Item 12	Vipera [Viper]	Papera [Duck]	Pirata [Pirate]	Oliva [Olive]

[3] A more detailed analysis of the tests and elaborations is reported in Calvani, Damiani, Montesano, Miranda, & Ventriglia, 2021.
[4] See Table 6: GHEPARDO (cheetah), MARGHERITA (daisy), MOSRINO (midge), CESPUGLIO (bush).

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In October, an Entry Questionnaire was administered to both the experimental and control teachers for the acquisition of class knowledge; in May, an Exit Questionnaire was administered to the experimental teachers to collect their evaluation and transferability of the method and programme.

V. Analysis of the Results

Before evaluating the possible effectiveness of the educational programme, it was necessary to verify that the scores obtained in the pre-test by the two groups were matched. The control group has an advantage in both tests; however, this difference is not statistically significant. The standardized average differences are less than 0.25 DS, as required by What Works Clearinghouse (2020)[5], so the two groups can be considered statistically balanced (see Table 4).

Table 4: Results obtained by the Experimental and Control Group at the pre-test.

	N		Experimental Group (Eg)	Control Group (Cg)	T	P	Standardized Average Differences
	EG	CG	M (DS)	M (DS)			
MeTaFono IN	394	244	11.24 (5.30)	11.97 (5.02)	-1,752	.080	0.14
Visual recognition of letters	407	287	9.98 (2.95)	0.05 (2.82)	-.304	.761	0.02

To evaluate the outcome at the end of the school year, the scores obtained by the EG and the CG in the exit tests were compared (see Table 5).

Table 5: Results obtained by the Experimental and Control Group at the post-test.

	N		Experimental Group (EG)	Control Group (CG)	t	p	Cohen's *d*
	EG	CG	M (DS)	M (DS)			
MeTaFono OUT	446	255	10.52 (2.11)	10.13 (2.25)	2.251	.025	0.18
Recognition of non-words	432	286	13.12 (5.53)	12.40 (5.19)	1,771	.077	0.13
Dictation of words	432	286	17.22 (4.16)	15.17 (5.57)	5.291	.000	0.43

To assess the effect size, we employed *Cohen's d-index*. As can be seen in Table 5, EG performs significantly better than CG in the phonological awareness test (10.52 vs 10.13, p=.025; ES d=0.18). Also, with regard to the recognition of non-words, a better performance is observed in EG, even if not reaching statistical significance (Tot. correct score 13.12 vs 12.40, p=.077 ES=0.13). Significantly more consistent differences emerge between the two groups in the dictation writing test (17.22 vs 15.17, p=.000; with an ES effect d = 0.43). Applying the parameters provided by the Education Endowment Foundation (Higgins et al., 2016, p.5) the first two values translated into time correspond to 2 months of advantage while the third value to 5 months.

a) Analysis of the results in the dictation test

If we dwell analytically on the dictation test, a simple look at the averages of the correct answers shows how the EG has always obtained superior performance in comparison with the CG in the writing of all words (p =.000) with differences that increase with the level of syllabic complexity (from words with only CV syllables to more complex words).

The Table 6 highlights the highest percentage of correctness achieved by the EG (85−90%; CG 71−80%) in writing words with a homosyllabic consonant group of the CCV or CCCV type and words with a heterosyllabic consonant group of the CVC type (EG 79−95%; CG 69−82%).

The percentage of correctness of the last four words dictated highlights that both the EG and the CG have a lower performance (EG 68 −78%; CG 50−69%). These words signal the transition to the orthographic phase, which involves a different processing strategy: it is necessary to translate the unique sound (GHE, SCE, GLI) into a plurality of graphic elements, of which it is necessary to remember the order. The percentage of correctness of the words in the dictation test highlights the incidence of the complexity of their phonotactic structure and justifies the attention of the ALPHABET programme towards consonant groups (Units 3 and 4) and towards orthographic groups (Unit 6).

[5] https://ies.ed.gov/ncee/wwc/Docs/referenceresources/WWC-Standards-Handbook-v4-1-508.pdf

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Table 6: Correct words: comparison between EG and CG.

	EG % correct answers	CG % correct answers
MELA [apple]	95%	89%
CORNA [horns]	89%	82%
NUMERO [number]	93%	86%
CARBONE [coal]	87%	76%
VELA [sail	93%	80%
TRAVE [beam]	90%	79%
CAVOLO [cabbage]	91%	82%
BAMBOLA [doll]	85%	72%
DONO [gift]	92%	85%
STRADA [road]	85%	71%
PAVONE [peacock]	85%	79%
SCATOLA [box]	90%	80%
BIRO [pen]	88%	78%
TRISTE [sad]	87%	76%
RIPOSO [rest]]	89%	82%
FANTASMA [ghost]	79%	69%
GHEPARDO [cheetah]	68%	50%
MARGHERITA [daisy]	70%	51%
MOSCERINO [gnat]	78%	68%
CESPUGLIO [bush]	67%	56%

b) Pupils at risk

Equally interesting are the results on pupils that can be defined as 'at risk' to see how effective the programme has been in their regard.

To identify these students, we used three criteria: the reports received from the teachers in the entry questionnaires, the low scores obtained at the initial tests of recognition of letters and phonological awareness, selecting pupils included in the lower quartile. Exit criterion was based on the dictation test: children whose score = < 14 are considered at risk of dyslexia. Table7, Table 8 and Table 9 show the data obtained.

Table 7: Children at risk reported by teachers.

	Initial evaluation	Final evaluation: Dictation test		
	Pupils reported by teachers	Average Dictation	Number of pupils with score <=14	% of the reference group
Experimental Group	40	16,30	7	18%
Control Group	12	9,75	8	67%
Total	52			

Table 8: Children at risk emerged in the initial recognition test.

	Initial evaluation	Final evaluation: Dictation test		
	Pupils in the Recognition test (score <=9)	Average Dictation	Number of pupils with score <=14	% of the reference group
Experimental Group	114	16,78	20	18%
Control Group	52	13,79	25	48%
Total	166			

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Table 9: Children at risk emerged in the MeTaFono IN test.

	Initial evaluation	Final evaluation: Dictation test		
	Pupils in the MeTaFono IN (score <=8)	Average Dictation	Number of pupils with score <=14	% of the reference group
Experimental Group	107	16,65	20	19%
Control Group	55	13,65	25	45%
Total	162			

As can be observed, using each of the criteria, the number of children at risk identified at the exit with a score below 14, always falls below 1/5 for the EG while it does not go below a range that oscillates between 45 and 67% for the CG.

c) *The programme evaluated by the teachers*

One of the most widespread criticisms of alphabetical or phono-syllabic approaches is that they are boring and demotivating. At the end of the experiment, to obtain further information on how their experience was lived by teachers and by children, a questionnaire including a rating scales (1–5) and open questions was addressed and completed by experimental teachers. Teachers were asked to evaluate the programme as a whole, its methodological guidance, its sustainability and re-applicability, the level of motivation and its effectiveness exercised on the classroom and on children with special needs (Figure 1) and, more specifically, the phono-syllabic method and its other main features: progressiveness, division in units, phonological modelling, assessment unit by unit (Figure 2).

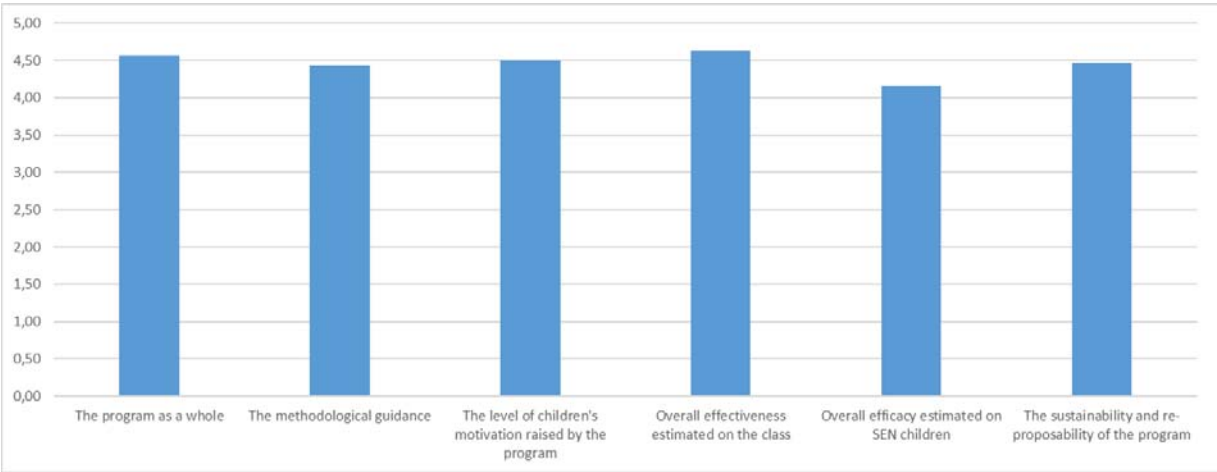

Figure 1: Teachers' evaluation of the quality of the programme.

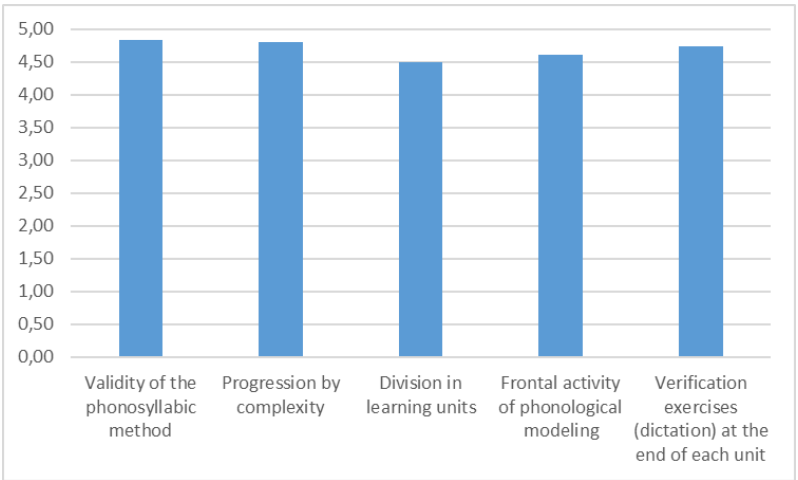

Figure 2: Teachers' evaluation of the phono-syllabic method and its specific features.

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As can be seen, the teacher satisfaction is generally very high, mostly with average values >4.5. With attributions between 4.7 and 4.83, the validity of the method, the estimated effectiveness on the class, the progressiveness of the method and the assessment of the achieved objects at the bottom of the units stand out.

The opinions formulated by open-ended questions were very positive, if not enthusiastic "[…] The programme proved to be of a high methodological level... The results obtained have been excellent... great interest and motivation in the students... satisfaction from families... well structured... very welcome to children ... effective and complete path... has fostered in the students a serene, playful and experiential approach to reading–writing".

Given the large size of this sample, this experimentation provides a further extended confirmation of what evidence-based research had already highlighted, namely that in transparent language, a method based on letter–sound correspondence, on syllabic decoding and phonological awareness is undoubtedly the more effective solution and more motivating for all children and not only for those at risk of dyslexia.

VI. Discussion and Conclusion

Scientific research into the best methods of teaching reading agrees that all pupils can benefit from a rigorous phono-syllabic approach. This work offered further experimental confirmation to this in a highly transparent language, such as Italian. The experiment applied on a large national sample has shown that a progressive, structured and explicit phono-syllabic teaching method, implemented in about 140 hours over the course of 7–8 months in the first primary, allows a significant advantage in phonological awareness, in the ability to distinguish words and non-words, and, above all, in writing under dictation: the students of the EG obtain superior results with an Effect Size between 0.2 and 0.43, a temporal advantage fluctuating from 2 months to 5 months.

Other important considerations are with regard to children at risk of dyslexia identified at the beginning through three criteria – one subjective (teacher reports) and two objective (scores in the lower quartile in the character recognition and phonological awareness test) – and evaluated in the dictation test at the exit. Children who at the end of the year manifest behaviours in the risk category are reduced on average to less than 1/5 in the EG, while they remain around half in the CG.

The enthusiasm on the part of the teachers who have experimented with the programme, with evaluations almost always higher than 4.5 (on a scale from 1 to 5) on the programme, on the motivation found in the pupils, on the method and its systematicity, are very promising in terms of the sustainability and transferability of this approach. It is therefore necessary to refute unfounded beliefs such as those for which alphabetical and phono-syllabic methods would be more boring and demotivating, or that children would prefer graphically more attractive texts: the pupils increase motivation when they realize progress in the learning because this increases their self-efficacy and, in the case of reading, discovering its internal mechanics is an exciting achievement for them.

These data are congruent both with international evidence, as well as with other experiments conducted in Italy in which syllabic-phonic approaches were used (Padovani et al., 2018), or in which current practices were integrated during the year by phonological laboratories (Franceschi, Savelli, & Stella, 2011).

As researchers, at this point we can only remind the decision-makers of their responsibilities. Science does not aim to dictate to education what it must do – and there is certainly no single way to teach reading. However, research can delimit the framework within which it is appropriate that teaching remains, as well as it can indicate, in some cases, inadequate interventions. And in the case of teaching to read: "Giving freedom of choice, where we know which is the preferable way, is a serious mistake. The school of freedom is not the one that lets choose [...] but the one that quickly teaches every child decoding – the only method that allows him to learn new words for himself" (Dehaene, 2009, p. 382).

There are no rational justifications, other than purely commercial ones, in support of the "creative" methods and textbooks that, without any scientific foundations, continue to proliferate and exert their negative influence in school practices.

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Ideas Para la Evaluación Competencial de las Materias Científicas

By Mª Elvira González Aguado & Mª Pilar Etxebarria Rotaetxe

Introducción: Nuestra Situación Problema- En estos últimos cursos, debido a la pandemia, hemos aprendido mucho sobre impartir clases de forma telemática. No nos ha quedado otro remedio, aunque es cierto que nada puede sustituir una clase presencial, pero son ya muchos los docentes que han visto también las ventajas de estas clases virtuales y se han adaptado con ilusión y ganas, y también con mucho trabajo y esfuerzo, lo cual es de agradecer.

Pero también es cierto que no estábamos acostumbrados a este medio digital y se sigue, en muchas ocasiones, proponiendo actividades y tareas al alumnado que intentan transferir directamente lo presencial a lo virtual. Esto solo genera una sensación de desconcierto entre el profesorado. No podemos realizar la evaluación del mismo modo, con una prueba presencial. La mejor solución es optar por una evaluación continua basada en trabajos y tareas donde se presenten problemas prácticos concretos. La acción competente supone la movilización integrada de recursos adquiridos para resolver situaciones consideradas como retos o problemas.

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Ideas Para la Evaluación Competencial de las Materias Científicas

Mª Elvira González Aguado [α] & Mª Pilar Etxebarria Rotaetxe [σ]

I. Introducción: Nuestra Situación Problema

En estos últimos cursos, debido a la pandemia, hemos aprendido mucho sobre impartir clases de forma telemática. No nos ha quedado otro remedio, aunque es cierto que nada puede sustituir una clase presencial, pero son ya muchos los docentes que han visto también las ventajas de estas clases virtuales y se han adaptado con ilusión y ganas, y también con mucho trabajo y esfuerzo, lo cual es de agradecer.

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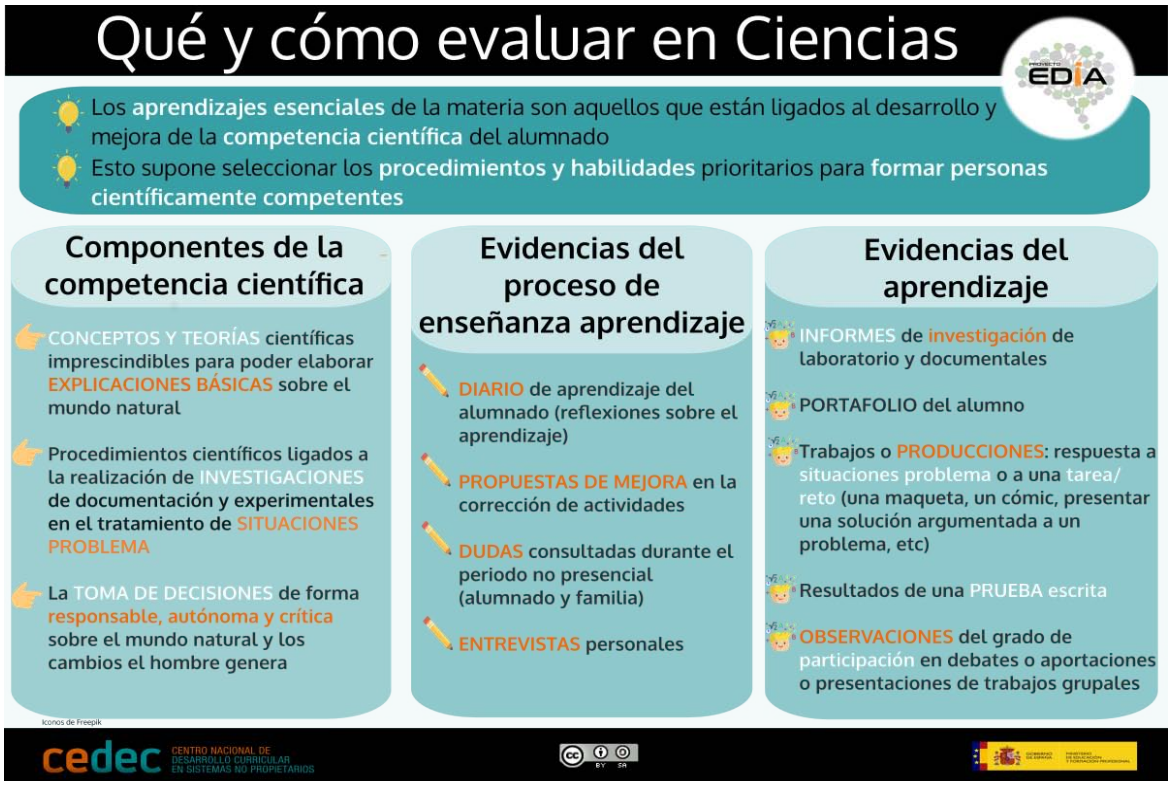
Las ideas que se exponen a continuación pretenden ayudar al profesorado de Ciencias a reflexionar en relación con los dos aspectos esenciales sobre los que tenemos que tomar decisiones: *qué aprendizajes evaluar y cómo evaluarlos.* A continuación, se presenta una propuesta concreta para realizar esa evaluación final en forma de *tarea de investigación.*



a) *¿Qué es lo Imprescindible?*

En medio de la confusión y de las es necesario reflexionar sobre cuáles son los aprendizajes esenciales de la materia, siempre de acuerdo con el marco curricular vigente.

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Uno de los problemas básicos de los currículos de ciencias es que están sobrecargados. Esa circunstancia tiene serios efectos negativos: genera sentimiento de frustración en el profesorado al tener que enfrentarse a unas programaciones inabarcables que ni él puede enseñar ni el alumnado puede aprender y todo ello promueve el uso de metodologías poco participativas.

Por ello se hace necesario seleccionar lo que se considera imprescindible de cada bloque temático y centrar la enseñanza en situaciones problema cercanas al alumnado, promoviendo aprendizajes significativos y funcionales que favorecen el uso de metodologías más participativas, además de contribuir a fijar unos criterios de evaluación pensados para comprobar qué saben hacer los alumnos y alumnas con los conocimientos que han adquirido.

Al tratar de concretar el primer punto, *qué aprendizajes evaluar,* se considera que los aprendizajes esenciales de la materia son aquellos que están ligados al desarrollo y mejora de la *competencia científica* del alumnado. Esto supone que en la evaluación sería conveniente seleccionar los procedimientos y habilidades que quieren desarrollarse prioritariamente para formar personas científicamente competentes.

La relevancia científica sigue siendo necesaria como referencia para la selección de los contenidos, pero en la medida que sea un recurso necesario para la adquisición de las competencias básicas. Se trata de seleccionar aquellos contenidos que se precisan para el logro de las competencias clave.

La definición de la competencia científica y el desglose de la misma en sus componentes proporciona criterios para seleccionar, enseñar y evaluar los conocimientos básicos.

Entendemos por Competencia científica "Emplear el conocimiento y la metodología científica de forma coherente, pertinente y correcta en la interpretación de los sistemas y fenómenos naturales, así como de las aplicaciones científico-tecnológicas más relevantes en diferentes contextos, para comprender la realidad desde la evidencia científica y tomar decisiones responsables en todos los ámbitos y situaciones de la vida".

La competencia científica se desglosa en los siguientes componentes:

1. Tomar decisiones de forma responsable, autónoma y crítica sobre el mundo natural y los cambios que la actividad humana genera en él utilizando adecuadamente los conocimientos científicos en todos los ámbitos y situaciones de la vida, para la mejora de la vida personal y social y la conservación y mejora de su entorno.
2. Identificar problemas de índole científica y realizar pequeñas investigaciones de documentación y experimentales en el tratamiento de situaciones problemáticas, valorando, utilizando y mostrando de forma adecuada habilidades y conductas propias de la actividad científica, para la resolución de dichas situaciones problemáticas y la obtención de evidencias como paso previo a la toma de decisiones responsables.
3. Describir, explicar y predecir los sistemas y fenómenos naturales, así como analizar las aplicaciones científico-tecnológicas más relevantes, utilizando el conocimiento científico de forma coherente, pertinente y correcta en contextos personales y sociales, para comprender la realidad desde la evidencia científica.
4. Relacionar los conceptos básicos de las ciencias con los sistemas y procesos del mundo natural, articulándolos en leyes, modelos y teorías donde toman su sentido y diferenciar las interpretaciones científicas de la realidad de otras no científicas reconociendo que la ciencia hace predicciones que son verificables empíricamente, para comprender tanto los productos como la naturaleza de la ciencia.

En este sentido, se deben seleccionar solo los conceptos y teorías científicas imprescindibles para poder elaborar explicaciones básicas sobre el mundo natural (primer y segundo componentes de la competencia científica, comprensión de los conceptos básicos de las ciencias y describir y explicar la realidad natural).

Asimismo, el tercer de los componentes de la competencia científica señala que debe promoverse el aprendizaje de los diferentes procedimientos científicos ligados a la realización de investigaciones de documentación y experimentales en el tratamiento de situaciones problema. La realización guiada de actividades investigativas experimentales en el aula supone el aprendizaje de los procedimientos de la metodología científica. Para investigar es preciso el uso de una serie de procedimientos científicos. Las actividades de investigación suponen un aprendizaje holístico o integrado de los procedimientos. El alumnado debe realizar, desde las primeras etapas, investigaciones guiadas en el transcurso de las cuales aprenderá los procedimientos básicos de la actividad científica.

La característica definitoria por excelencia del enfoque competencial es el énfasis en la funcionalidad del conocimiento en los diferentes ámbitos (personal, social, escolar, etc.). Por ello, la cuarta dimensión de la competencia científica aborda *la toma de decisiones de forma responsable, autónoma y crítica sobre el mundo natural y los cambios que la actividad humana genera en él.* Esto supone haber desarrollado una serie de actitudes positivas y haber aprendido a argumentar, como modo de proporcionar bases y criterios que

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ayudan a formarnos una idea fundada sobre un tema y que nos lleven a una toma de decisiones.

En cualquier caso, estos contenidos deben desarrollarse en torno a situaciones problema (de naturaleza social y/o personal), los cuales deben proporcionar al alumnado una motivación directa para su tratamiento y resolución.

Las diferentes materias científicas tienen como finalidad el desarrollo de la competencia científica. Por tanto, se deben plantear qué hay que evaluar para evaluar el nivel de desarrollo de la competencia científica del alumnado y cómo hacerlo. Por ello es importante tener en consideración los cuatro componentes de la competencia descritos anteriormente y plantearnos que la evaluación que se realice debe centrarse en el "saber hacer" del alumnado y no sólo en el "saber".

La comprensión y utilización del conocimiento científico para describir, explicar y predecir fenómenos naturales exige evaluar ante un fenómeno natural en qué grado el alumno o alumna es capaz de movilizar, examinar y relacionar entre sí sus conocimientos relevantes sobre el fenómeno a fin de describirlo, entenderlo y explicarlo.

La realización de investigaciones científicas haciendo uso de los procedimientos de la ciencia supone evaluar la capacidad de observación, formulación de problemas que pueden investigarse desde la ciencia, la búsqueda y selección de fuentes de información fiables y relevantes, la formulación de hipótesis, el diseño de un plan de investigación, el control de variables, la toma y tratamiento de datos (deberá evaluarse la destreza del alumnado en las tareas de resumir, comparar, clasificar, leer y elaborar tablas y gráficos, establecer relaciones, interpretar resultados) y la capacidad de formular conclusiones fundamentadas así como la comunicación de estas conclusiones basándose en una argumentación bien fundamentada.

Por último, la capacidad de tomar decisiones de forma responsable, autónoma y crítica sobre el mundo natural y los cambios que la actividad humana genera en él supone que el alumnado llega a hacer suyos los conocimientos y criterios científicos necesarios para efectuar valoraciones y toma de decisiones con autonomía, creatividad y suficiente fundamentación. Esta capacidad está muy relacionada con los procesos de evaluación autorreguladora, que permiten al alumnado valorar y ser consciente de sus propios puntos de vista y sus dudas.

b) ¿Qué Tipo de Prueba Podemos Proponer?

Tener en cuenta que, en una evaluación continua, se deben *recoger evidencias, tanto de los trabajos que van realizando los alumnos y alumnas, como de su proceso de aprendizaje.* Lo segundo, que es conveniente recoger estas evidencias *mediante unos instrumentos concretos, que expliciten con qué criterios lo estamos haciendo, tales como escalas de valoración o rúbricas.* Y lo tercero, y más importante, es que la tarea que se presente tenga unas características determinadas para poder ser hecha en esta situación. La evaluación debe ir acorde con la tarea y no al revés.

La respuesta para realizar esta evaluación estaría en proponer al alumnado la realización de *una tarea de investigación* o de *un reto* que dé lugar a una producción o a implementar una solución a la situación problema. Estas tareas o retos deben ser de un nivel de complejidad accesible para su resolución, a la vez que un desafío para el estudiante.

c) ¿Cómo Construir La Tarea De Investigación?

Las fases serían las siguientes:

1. Presentar una situación problema o reto en un contexto cercano al alumnado a modo de motivación.
2. Centrar la pregunta de investigación de forma clara y concisa. Concretar la tarea que se va a realizar y qué producción es la esperada, en qué plazos, y explicitando con qué criterios se va a evaluar.
3. Proponer una investigación guiada, sea experimental o documental, proporcionándoles las orientaciones y enlaces necesarios. Plantear las actividades intermedias donde haya que trabajar con método científico (formulación de hipótesis, el control de variables, el plan de diseño, etc.…)
4. El alumnado debe elaborar un producto final concreto con los resultados de esta investigación, un informe acompañado de evidencias de trabajo personal: resultados de un experimento, un trabajo con datos reales, mapas conceptuales, trabajos complementados con fotografías, análisis de casos, artículos de opinión, etc.)
5. Plantear algunas cuestiones de profundización o aplicación

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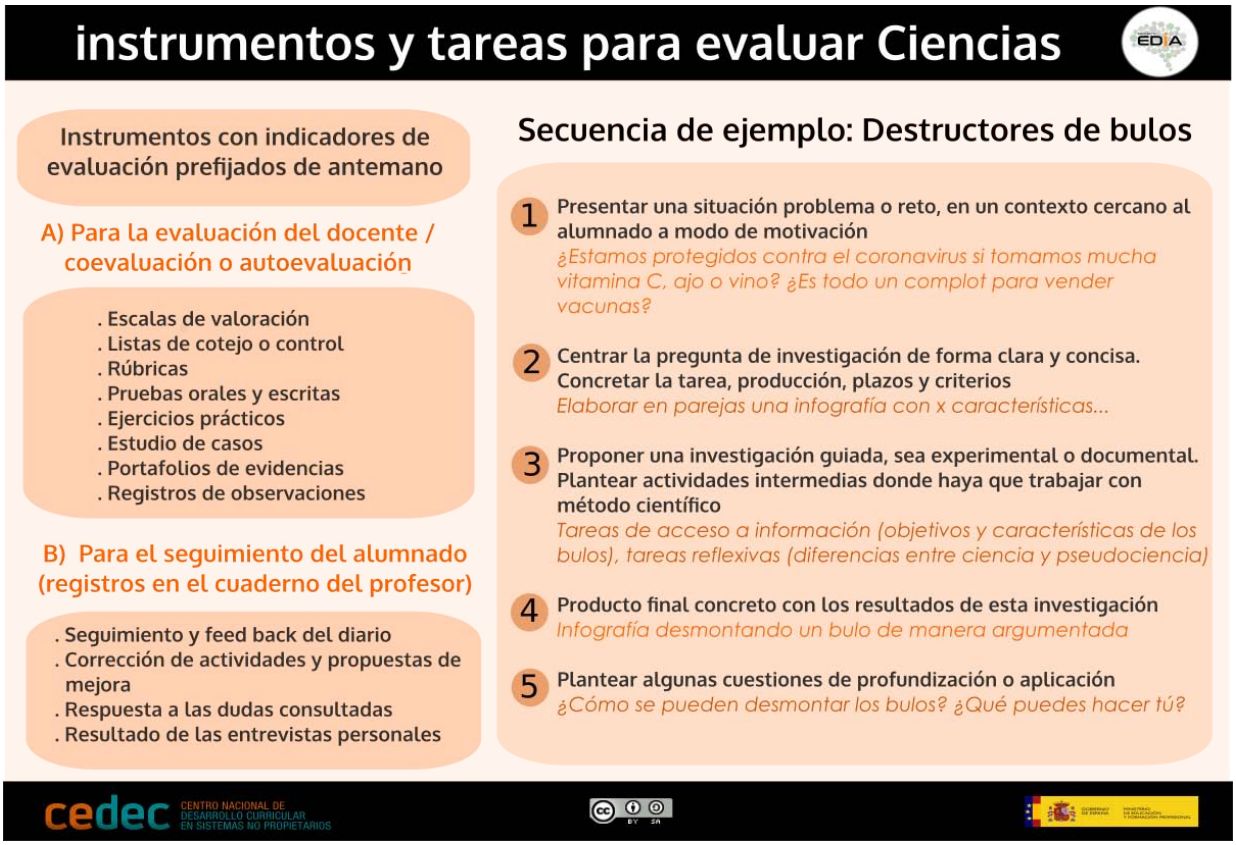
Un ejemplo desarrollado: DESTRUCTORES DE BULOS /BULO-SUNTSITZAILEAK



d) ¿Cómo lo evaluamos?

Son varios los instrumentos de evaluación que se pueden utilizar, si bien hay que indicar que todos los instrumentos requieren haber fijado previamente los indicadores de evaluación que se van a pedir.

1. Para la evaluación del docente/coevaluación o autoevaluación:

- Escalas de valoración
- Listas de cotejo o control
- Rúbricas
- Pruebas orales y escritas (1)
- Ejercicios prácticos
- Estudio de casos
- Portafolios de evidencias
- Registros de observaciones

2. Para el seguimiento del alumnado:
(Registros en el cuaderno del profesor/a)

- Seguimiento y feed back del diario de aprendizaje
- Corrección de actividades y propuestas de mejora
- Respuesta a las dudas consultadas
- Resultado de las entrevistas personales

Recursos:

- CeDec: Banco de instrumentos de evaluación
- Pruebas on line realizadas mediante formularios. Ejemplo para hacer formularios con tiempo fijo/ejemplo para hacer formularios tipo yincana
- Ejemplos de aprendizaje basado en retos y tareas, con los instrumentos de evaluación correspondientes:
  - ✓ INVESTIGANDO: LA ACTIVIDAD CIENTÍFICA
  - ✓ INVESTIGANDO LAS PROPIEDADES DE LA MATERIA
  - ✓ INVESTIGANDO LOS SISTEMAS MATERIALES
  - ✓ INVESTIGANDO EL MOVIMIENTO
  - ✓ INVESTIGANDO LAS FUERZAS
  - ✓ INVESTIGANDO LA ENERGÍA
  - ✓ INVESTIGANDO EL CALOR

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¿Qué evidencias podemos recoger?	¿Con qué instrumentos? (todos los instrumentos requieren haber fijado los indicadores de evaluación que se van a pedir)	Ejemplo de tarea de investigación.
A) **Seguimiento del proceso de enseñanza-aprendizaje:** • Diario con reflexiones sobre el aprendizaje • Propuestas de mejora en la corrección de actividades y dudas consultadas • Entrevistas personales **B) Seguimiento del aprendizaje** • Informes de trabajo de investigación de laboratorio o documentales • Trabajos o producciones (maqueta, comic, una solución argumentada a un problema, etc.) • Resultados de una prueba escrita u oral • Observaciones del grado de participación en debates o aportaciones o presentaciones de trabajos grupales	**Para la evaluación del docente / coevaluación o autoevaluación:** • Escalas de valoración • Listas de cotejo o control • Rúbricas • Pruebas orales y escritas (1) • Portafolios de evidencias • Registros de observaciones **Para el seguimiento del alumnado:** (Registros en el cuaderno del profesor/a) • Seguimiento del diario de aprendizaje • Corrección de actividades y propuestas de mejora a las dudas consultadas • Resultado de las entrevistas personales **Recursos:** **-CeDec: Banco de instrumentos de evaluación** (1) Pruebas on line realizadas mediante formularios	Las fases serían las siguientes: 1: Presentar una situación problema o reto, en un contexto cercano al alumnado a modo de motivación. Esto siempre teniendo en cuenta las condiciones de hacerlo en casa. Un tema muy cercano en estos momentos, es el propio coronavirus. 2, Centrar la pregunta de investigación de forma clara y concisa. Concretar la tarea que se va a realizar y qué producción es la esperada, en qué plazos y explicitando con qué criterios se va a evaluar. 3. Proponer una investigación guiada, sea experimental o documental, proporcionando las orientaciones y enlaces necesarios. Plantear actividades intermedias donde haya que trabajar con método científico (formulación de hipótesis, el control de variables, el plan de diseño, etc. 4. El alumnado debe elaborar un producto final concreto con los resultados de esta investigación, un informe acompañado de evidencias de trabajo personal: resultados de un experimento, un trabajo con datos reales, mapas conceptuales, trabajos complementados con fotografías, análisis de casos, artículos de opinión... 5. Plantear algunas cuestiones de profundización o aplicación Un ejemplo desarrollado: DESTRUCTORES DE BULOS

II. Conclusiones

La realización de tareas de investigación por parte del alumnado fomenta el desarrollo no sólo de la competencia científica sino también del resto de las competencias clave, Los estudiantes desarrollan su comprensión a través de su propia investigación. Hacen buenas preguntas, recogen y usan datos para someter a prueba sus ideas y encontrar las ideas que mejor expliquen lo que se ha observado, interpretan los datos para proveer evidencias, debaten con otros estudiantes y con el profesor o profesora e investigan qué es lo que los expertos ya han concluido al respecto (actitud crítica y constructiva).

Con todo ello el alumnado desarrolla el pensamiento crítico, se enfrenta a la resolución de problemas, fomenta la curiosidad y el sano escepticismo y muestra apertura para modificar las propias explicaciones a la luz de nueva evidencia.

Así pues, el desarrollo de tareas de investigación es básico desde edades tempranas para dotar al alumnado de las competencias propias para que sea capaz de investigar y que en todo caso le servirá en su día a día, ya que las competencias que se desarrollan realizando trabajos de investigación son útiles a lo largo de la vida.

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Learning from Your Own Interests. An Analysis of the VTS Methodology in Terms of Educational Theory and Learning Processes

By An a Guarro

Abstract- The question of whether to explain or know the artistic codes in educational contexts in art museums has been posed again and is once more at the centre of a lively debate. The teaching of art in the visual arts museums in Catalonia has, in recent years, been shaken up by currents of reflection, analysis and renewal that have advanced in parallel with those of the world of education. Some methodologies for learning and reflecting on the artwork, such as Visual Thinking Strategies, are being re-examined for their educational potential in this new context. This article contrasts several seminal texts on how we learn at the neuronal level and in museological settings, so as to analyse their potential.

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Learning from Your Own Interests. An Analysis of the VTS Methodology in Terms of Educational Theory and Learning Processes

Aprendre A Partir Dels Interessos Propis. Una Anàlisi De La Metodologia VTS En Clau De Teoria Educativa I Processos D'aprenentatge

Anna Guarro

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Despite having very different functions and formats, we can say that these proposals for educational renewal have in common the desire to place students at the centre of the learning process, developing "skills for life in our historical context and learning practices based on existing knowledge of how people learn"[1]; taking into account their diversity and encouraging "cooperation, creativity and autonomy"[2]; and learning in the community and generating "meaningful learning situations, based on doing-thinking-communicating"[3].

In this text we analyse Visual Thinking Strategies (VTS) as an educational methodology for addressing these approaches in a museum context. This analysis is based on a comparison with five key readings in the fields of education and museums and advances in neuroscientific knowledge of how we learn.

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I. VTS: A Learning and Teaching Methodology

In a nutshell, VTS is a *student-based method of teaching and learning, based on the shared debate generated by observing the work.* The method, developed by Philip Yenawine and Abigail Housen, is effective at:

- Encouraging direct observation of the work.
- Developing visual literacy.
- Developing critical thinking.
- Developing language and communication skills.
- Placing the students at the centre of the learning process and articulating it based on their interests.
- Fostering a spirit of group and mutual respect.

VTS *improves critical thinking skills* through discussions about visual image, moderated by the teacher/moderator. It *fosters participation* through a group problem-solving process and *uses art to teach* thinking, communication skills and visual literacy.

The *students contribute to the discussion* by presenting their own observations and ideas in class. All the contributions are accepted and considered neutral by the moderator and the class so that the students can learn from the perspective of others.

VTS places the *emphasis on the learning process of students,* individually and together with others, rather than the dissemination of knowledge from the instructor. Therefore, VTS is learner-oriented: it places the power in the control of students. It focuses on the process, not the product: students do not receive a correct answer because the learning and discussion process is the answer and promotes critical thinking skills.

VTS is a rigorous and fun research-based approach, with measurable growth and evolution in students and in all areas. VTS is an effective teaching method because:

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- It uses visual images to attract, question, and intrigue students while building ability and confidence in decoding complex and diverse materials.
- It is inclusive and fully respects all students and their diverse levels.
- It can be easily mastered because it uses existing strengths, interests, and experiences.
- It provokes motivation and curiosity.
- It is easy to transfer verbal reasoning skills and strategies to other study areas.

The *role of the moderator* in a VTS discussion session is to carefully select visual images and enable discussion. This is achieved through questioning and enabling techniques, with three essential questions, which are "deceptively easy" (that is to say, they seem very simple but are worked out and refined to be open and focus the debate on the knowledge process of the students):

– What's happening in this picture?
– What do you see in the work that makes you say that?
– What else can we find?

Three discussion-enabling techniques are applied:

– Paraphrasing comments in a neutral and conditional way, taking the opportunity to improve vocabulary
– Highlighting the area being discussed
– Linking the contrasting and complementary comments of the students

The role of students in VTS is central and active. They are asked to look closely at the image, giving them time to do so; they talk about what they observe, in response to the question "What is happening in this work?"; they validate their proposals with evidence from the work being analysed; they listen to and consider the opinions of others, commenting on the many possible interpretations of the same work; and they reformulate their own opinions based on what they have heard from their classmates.

a) Main Connections between John Dewey's Educational Philosophy and VTS: Experience as a Driver of Learning

John Dewey, in his book *Experience an Education*, argues as a fundamental idea in his educational philosophy that *all genuine education comes from experience* and the questions and issues that this experience generates.

This concept is particularly relevant in the educational theory and practice of museums in general, and more so when it comes to VTS, since this methodology allows the students to acquire direct experience of the museum object. It also encourages active observation, reflection and an object-centred, shared debate based on the students' concerns.

This is the kind of learning process that, as Dewey argues, *is developed from within,* based on the interests of the students. Far from the unidirectional, watertight and immovable, transmitting models of traditional teaching in museums, this process allows for the student to incorporate previous experiences of, essential in the fact of forming an opinion on what they are observing. Previous opinions are thus modulated to create new ones and there is a transaction between the individuals and their specific environment.

Therefore, according to what Dewey proposes, we can say that a *valid experience that leads to real knowledge occurs,* as it has a *continuity* (each experience takes a part of what has happened before and somehow modifies what will come later) and *interaction* (an experience is how it is, due to the transaction that takes place between the individuals and their specific environment).

If a rich experience is a *tool and a goal in itself,* the same can be said of the process of debate that is generated around the work in a VTS interpretation: debates generate knowledge which is transferable to other areas of competence but the process is also learning in itself.

Dewey tells us that an *aim for the experience* must also be determined, understood as an action plan based on the future outcome of actions. As a museum, the impact on students of the visits for formal education is very short-term, being limited to the specific experience of the visit or visit-workshop.

It is important to make the *students aware of the process* being followed during the VTS session so that they understand what they have been doing, and it is also necessary to link and gather together the different knowledge that the group has been exposing and modulating during the discussion so that they become aware of the body of information they have constructed.

Therefore, the VTS provide us with a teaching and learning model that *fosters critical autonomy* in front of the work based on an enriching experience of open debate.

b) Ties between the proposal of an education for understanding by Howard Gardner and VTS

In the chapter "Designing an Education for Understanding," in his book *The Development and Education of the Mind*, Gardner advocates for a *model of education that stimulates interest in understanding* deeper issues related to the world and life.

VTS addresses this point directly, as the learning process it proposes *takes as a starting point the questions arising from the interests of the students;* asking them to formulate hypotheses based on these interests; putting forth evidence-based justification for

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these hypotheses; reflecting on one's own observations and those of others; and promoting decision-making processes, based on available information.

Gardner argues that one of the current problems with teaching is that it aims to cover too much non-competency content, learned by heart. He proposes that we need to learn rather than memorise facts. The way to have lasting learning is to examine a few specific topics in depth, so as to *teach comprehension.* He warns us that non-contextualised memorised knowledge is forgotten: learning takes root when it is the result of rich, multifaceted and disciplinary research, which provides a sophisticated understanding.

In relation to these statements, we can appreciate that the VTS require the number of sessions of "interpreting" works to be limited, both in their duration as well as in the number of times that they are done, in order to focus in *less contents but of higher quality,* without exhausting the student in a repetition of the same debate routine; respecting the reasonable period of attention of each student performing the same task; and limiting the amount of new content that comes up for discussion, in order to enable in-depth examination and understanding.

VTS also proposes a *contextualisation of the knowledge* and learning that arises in a context of joint research, given that the observations are directly related to the work and come from the information network of the students, who work together to make observations and reach conclusions.

VTS provides a welcome shift in traditional teaching practices in museums, in which students were passive recipients of a simplified and summarised, unidirectional discourse on Art History, which was not contextualised in the framework of the students' knowledge.

An analysis of the four elements of the "*path to understanding*" that Gardner highlights for us, based on the contributions of VTS to learning, would provide us with the following reflections:

1. *Learning from other appropriate institutions:* VTS is a methodology that allows the museum to be a suitable institution for learning, as it does so in a way that facilitates deeper understanding of the work of art or object.
2. *Directly addressing misconceptions:* In this instance, perhaps VTS is more ambiguous, as one of its assumptions is precisely not to affirm or deny any of the conclusions reached by students. Perhaps we could reflect more broadly and point out that VTS, in an art museum setting, allows us to confront the misconception but widespread notion that in order to relate to the work of art we need an "interpreter", a moderator who explains what the work is about, as we alone would be unable to understand it. In other words, VTS allows misconceptions to be directly confronted about art museums as places that are "difficult" to understand. It also addresses the insecurity that most visitors have about their own ability to be autonomous in front of the work of art.
3. *Exercising in a reference framework that facilitates comprehension:* this point has already been mentioned above, when we stated that the discussion about the work is contextualised because it is about a specific object and it is being shared by all participants. The knowledge generated is contextualised as it is based on, and is clearly justified by, this object.
4. *Working on multiple ways of understanding:* VTS do not provide closed interpretations of the work of art. Rather, they make the students aware of the many possible interpretations and leave it up to them to choose the one that best suits their worldview. Here the role of the moderator is crucial. He or she must accept each and every one of the students' contributions with neutrality and return them to the group, by paraphrasing them in the conditional tense, that is to say, always leaving the way open for their plausibility and suitability as interpretations of the work.

c) *Aspects in which VTS respond to neuroscientific processes that affect teaching and learning*

In his article *Claves neurocientíficas para la enseñanza y el aprendizaje (Neuroscientific keys to teaching and learning)*, Morgado explains how *motor and mental habits* are acquired differently and are also hosted in different areas of the brain from *semantic knowledge.* While repeated practice is essential to establishing motor and mental habits, semantic knowledge requires comparison and contrast between different information.

The best way to achieve *relational and flexible memories,* susceptible to being evoked in varied and different situations or contexts that originally generated learning, consists of *comparing and contrasting* (answering questions, summarising, analysing differences and similarities and inferring) between multiple and diverse information. Passive attitudes are not the best way to form relational and flexible memories, as they tend to form rigid memories, which are of little use when it comes to evoking memory in different contexts or ways.

According to this statement, we can therefore assess that *VTS is an ideal methodology for the acquisition of semantic knowledge,* as it consciously and systematically exercises this comparison and contrast between different information. The opinions of each member of the group provides us with visions that can be contrasted, nuanced, concordant, or expanded from the same evidence, and must be compared, evaluated, and reflected upon in order to redo or reaffirm one's own opinions and knowledge.

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This *knowledge is acquired in a contextual,* but at the same time, conditional way. That is to say, in a flexible way, and therefore can be used in different contexts. No series of historical-artistic data has been learned about the artist or artistic movement, which may not be remembered in front of another work of art or may not have any connection to a different style or era.

What we have learned is a way of looking at the work and asking ourselves those questions that give us autonomy in front of an artistic creation, while being aware that our responses are just one of the many possible answers.

Another aspect that I found relevant is the statement that *"the best way to learn is to try to teach,* in such a way that the best way to teach consists precisely of inducing the learner to do so in the same way".

Thus, the learning technique that produces the best results consists of explaining what has been learned. This is also true when we evaluate what has been studied, given the fact that evoking the content not only evaluates, but also enhances the memory.

In an interpretation of a VTS work, the participants express their observations aloud, so they must pass their thinking through the *mental process of organising it and turning it into words,* with all the evolution and definition of the idea which takes place when it becomes oral.

Also, listening to it repeatedly, in the paraphrasing, by the moderator, allows on the one hand to validate it, as it is accepted and returned to the group by the character who acts as a reference in the process; and on the other hand, it allows us to evaluate it, as we gain a distance over it that provides us with information about which aspects require enriching or modifying.

All these processes also help to *remember it,* because as Morgado tells us, the fact of explaining content obliges us first to understand it and analyse in an orderly way its main points, processes that help to fix it in our brain.

Morgado also tells us that the brain needs time and repetition to create internal connections (synapses) that allow hosted and interrelated knowledge, with resting spaces between repetitions to allow information to be fixed. That is why *distributed learning is more effective than intensive learning,* as it avoids interference and gives time for the slow processes underlying the formation of consistent memories to take place.

We can say that VTS allows for distributed learning, as it is with the repetition of interpretations of works that the underlying processes that are relevant are acquired: *the development of visual literacy* (or autonomy in front of the work of art), the development of critical thinking; of language and communication skills; and fostering group spirit and mutual respect.

d) Working on emotional education based on VTS

The article *La inteligencia emocional en la infancia y la adolescencia. Capítulo 2. De la inteligencia emocional a la educación emocional* explores how there is more than one model of emotional intelligence.

The most cited are those proposed by pioneers Salovey and Mayer in the early 1990s, and the best known by Goleman in 1995, who by structuring emotional intelligence into five key elements, laid the groundwork for his current study.

According to Goleman, emotional intelligence consists of:

- Self-awareness – knowing your own emotions
- Self-regulation – managing your emotions
- Motivation – motivating yourself
- Empathy – recognising the emotions of others
- Social skills – establishing positive relations with others

Emotional education is a continuous and permanent educational process, which aims to enhance the development of emotional skills as an essential element of human development, in order to train for life and in order to increase personal and social well-being.

The general agreement is that there are *emotional skills* that all people should learn, developed through a series of emotional education strategies.

Working in VTS can provide tools to work on emotional skills, *directly or indirectly:*

- *Emotional Awareness:* Knowing your emotions and the emotions of others. We can say that VTS, indirectly, allows us to assess how we feel: Do we want to talk? Are we afraid to do so? How do we feel about what we said? And how the others feel: How do they feel about what I say? Do they want to talk too? It should be borne in mind that this competence is not worked on directly, but that the *teacher must take advantage of the synergies caused during the session* with the group and develop them through other processes in the classroom.
- *Regulation of Emotions:* Providing a suitable response to emotions (a balance between repression and lack of control of these).Do we get frustrated when we can't talk when we want to? Is it hard for us to be quiet and focused on what others are saying? Or quite the opposite, I'd like to talk but don't dare to. Do we get angry if someone disagrees with what we say? Are we afraid to make mistakes? A good moderation of a VTS session will take care to give the word in an *organised and regulated way,* explaining beforehand what the mechanics of participation will be, so that the participants know and understand. Care should also be taken to regulate the interventions of some participants and encourage others, in order to give

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each of them a space to express themselves according to their abilities. And above all, *an emotionally safe environment will be built* where no one is wrong and all the comments are received with the same level of acceptance, that is to say, that are all equally correct or incorrect.

- *Emotional Autonomy:* To not be seriously affected by the stimuli of the environment. This skill is worked on in a more tangential way, *providing the students with an emotionally balanced space* that allows them to regulate their emotions and level them to those of the group.
- *Socio-emotional skills: Competencies that foster interpersonal relations.* In this area, the work of the VTS is direct and has a strong impact on the group. Its mechanics require *working on social skills,* given that respect for the order of interventions and listening to the opinions of others is a first step that is worked on consciously in order to carry out the debate. It allows the students to perform the procedure, basic in democracy, of allowing the others to express their point of view; contributing their own ideas; hearing all the points of view of the group validated equally by the moderator; reflecting on their own ideas based on those of others; and *generating collective knowledge,* which leads directly to *group cohesion and mutual respect* for what can be achieved by working together.
- *Life skills and wellbeing:* The contributions of VTS are also indirect in terms of this competence, but the methodology allows learning from one's own interests, which are thus validated; *providing security and nurturing the self-esteem* of the students, who feel competent, autonomous and stimulated; and this creates mental structures applicable to other situations of debate, which broadens the worldview and reduces anxiety.

It is important that emotional education programmes are always accompanied by *ethical principles:* we must avoid exploitative or dishonest purposes, which would be totally counterproductive, as well as environments that generate tension and stress, which block the learning process (which also has a scientific basis, as explained in the video by Mara Dierssen: *Construyendo mejores cerebros - Building Better Brains* (TED Talks)).

The safe atmosphere of the VTS session, with a slow and respectful moderation, fully responds to these ethical principles.

e) Getting excited about learning through VTS

The last article to be examined is that of Francisco Mora. *¿Por qué el cerebro necesita emocionarse para aprender? (Why does the brain need to get excited to learn?).* Research in the field of neuroscience shows that *emotions are essential in the reasoning and decision-making processes,* forming the basis of curiosity and attention, and are determinant in the learning processes.

The prefrontal cortex functions as a regulator of the governing area of emotions, the amygdala, and is the seat of *executive functions,* which allow us to plan, correct, and direct behaviour towards specific purposes.

How *can VTS help executive functions work?* Briefly, we can determine that the main executive functions are affected as follows:

Inhibitor Control: Ability that allows us to deliberately inhibit or control automatic behaviours, responses, or thoughts when the situation requires. A VTS session allows you to do this function as it asks the child to carry out a group activity in which they have to *keep their attention* to follow the thread of the discussion, giving them *time to reflect* and asking them to *take turns.*

Work Memory: Short-term memory that allows us to maintain and manipulate information that is needed to perform complex cognitive tasks such as reasoning or learning. The *narrative component of the VTS* (in which a child explains to the rest their narrative about the work, and this is repeated in the group in the form of paraphrasing by the moderator) helping to exercise this type of memory.

Cognitive Flexibilities: The ability to switch flexibly between different tasks, mental operations or goals. The formulation of hypotheses from a work and its immediate verbalisation that are given to the VTS involve the *management of strategies of adaptation to unexpected situations, to think without rigidity or automatisms,* using analogies and metaphors and *posing open problems*. However, VTS work from the perspective of various decision-making options and assume error as another element in the learning process.

It is often said that *students are not motivated to learn,* but what happens is that they are not motivated to learn what teachers want, but to learn many other things. We humans are curious and want to learn what catches our attention, or is different. Therefore, VTS, which is based on the students' curiosities, drawing their attention according to their previous experience, is a good motivational tool that puts the students at the *centre of their learning* allowing them to develop it *from their interests.*

While some emotions allow us to learn, others inhibit our ability to do so. *Fear and stress are two of the main inhibitors of learning,* reducing the "cloud" of neural contacts and thus the number of synapses that can be made.

The absence of fear and working in an *emotionally secure environment* make thoughts broader, more open, and free. Happier people tend to solve creative problems better by showing a greater ability to associate distant ideas and more open visual attention.

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VTS creates an emotionally secure environment, where no one can be wrong as there are no right or wrong answers. To achieve this, it is crucial to be strict in the type of questions that are asked, which must be open. Care should be taken not to ask questions such as "yes or no" or "guess what I'm thinking", which generate right or wrong answers.

We also need to be very careful with paraphrasing, and accept all responses with equal *neutrality,* no matter how far they may be from our perception (or canonical) of the work. Showing more enthusiasm for some answers than for others or distorting the comment during paraphrasing will make students distrust the open conversation process.

Finally, I include here *the list of practical actions* proposed by Mora to arouse the excitement in the students and improve the educational processes and I make a brief comment on whether they can be addressed in whole or in part from the regular practice of VTS in the classroom:

- Showing enthusiasm about what we are doing: a VTS interpretation is *fun,* and the moderator should warmly welcome the opportunity to share opinions with students.
- Generating positive emotional climates in the classroom: not worrying about making mistakes, having time to think and listen, sharing opinions, creating collective knowledge, etc. All these are *actions that promote group cohesion and develop social skills that generate in a positive climate.*
- Encouraging active learning in which students are the protagonists: in VTS, *the students are the active centre of the learning process.*
- Linking learning to everyday situations: Our students are surrounded by *visual culture* but have very few tools to *interpret it critically.* With VTS they are given a tool that allows them to make their own interpretations.
- Taking into account the interests and prior knowledge of the students: as we said before, VTS debates are generated from the interests of the students and are a *universal methodology* that adapts to their cognitive level.
- Providing suitable challenges and continuous feedback: each work presents a small "mystery" to decipher, and has the return of the classmates to *expand knowledge and reflections.*
- Encouraging cooperative work at all levels: VTS discussions are based precisely on *cooperative work*.
- Arousing curiosity at the beginning of classes with cognitive conflicts and new strategies: it is very good to *start a topic* or project work by interpreting works in VTS. It also gives a lot of *information* to the *educator* about what prior knowledge and what interests the students have on that topic, which allows them to guide the subsequent work.
- Prioritising social and emotional education: it is a work that is *done in parallel* in every VTS session.
- Promoting a growth mentality in the classroom away from limiting labels: in these sessions, other values and intelligences come into play than those that traditional education makes shine: therefore the *previous roles are blurred* and new abilities appear that modify pre-existing relationships and labels.
- Expressing *positive expectations* about the ability of students and looking with affection at students: this is achieved by highlighting the validity of all the contributions, validating them with paraphrasing and thanking them.

In conclusion, I would like to say that this analysis in terms of educational theory and learning processes has further strengthened my belief in Visual Thinking Strategies as a *first-rate tool for fostering meaningful, open, experiential, and emotionally rich learning* for students of all ages, which develops the main aspects of the most relevant and innovative philosophies in education and which also responds to the assumptions of how we learn from recent discoveries in neuroscience.

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An Esthetic-Oriented Evaluation Paradigm: Review and Practice of Educational Connoisseurship and Educational Criticism Theory

By Lu Zizhen

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Abstract- The quantitative method has occupied the dominant position for a long time in the field of educational evaluation. However, currently, the excessive praise of people for it has buried the richness and complexity of educational phenomena in the generalization and simplification of instrumental rationality. This paper mainly adopts the case and literature research methods. It analyzes the general resistance in the practice of aesthetic-oriented evaluation paradigm, mainly including the insufficient real empirical educational understanding of teachers, the limited aesthetic and evaluation literacy of educators, and the contradiction between aesthetic privateness and evaluation publicness. Also, it reviews the educational connoisseurship and educational criticism theory of Eisner, which is an aesthetic-oriented evaluation paradigm, and uses the cases in practice to enlighten people on the feasibility of guiding educational evaluation to value rationality and the real world.

Keywords: educational evaluation, qualitative evaluation, educational connoisseurship and criticism, postmodern curriculum, esthetic orientation.

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Keywords: educational evaluation, qualitative evaluation, educational connoisseurship and criticism, postmodern curriculum, esthetic orientation.

I. Introduction

Since the 1960s, with the promotion of curriculum aesthetics and concept reconstruction movement, introducing aesthetics into the field of educational evaluation and making up for quantitative limitations with qualitative research has become a new trend to reshape the educational evaluation system. In the journey of introducing relevant theories into practice, the theory of educational connoisseurship and educational criticism was firstly raised by Eisner in the 1980s, which is representative and still has momentous value for current practice. In recent years, education reforms in China have paid particular attention to educational aesthetics and educational evaluation. For example, in 2020, China State Council issued *The Overall Plan for Deepening the Reform of Educational Evaluation in the New Era* and *The Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era*. In 2021, Chinese 1st National Professional Committee was established by Education Ministry for aesthetic education in primary and secondary schools. Under this background, reviewing the curriculum vision raised by Eisner, using qualitative methods for educational evaluation, fully respecting personality and details can help education eliminate the "ghost" of control and embark on the developmental road of aesthetic orientation.

This paper reviews educational connoisseurship and educational criticism theory of Eisner, presents practical cases from four aspects of descriptive, interpretative, evaluative, and thematic, to show the operation path of integrating this theory into daily instruction, and prove the practical value of this theory in the current era is enhanced, rather than out of date, or lies only in promoting new concepts with old ones and sporadic practical enlightenment.

II. Common Resistance to Paradigm Practice

a) *The Insufficient Reflective Education Experience of Teachers*

At present, there are many obstacles to the implementing aesthetic-oriented educational evaluation in daily instruction. The first point is the lack of the reflective education experience of discipline teachers, which emphasizes reflective behaviors in everyday instruction. Reflection is an important step to turn the quantitative shift in education experience into the qualitative change of education experience beneficial to others. Many young teachers have such hidden worries: the short length of service as a teacher limits the accumulation of education experience. Education experience is the basis of connoisseurship, so they are not qualified for connoisseurship and criticism. Oppositely, teachers and students who have spent time on school life all have a certain level of educational connoisseurship, which only needs to be improved. From this point of view, there are many competent persons for it. Young teachers are not "a piece of white paper". They can participate in education events in a more focused, sensitive, and purposeful way at college, including listening to lectures, formal or informal academic discussions and the internship of class instruction, after-school student management, family-school communication, etc., ... Old teachers are accustomed to their experience of pursuing efficiency and unified educational evaluation. The praise of later generations makes them indulge in it and lack the consciousness of reflection. They may reflect and encourage the authoritative school culture, and the

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development potential of individuals and schools is suppressed due to the lack of self-evaluation.

b) The Limited Aesthetic and Evaluation Literacy of Educators

The second difficulty is that the aesthetic quality and evaluation literacy of educators are relatively limited. The aesthetic literacy refers to "the basic process, quality, and ability of the perception, imagination, understanding, experience, appreciation, evaluation, performance, and creation of the beauty of things of teachers based on aesthetic experience accumulation"[1]. Evaluation literacy tests the grasp of educator, discipline teachers and education administrators, of many elements, such as understanding, planning, implementation, assessment, improvement, and ethics of evaluation. Aesthetic literacy is the basis of evaluation literacy and helps solve the primary problem of "what is valuable". It is not a gift. It needs to be learned. However, present teacher education pays little attention to this aspect, so that teachers understand too less. As a result, many schools shift all the responsibility of aesthetic education to art courses, so many teachers fail to take the responsibility of further study. Secondly, educational evaluation is coerced by technical rationality, and teachers are willing to become instruction tools, or develop dependence and superstition on it and become slaves of machines. In addition, "due to the weakness of normal education and teacher education in the teaching process and discipline setting, even if the learners receive the aesthetic experience and have a certain aesthetic perception, their ability to create beauty is still relatively weak"[2]. The valuable object concerned in the vision of education is "people", and each student is not "inferiors". However, if teachers do not have enough aesthetic and evaluation literacy, the process of value discovery and optimization of aesthetic objects will be simplified to the forced nesting of the value standards of aesthetic subjects, making evaluation a kind of violence. In 2020, China State Council promulgated *The Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era*, requiring "complete and improve aesthetic education teachers", which is a good start. However, the road to implementation is still very long.

c) The Contradiction between Aesthetic Privateness and Evaluation Publicness

Appreciation is a private and subjective art. Educators learn from art education and regard the class as a readable aesthetic text and an appreciative work of art. When interpreting, different interpretations (education connoisseurship and criticism results) occur due to the different levels of personal artistic views and concerns, such as paying attention to the social background (education background), personalities of artists (teacher, student, and the class style), comparison between meaning and self (reflection of mobilizing self-experience). "The key to perception is that it is a choice, and there is no observation mode with neutral values"[3]. Therefore, educational appreciation always has a personal tendency, which leads us to "deeply describe" the parts of self-interest or exceptional value. On the contrary, evaluation is public. The purpose of evaluation of students is to promote their development. They need to disclose their appreciation results to others through criticism, rather than hide the results in their hearts to obtain the pleasure of their mind. There seems to be a contradiction between the two. However, when they point to "symbiosis" together at the same time and make a firm response of "development" to the question of Benjamin Bloom, "selection or development", in educational evaluation, the contradiction will be eliminated. In other words, teachers not only see the existence of students as "others", but also always respect each other, take responsibility for each other, and tolerate differences, to achieve the vital test standard of "qualitative richness"[4] of the postmodern curriculum. After seeing through the challenges of educational evaluation, Professor Zhong Qiquan reiterated that this is not based on the subjective judgment of personal likes and dislikes, but a kind of "educational evaluation"[5]. Also, as Professor Cui Yunyu called for, "Teachers should learn to evaluate first and then learn to teach!"[6]

III. Review and Practice of Educational Connoisseurship and Educational Criticism Theory in Schools

a) Overall Review

In the 1960s, Eisner introduced the thinking mode of aesthetic criticism into educational evaluation, then put forward the evaluation mode of educational connoisseurship and educational criticism. Art criticism lies between the work and the viewer, and conveys the meaning and evaluation of the work grasped by art critics through language. Educational criticism is the grafting of "education" and "criticism". Some people believe that educational criticism "is the criticism of critics on certain educational facts according to certain theories to express their interest demands in education"[7]. This view can be regarded as "judicial criticism" from the perspective of the art criticism. It is a criticism of the inherent aesthetic value, and absolutist position. This view only regards education as "facts" and ignores "art". Eisner listed many similarities between art and education to show the possibility and necessity of educational evaluation by art method. He put forward the mode of educational connoisseurship and educational criticism for the first time in 1976. Then he wrote *The Educational Imagination: On the Design and Evaluation of School Programs* (1979), *Performance Essessment and Competition* (1999) and *What Does*

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It Mean to Say a School is Doing Well? (2001)、*Should We Create New Aim for Art Education?* (2001) and others, systematically discussed the ideological basis and operation guidance of this theory.

Educational appreciation, which is based on keen perceptions coupled with a large number of experiences, is necessary for practical academic criticism, requires the recognition ability of the daily details organizing the class teaching, requires a memory of past things to contrast, and requires perceiving the rules in which teaching life proceeds. It pursues something beyond precision, but rather the richness of phenomena, which culminates in multivariate foundation of beauty that helps people understand education situations more clearly and comprehensively.

Criticism is the open aspect of appreciation. It is an art of revelation. It requires certain skills to make the representation from the "translation" of things in visual form clearer, and as Susan Langer (1957) said, it is also to "express our knowledge of emotional life". The language of criticism, like the language of art, is non-inferential. It does not convey information through facts, but through ideographic and abstract hints. This process requires collecting a large amount of relevant information, including observation logs, essays, interviews, videos, photos, homework, etc.,... Then on this basis, it is carried out from four aspects: descriptive, interpretative, evaluative, and thematic. The following is a review and practical case display of these four aspects.

b) Descriptive Aspect

The descriptive aspect is "an attempt to define, describe, narrate or express the relevant nature of educational life in language"[8], which is the most artistic aspect of criticism. This is not to show all things that exist in a specific situation, but to write what is essential and make tendentious choices, to find individual qualities outside universality. This choice is the result of perception and needs to be keenly captured. For example, a smile in class, a pause in speech, and the changes of a classroom layout. These can be seen through mediums like articles, pictures or videos. These may imply a particular education style, teacher-student relationship, school values, systematic support structure of school life, etc.

A teacher selected and shared a typical story in her educational essays that happened between two history classes in a teaching seminar:

There were two history classes in this early morning. After the first class, Helen and Nill had a dispute. Other students said it might be revenge. I thought, if so, when could they stop? So I advised them to use "Rock, Paper, Scissors, Shoot" to decide which one counts!" Nill accepted at once, but Helen was still fighting, so that suddenly ran out. The headteacher just passed by in time. I quickly told him about it and asked him to appease Helen after class. Because the bell was ringing, I had no time left to comfort her.

A few minutes later, Helen came back quietly. She did the same as before: she was the first to raise her hand, the first to answer correctly, with a loud voice. She is an example in the class! I was worried that the slight contradiction between classes would hurt her, but it may be like what students often say: "Miss Green, never mind, we forget quickly!" But if they do like this when reciting, that would make me laugh and weep all at once!

The second class ended on time. When I was about to walk out of the classroom, a student came running to me to make complaints about the contradiction between her and Helen, which were actually just two little things. There were mistakes on both sides. I said, "now it's even!" They also said together, "well, it's even!" So they took the initiative to shake hands and make peace.

When we walked out of the classroom together, Helen walked in front of everyone and said, "as a monitor, now I should lead you!" Others behind joked, "hum, you put on airs!" Then they all laughed. The cold in the morning has gradually shrunk back.The sunshine of March has brushed the smiling faces of the kids through the branches full of flowers on the side of the corridor. They soon left me behind. I looked at their backs turning away from the corner of the wall. With a big smile, I was relieved to turn back to the office.

From the above description, we can see the handling of the minor contradictions among students. Teachers cared in time, but did not intervene too much to avoid the escalation or transfer of contradictions, and guided students to find ways to deal with interpersonal relationships and learn communication skills. Finally, in a nice atmosphere, contradictions were solved. Metaphor and representational rendering are used to present the factual information rather than the indirect representation, which makes the scene appear in front of readers and arouse their profound thinking.

c) Interpretative Aspect

This aspect is a "deep description" of the previous one. It requires reference to ideas, concepts, or theories to clarify the meaning of the described situation. Usually, there is no clear boundary between it and description, which is directly connected or implied in the description that needs to be emphasized. This step is not simple work. First, we need to know enough about the theories, and then be able to sensitively judge which idea is suitable for which event or scenario.

An English teacher tried to teach students according to their aptitude in a large class with weak literacy, but he encountered difficulties. So after observing and describing the daily English learning, he focused on the dictations of students and "interpreted" them to his colleagues:

Today, I have finished the teaching of unit 2. I made a simple oral test in class. Everyone was very enthusiastic. Then, I left some time for students to review freely and independently, because there was a dictation in the afternoon.

The greater the space for students to learn freely, the greater the gap visible to the naked eye. For example, my student William has memorized all three texts in class, even the

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expansion part. However, Yang hasn't memorized the first text, and there was one more dictation waiting for him for his too many mistakes the last time. Nevil always looks casual, but I found that he had memorized them thoroughly. Sophie looked full of confidence and tried to teach others, but actually, there were a lot of mistakes in her work.

This teacher attaches importance to the concept of "student-centered", and pays attention to the adverse effects of "class democracy", that is, the expansion of differences and deviation from the goal of accurate instruction. In addition, combined with relevant theories, these students present differences in learning styles, which are related to cognitive style and multiple intelligence. Therefore, we can find many more profound thinking directions.

For another example, part of the interpretation originally written in the essay mentioned above by the history teacher has been hidden. Now it is presented here:

I learned from Helen's composition that her family was poor, her parents divorced, her mother brought her up alone, and when she was a child, she was so poor that she had to ask her neighbor for rice. Her unqualified father has done great harm to the family. She wrote: "I don't have many memories of my father in my childhood, and there are few good times I spent with him, so I barely love my father... No matter when or where I think about him, it is always the sadness and pain that hit my mind." I feel sad about this sensible kid. So, even if I am willing to tolerate her little willfulness, this does not mean the betrayal of equal treatment. Helen is always diligent and helpful. He is also the monitor elected by classmates and trusted by teachers. Therefore, I don't want to criticize her for such a small matter. I just analyzed the actual situation and provided her with simple solutions.

Concerning the behavior Helen, combined with more background, we can further interpret the girl and her teacher, and produce a more objective, profound, and comprehensive understanding.

d) Evaluative Aspect

This aspect is to judge educational events. It naturally runs through the process of perception and is difficult to be separated, because "even if only because selective intuition has begun to operate, one will inevitably evaluate the value of a series of environments"[9]. Evaluators who have learned the critical ability of description and interpretation can be called critics. They have clear values they agree with, remain alert to them, and encourage and embrace different values. Slotting their values in advance or backward, these two ways of dealing with values are both reasonable. It is better to cause more discussions by different views. They can form compensation, multiple inspections, tension, and avoid autocracy.

For example, in the practice of reading learning, "there are a thousand Hamlets in the eyes of a thousand readers", teachers can fit a more prosperous and wonderful teaching path from the evaluation of different critics. For example, in the teaching of the short story *Oh, Xiangxue* in middle schools, four teachers shew four different designs. One expert acted as a critic and criticized the four designs. Among them, the first teacher focused on "mountain, train, and moon", three specific things in the story, which triggered the interpretation of the spiritual core of people in the social environment. The expert quoted the basic concept "environment makes people" of realistic stories. The second teacher, focusing on the question of "going out or coming back", inspired students to pay attention to the plot arrangement of the heroine jumping on the train and walking back to the countryside, which was interpreted according to the general rule of "the negation of negation". The third paid attention to the differences and complementarities among the groups of characters in poetic novels, which was found contacting the appropriate writing methods in the classical Chinese story named *A Dream in Red Mansions* and affirmed the typical "contrast technique". The last one introduced "mirror theory" to guide students to examine the profound relevance within the text, then the "discovery learning" theory J. S. Bruner was quoted to support this try.

It should emphasize here that even novice teachers can do the same. It encourages the perspective of "autobiography" and the compensation point of view triggered from many aspects. Analysis and debate are welcome. Many teachers have accumulated the specific theoretical bases and practical experience in higher education before entering the post. Besides more professional leadership, the role of "critic" can be generated by teachers who improved greatly.

e) Thematic Aspect

The last aspect is to define a theme. It is the "refining of main ideas and conclusions" of existing materials and "providing readers with a summary that can urge readers to grasp the key points"[10]. This tells readers the key points of criticism, and also urges people to take criticism as a way to understand other education situations.

For example, in the previous case, an expert evaluated four reading classes of *Oh, Xiangxue* and thought that the four designs had their emphases and highlights. Finally, the critic further sorted out the previous criticisms, summarized that they were closely combined with the characteristics of literary theory to form a theme "Reading Discovery Under the Guidance of Literary Theory", and shared this key point. Then, after reading this criticism, other teachers are able to not only quote the teaching designs when teaching the exact text, but also pay attention to "reference literature theory" in the teaching of different texts, and teachers of other disciplines can also get the enlightenment of "paying attention to theories".

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These four aspects of educational criticism are not presented separately to readers, but a qualitative whole. However, as evaluators, we need to clarify their construction forms, from shallow to profound, from redundant to concise, and from quantitative change to qualitative change. Finally, we can achieve the reliability and validity of this evaluation method through two crucial procedures: "structural corroboration" and "referential adequacy". For example, when reading other literary works, students enhance their understanding with the help of literary theory again, and teachers also get new teaching methods and ideas from serious participation, which can prove the value of criticism.

Nowadays, the idea of "subject-based" is still prevalent. Many schools hold regular lectures and evaluation activities with the theme of discipline instruction for teacher development. However, the evaluation content is often based on more refined evaluation dimensions. In the pursuit of refinement, it misses the natural, complex, and unique phenomena focusing on every student and the whole educational scene. When focusing on individual disciplines first, consciously and responsibly improve the ability of educational connoisseurship and criticism from a simple description, the process of discovering value is the process of harvesting beauty.

IV. Conclusion

In conclusion, "educational connoisseurship and educational criticism" theory provides people with an aesthetic-oriented educational evaluation paradigm. After decades, with the rapid development of AI and the increasing expansion of instrumental rationality, it has the value of review, reaffirmation, and practice. Facing the practical resistance of the insufficient reflective education experience of teachers, the limited aesthetic and evaluation literacy of educators, and the contradiction between aesthetic privateness and evaluation publicness, people can carry out an aesthetic-oriented educational evaluation from the four aspects of descriptive, interpretative, evaluative and thematic. Some cases enlighten people to refer to the existing education and research habits and push the theory to be practiced, so as to return the educational evaluation to human-oriented and symbiotic activities of value discovery and optimization.

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Scientific Representations about Self-Development of Personality: History and Modernity

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Abstract- The article is the result of theoretical generalizations on the problems of a retrospective analysis of the essence of self-development and the definition on this basis of a methodological approach in pedagogy, which today can be considered as a key one in the context of the general direction of development of modern education. Self-development of the personality appears as an interdisciplinary category, the formation of which has a long history and is based on the views of philosophers. The reference to the works of domestic and foreign authors: philosophers, psychologists, teachers. The main difference between the concepts and theories of self-development lies in their methodological foundations, while the positions of domestic and foreign authors are brought together by the characteristic of the individual as an instance initiating their own development, by considering self-development as the highest value and the main need of the individual.

Keywords: *self-development, existential approach, individuality, freedom, personality.*

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Scientific Representations about Self-Development of Personality: History and Modernity

Irina V. Ivanova

Abstract- The article is the result of theoretical generalizations on the problems of a retrospective analysis of the essence of self-development and the definition on this basis of a methodological approach in pedagogy, which today can be considered as a key one in the context of the general direction of development of modern education. Self-development of the personality appears as an interdisciplinary category, the formation of which has a long history and is based on the views of philosophers. The reference to the works of domestic and foreign authors: philosophers, psychologists, teachers. The main difference between the concepts and theories of self-development lies in their methodological foundations, while the positions of domestic and foreign authors are brought together by the characteristic of the individual as an instance initiating their own development, by considering self-development as the highest value and the main need of the individual. As a methodological approach in pedagogy that meets the challenges of modern education, an existential approach is determined, based on the ideas of individualization and orientation on the upbringing of a free person responsible for his actions and choices. Research based on the methodology of existential pedagogy proposed by M.I. Rozhkov and O.S. Grebenyuk is a promising direction in the development of modern scientific pedagogical thought. The pedagogical support of students' self-development, based on the methodology of the existential approach, can be considered in the educational system as a promising personified educational process that creates the conditions for personal self-development.

Keywords: self-development, existential approach, individuality, freedom, personality.

I. Introduction

Focusing on an individual approach to education, providing a child with freedom of choice, individualization of support for the development of students is today an important direction in the development of education in the Russian Federation. The indicated priorities are contained in the materials of the Federal state educational standards of the new generation, reflected in the Law on Education in the Russian Federation and other normative educational documents. It is important to note that this direction is related to the educational policy trend of different countries of the world, as evidenced by the scientific works of foreign scientists in the field of pedagogy and psychology, which describe the results of theoretical and practice-oriented research in the field of pedagogical and psychological science (Cai, 2019; Carr, 2019; Edwards & Turner, 2020; Khafizova & Zakirova, 2019; Maksymchuk, Sahach, Demchenko, Furdui, Maksymchuk, Protas & Kyzko, 2020; Ng, 2019; Yarmakeev, Kaplan, Valiakhmetova, Akhmadullina & Sharafieva, 2019; Zhan, Wan, 2016).

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II. Purpose and Objectives of the Study

In modern psychological and pedagogical science, the idea of self-development has been established, which is considered as ability, the highest human need. Along with this, the concept of self-development of a person does not have strict definiteness. On the one hand, the study of an independent category of pedagogy and modern educational practice is relevant. On the other hand, the essence of this phenomenon needs to be thoroughly studied in order to ensure the determination of criteria and indicators of personal self-development in the educational process and finding optimal technologies that ensure students self-development.

The study of scientific ideas about self-development of a person involves the consideration of the following issues:

1. What is the essence of the category of personal self-development and what is the specificity of its understanding in the context of modern pedagogy?
2. What methodological approach in pedagogy today can be considered as a leader in the context of the general direction of development of modern education related to the individualization and orientation of the education of a free person?

In the context of this article, a goal is set to conduct a theoretical analysis of the essence of the concept of personal self-development, as well as to determine the leading lines of development of this phenomenon in modern education.

III. Literature Review

Considering the phenomenon of self-development from a historical perspective, we find its foundation in ancient times. The desire for self-knowledge and self-development as the highest value has long been a natural need of man. This fact is confirmed by the presence of a harmonious system of self-knowledge and self-development of the religions of the Ancient East. In Christianity, one can also come across the idea of self-knowledge as the discovery of

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the Divine principle within oneself, in this sense self-development is seen as a way of understanding God through faith.

The scientific ideas of self-development go back to philosophy. For the era of Antiquity, a description of the problem of human development in the context on different conceptual foundations (religion, mythology, philosophy) is characteristic. Heraclitus is one of the earliest references to the phenomenon of self-development. We also encounter the phenomenon of self-development in the writings of Socrates, who urged his students to know themselves. In Marcus Aurelius and Plotinus we see a description of the desire for knowledge of the inner world of man. In Augustine we find the consideration of spiritual asceticism as self-knowledge and self-determination.

In the Enlightenment, an important step was taken in the consideration and development of the idea of self-development. In the assertion of views on personal formation from the point of view of self-education and self-upbringing, such figures as K. A. Helvetius, I. G. Herder, J.-J. Russo.

Representatives of classical German philosophy (I. Kant, G.-V.F. Hegel, I.G. Fichte, Schelling) are characterized by a pedagogical view of self-development of a person. In the writings of scientists we see a description of the approach to education, in which the role of subjective (individual orientation) on the personality is great. In such a process, the role of the formation of consciousness, directed toward morality, self-awareness, directed toward oneself, and mind oriented toward liberation from oneself, is of great importance (Ivanova, 2015).

The works of many philosophers present ideas related to self-development and self-knowledge (I. Fichte, V. Dilthey, M. Weber and others).

With regard to the problem of personal self-development, many philosophers pay attention to the formation of the moral foundations of personality. The cultural and moral context of personal self-development is the leading humanistic idea of I. Kant. In Hegel's writings we also find the idea of the connection of personal self-development with moral growth and self-improvement, an important role in this belongs to the development of human cultural values.

Since the end of the XIX century, interest has grown significantly in considering the essence of self-development among scientists - representatives of different fields of knowledge (social psychology, social, cultural and philosophical anthropology, pedagogy, philosophy). We can say that self-development acquires the status of an interdisciplinary category. Directions are actively emerging and scientific schools are developing that study the problems of self-development. Personalism or existentialism can be noted as a scientific direction that most fully addresses the problems of personal self-development. The existentialist philosophical point of view is that each person is responsible for his life (Ivanova, 2015). This provision is especially relevant in our time, when it comes to the importance of educating a free personality, responsible for their actions and choices.

The theoretical study of the questions of being, time, freedom, responsibility, choice is the foundation for the formation of existential thought. These ideas are presented in detail in the writings of representatives of existential philosophy (S. Kierkegaard, M. Heidegger, K. Jaspers, M. Buber, L. Shestov, V. Dilthey, J.-P. Sartre, A. Camus).

Turning to the works of Russian philosophers of the twentieth century, we see the distinctive traditions of considering freedom and describing the essence of self-development of a person. The works of N. A. Berdyaev and V. V. Rozanov reflect the idea of freedom. The idea of faith in strength, in the possibility of creative self-realization of a person exists in the writings of representatives of Russian pedagogy and psychology of the early twentieth century. In the writings of representatives of the anthropological and humanistic direction (P.P. Blonsky, K.N. Wentzel, V.I. Vernadsky, L.P. Gumilev, P.F. Kapterev, M.M. Rubinstein, M.M. Bakhtin, N. A. Berdyaev, M.K. Mamardashvili, N.N. Moiseev, V.V. Rozanov, B.C.Soloviev, P. Sorokin, L.P. Karsavin and others) the person appears as an active subject, knowing himself and surrounding world. From the point of view of scientists, each person is capable of self-creation and creation of the surrounding world (Ivanova, 2015).

In the scientific works of the representatives of the natural science branch of the philosophy of Russian cosmism (V.I. Vernadsky, A.L. Chizhevsky, K.E. Tsiolkovsky, N.F. Fedorov) the ideas of forming a "perfect person" are traced, the main values are: concern for extending life, maintaining health, self-development (Prasolova, 2000, p. 240).

The creative heritage of K. Wenzel, theorist and practitioner of pedagogy, philosopher, sociologist, political scientist and theologian, author of the theory of free education, based on the idea of forming a free, creative person, is an actual subject of study in modern educational theory and practice (Mikhailov, 2020).

Turning to the works of domestic psychologists, we find that one of their first gave a definition of the essence of self-development and suggested its justification V.I. Slobodchikov and E.I. Isaev. Scientists interpret the concept of self-development as the fundamental ability of a person to become and be a true subject of his life, to turn his own life activity into an object of practical transformation (Slobodchikov, Isaev, 2000). As you can see, this interpretation of the category of self-development is close to personality-oriented humanistic views. In man there is a special spiritual principle, not reducible to either natural or social, not explained either by heredity or by the influence of the

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surrounding cultural environment. Pointing to this fact, the authors urge to consider a person not as a quality, not as a special structure of properties or traits, but as a holistic, all-encompassing way of being of the whole person at once in their utmost addressing to the Other and in their utmost openness to God (Slobodchikov, Isaev, 2000, p. 216).

In the writings of representatives of Russian psychology (L.S. Vygotsky, V.V. Davydov, A.N. Leontyev, D. B. Elkonin) self-development is considered on an activity basis as a cultural-historical concept. In the cultural-historical concept of L.S. Vygotsky finds a description of the unity of socially determined and personally determined processes of a self-developing personality, in their connection.

The works of European humanists of the 20th century are characterized by an appeal to the conditions of human interaction with the sociocultural environment. It is argued that social ideals should become an internal conviction based on personally experienced insight.

Foreign psychology is widely represented by theories and concepts of personality self-development. It is important to note such scientists as: A. Adler, A. Maslow, P. Popper, G. Ransburg, C. Rogers, 3. Freud, E. Fromm, E. Erickson, C. Jung. In the concepts of V.E. Frankla and L.R. Hubbard's self-development is described as striving for the meaning of his existence. In the theories of E. Berne, T. Harris, M. Rokich, self-development is presented as a change in social attitudes and the construction of one's own life. In the works of scientists, the manifestations and sources of the phenomenon of self-development are studied, the prospects and barriers of personal growth are presented. The concept of a person and his ability to change, develop, and personal growth is based on the idea of constantly changing his "self."

An important milestone in the history of the development of theories of self-development was the movement for the development of human potential that arose in the 1950s and 1960s, primarily at the Isalen Institute in California and at the National Teaching Laboratories in Maine. Here, the understanding of personal growth is based on the concept of one of the leaders of the "movement for the development of human potential" Karl Rogers (Rogers, 1986).

In this context, it is worth noting that humanistic psychology is characterized by the consideration of personality through the person's desire for his higher, genuine "I", through "self-actualization" (A. Adler, A. Maslow, K. Goldstein), "personal growth" (K. Rogers), indicators of the formation of a "mature personality" (G. Allport).

According to representatives of foreign humanistic psychology (A. Maslow, C. Rogers, K. Goldstein), "self" can change through self-awareness. Thus, we can talk about the constant self-development of the personality as a process and infinite ability to grow, change.

C. Rogers noted that people have unlimited potential for self-improvement. He put forward a hypothesis according to which behavior is inspired and regulated by the tendency to actualization as a special motive. The scientist was convinced that one of the most important motives in life is to actualize, that is, to preserve oneself, to maximize the identification of one's best qualities inherent in nature. This current trend (the desire to strengthen, actualize, affirm) is selectively aimed at those aspects of the environment that provide a constructive movement of the individual in the direction of completeness and integrity (Frager, 2008).

As you can see, the humanistically oriented concepts of C. Rogers and A. Maslow are based on the assertion of the unconditionally positive, kind and constructive nature of man, laid down in the form of potential. This potential is able to unfold under certain conditions. This position can be called unconditionally positive, since it is based on the notion that in every person there is a desire for self-development, a fundamental tendency for self-actualization (the desire to become competent, holistic, complete).

We see a slightly different perspective on the consideration of self-development among representatives of the existential direction of humanistic psychology, which operates with such concepts as "self-creation" (R. May), "striving for meaning" (V. Frankl), "internal perspective" (J. Kelly), "inspiration "(J. Buigental)," personal transformation "(R. Emmons). According to R. Lang, O. Marer, R. May, a person initially does not have an essence, but acquires it as a result of self-creation, while positive actualization is not guaranteed, but appears as a result of one's free and responsible choice of a person (Frager, 2008). This position can be called conditionally positive.

The basic position of existentialism is not human nature, but human existence itself, its concrete being. The subjectivity of a person implies that a person is initially deprived of the nature that determines his personal being. The following postulate is important: A person is what he will make himself. In this perspective, each person acts as a specific project of himself, and exists only as much as he realizes. Thus, according to the existential approach, a person must design and create his own existence himself.

Under the concept of "I" in existentialism refers to a phenomenon characterized by internal unity. In this aspect, significant personal goals are personal achievements, self-esteem as the results of self-actualization and self-realization of a person. The important question here is how to build a process of interaction with a person so that he can show his potential reserve potential in development and reach possible heights.

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In studies conducted by Md. Anisur Rahman, describes the relationship of self-development of a person with the philosophy of perception of life, with human needs, social and economic processes, the researcher talks about the relationship of collective initiative and self-development of a person (Rahman, 1993). The author comes to the conclusion that self-development begins with self-understanding and the realization that you need to direct your own actions to achieve results. Self-development of a person, according to Md. Anisur Rahman, can begin even in conditions of extreme lack of resources, in this case there is a mobilization of its internal resources to affirm its dignity and self-determination, while it is important to collaborate with other people to achieve collective specific tasks (Rahman, 1993).

The study of self-development in the context of education from a philosophical point of view is presented in the scientific work of W. Feinberg (Feinberg, 2016). The author points out that the task of the school is to build social values, and also emphasizes that self-development does not occur in isolation, but in the context of culture (Feinberg, 2016).

IV. Methodology

The stated purpose of the study involves the use of a theoretical analysis of the literature on the problem of determining approaches to understanding self-development in a historical perspective. Particular attention during the study deserves the works of modern domestic and foreign authors, considering the phenomenon of self-development in personality education.

The methodological basis of the study was formed by the ideas of existential philosophy (V. Frankl, R. Steiner, J.-P. Sartre), existential psychology (V. Frankl, L. Binswanger, K.A. Abulkhanova-Slavskaya, V.N. Druzhinin) and existential pedagogy (L. Kolberg, J.J. Rousseau, J. Dewey, M.I. Rozhkov, LV Baiborodova), as well as the value-reflective approach in psychology (N.V. Klyueva).

V. Results

A theoretical analysis of modern foreign sources on the research problem showed that the self-development of a personality in pedagogy and psychology is considered by the authors in the context of the formation of pedagogical skills of a future teacher (Maksymchuk, Sahach, Demchenko, Furdui, Maksymchuk, Protas, Kyzko, 2020); professional self-development of teachers, the development of sustainable internal motivation of professional self-development and self-improvement (Yarmakeev, Kaplan, Valiakhmetova, Akhmadullina, Sharafieva, 2019). Meilan Cai considers professional self-development through informal learning (Cai, 2019). Self-development is widely represented in foreign psychological science, scientists offer practical guidelines for personal self-development (Carr, 2019); the issue of developing and implementing effective practical and creative (heuristic) technologies for students' self-development is considered (Khafizova, Zakirova, 2019); the plans (projects) of youth self-development are studied and the importance of education as a form of self-development is ascertained (Ng, 2019); the problems of self-development in leadership training are considered (Edwards & Turner, 2020).

Philosophical and psychological views on the problem of self-development predetermined a special understanding of self-development in pedagogical science not only abroad, but also in Russia. Today, pedagogical thought and the practice of educational organizations in Russia are developing in line with the following ideas:

- From the priority of obtaining the desired results of personal properties, knowledge, abilities, skills - to the idea of personal development and self-development;
- From the traditional priority of the comprehensive development of the individual to the idea of self-development and the creation of conditions for self-knowledge and self-development in various types of activities and areas of knowledge.

Today, special educational and developing technologies are being developed in Russia aimed at stimulating the self-development of children and youth (E.A. Aleksandrova, N.N. Mikhailova, S.M. Yusfin, M.I. Rozhkov and others). The idea of self-development is becoming one of the leading ones in pedagogical science and educational practice, which is reflected in the emergence and active entry into use of the following concepts: “personality-oriented approach”, “personality-oriented teaching”, “personality-oriented didactics”, “existential pedagogy", "pedagogical support", "support for students' self-development" (E. A. Alexandrova, A. V. Boyarintseva, V. P. Golovanov, I. D. Demakova, I. A. Kolesnikova, N. N. Mikhailova, M I.I. Rozhkov, G.A. Tsukerman, S.M. Yusfin, T.G. Yakovchuk and others).

Of particular note is the fact that in Russia the ideas of existentialism, presented in philosophy and psychology, have found their continuation and embodiment in pedagogical theory and practice. The beginning of the twentieth century is characterized as the time of the emergence of new models of humane pedagogy that take promising ideas of existentialism as a basis: interest in the inner world of a person, support in education on the structures of the self. The psychological substantiation of the activities of humanist educators was the existential direction of humanistic psychology, in which the human nature is recognized as

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conditionally positive, requiring help in self-actualization and self-development.

V.N. Druzhinin in his work "Variants of Life: Essays on Existential Psychology" expressed conceptual ideas that are important for understanding the pedagogical aspect of existentialism: we must thank "fate and chance that threw us into this tiny stretch of "space-time", in an era when you can - I hope - think, speak and act in accordance with your desires and abilities, without risking much when you can build up your unique life " (Druzhinin, 2005, p.133). This idea confirms the need for faith in one's own strengths, the importance of independent and informed development and implementation of one's own life plan, suggests the need for a mature person to be ready for self-development, to make independent choices and bear personal responsibility for them.

As noted by A.F. Lazursky, an important discovery in pedagogical science was the development of M.I. Rozhkov and O.S. Grebenyuk concepts of existential pedagogy, the subject of which is pedagogical support, which assumes helping the child in the development of his personality and individuality. The leading task of the organization of pedagogical activity is to stimulate the child's self-development on the basis of his reflexive assessment of current events, including situations specially created by teachers (Lazursky, 2000, p.15).

Existential pedagogy fundamentally changed the vision of interaction between the subjects of upbringing: here the child himself seeks the meaning of his existence and builds life plans, chooses the ways and spheres of self-development in accordance with his own choice, and the mentor accompanies this process. According to M.I. Rozhkov, the difference between the pedagogical impact, determined by the requirements of the existential approach, is as follows: any pedagogical impact should take into account the series of events that occurred with the child before the fact of this impact; understanding the importance of the fact that the very impact of the teacher and the student is a certain event and causes positive and negative emotions in the child; any action of the teacher, if it is not an event for the child, will not give any results in the framework of solving the pedagogical problem (Rozhkov, 2011, p.12).

Today, existential pedagogy in Russia is developing in the form of the development of various methodological approaches and theoretical ideas (L.V. Baiborodova, A.V. Volokhov, M.A. Kovalchuk, T.V. Masharova, E.E. Chepurnykh, A. P. Chernyavskaya, T.N. Sapozhnikova, I.V. Ivanova). New methodological approaches are constructed in the context of existential pedagogy, within the framework of a scientific school under the guidance of a doctor of pedagogical sciences, professor, honored worker of science and the Russian Federation Mikhail Iosifovich Rozhkov. A new generalized pedagogical theory is being formed, which considers the processes of education, training and human development from the point of view of the existential approach (Rozhkov, 2011, p. 8-9).

The leading idea of existential pedagogy is the formation of a person who knows how to optimally live his life, making maximum use of his potentials and realizing himself in socially significant activities. As pointed out by M.I. Rozhkov, The realization of this goal is possible only through a pedagogical influence on the child's life, which consists of certain events significant for him (Rozhkov, 2011, p. 9).

As one of the main categories of existential pedagogy that recognizes the subjective position of the child, "support" is defined. In the scientific works of M.I. Rozhkova, the concept of supporting the self-development of students is considered in the psychological and pedagogical aspect as a method that ensures the creation of conditions for the subject to make optimal decisions in various situations of life choice. The scientist considers pedagogical support as the interaction of an accompanying and accompanied, ensuring the success of learning and self-education (Rozhkov, 2011).

The main idea of the existential approach to accompanying the child's self-development is to highlight as an ideal idea the formation of a person who is capable of self-knowledge, self-realization and self-improvement on the basis of his existential choice, aware of the meaning of his existence and realizing himself in accordance with this choice. This approach involves: independent choice of the purpose of life and adequate choice of the path to self-development; understanding of the meaning of one's existence and one's actions; creating a project of self-development and determining the prospects for personal growth; the implementation of his personality in the context of the created project of self-development (Rozhkov, 2013, p.23).

We believe that the pedagogical support of students' self-development, the methodological basis of which is the existential approach, can rightfully be considered in the educational system as a promising personified educational process that creates the conditions for personal self-development.

Note that the ideas of pedagogical support for the self-development of children and adolescents have the possibility of the most complete implementation in the context of further education, since it is based on principles that imply: free choice of direction and type of activity; taking into account the individual characteristics of the child; adoption and protection of rights of interests; lack of strict regulation of the educational process; cooperation of children and adults; involvement in joint activities (Ivanova, 2016).

In the context of existential approaches in pedagogy, we have developed and theoretically substantiated a reflexive-value approach to pedagogical

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support of self-development of adolescents in conditions of additional education, which develops existential theories of knowledge, and is based on the idea of interdependence of reflection and values, the determination of which is given by the situation of overcoming difficulties (theoretical basis: ideas the meaning of life and self-construction by a person of himself and his destiny V. Frankl, K. A. Abulkhanova-Slavskaya, D. A. Leontyev, the idea of an existential strategy of education by M. I. Rozhkov, the idea of value-semantic awareness of the activities of N. V. Klyueva, theory overcoming R.Kh. Shakurov).

The approach is revealed through a set of theoretically substantiated regularities found in the system of additional education for children, and testifying to the conjugation of reflection and values: the regularity of the determination of self-development by a value attitude to life, the regularity of the connection between the self-development project and existential choice, the regularity of the connection between readiness for self-development and individual social experience. Within the framework of the approach, principles have been developed and theoretically substantiated, the implementation of which makes it possible to create a value-oriented educational environment in additional education: the principle of pedagogical support of the adolescent's existential choice, the principle of pedagogical support of moral reflection by students themselves in a specific problem situation, the principle of value-semantic regulation of internal and external activities., the principle of overcoming psychological barriers to self-development and the principle of pedagogical support for the choice of educational activities.

VI. Discussion

Personal self-development is an interdisciplinary category, the formation of which has a long history and is based on philosophical ideas.

The views of domestic and foreign educators and psychologists on the problem of personal self-development are united in the fundamental statement, according to which, in the process of self-development, a person acquires many new qualities and abilities that were not previously relevant.

The main difference between all concepts of self-development of a person lies in their methodological foundations, while the positions of domestic and foreign authors are brought together by the characteristics of the person as a certain authority that initiates their own development. Self-development is the fundamental ability of a person to become and be the subject of his own life; it is the highest value and the main need of the individual.

Modern concepts of self-development are a logical continuation of the view of a person in humanistic and existential psychology and are incompatible with approaches that do not trust a person and correct.

VII. Conclusion

The author's reflexive-value approach to pedagogical support of self-development of adolescents in conditions of additional education, which received theoretical justification in this study, enriches the theory of education of students by including in it the laws and principles of implementing this approach as author's scientific constructs. The idea of the process of upbringing a free personality, based on the conjugation of the development of the value-semantic sphere and the reflection of the student, expands the theoretical ideas about the construction of the educational environment in educational organizations of various types.

The existential directions of philosophical and psychological thought today receive a new round of development in modern pedagogy. The development of studies based on the methodology of existential pedagogy proposed by M.I. Rozhkov and O.S. Grebenyuk is a promising direction for the development of modern scientific pedagogical thought.

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From a Year-Long Delivery Pattern to a One Semester Delivery Pattern, the Impact on Student Performance in a UK University

By Martin Roberts, Tony O'brien, Dafydd Mali & Jayne Reville

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Abstract- Increasingly UK universities are adopting a more US-based approach of teaching subject-matter in modules across semesters. This means that the teaching of a particular subject across a whole academic year is now changing to the same subject-matter being compressed into a single module taught in one semester (across twelve weeks).

This study examines the effects of a transition over four years on 2,612 students at a UK university, changing teaching methods from a year-long (two semesters) method of teaching to a more compressed US-style of only one semester long module method.

The main findings are that overall pass rates stay approximately the same but there is concern that the number of awards at a first class and upper second level has been diminished. This is potentially due to the students not having the time to assimilate the course-material, develop a deeper learning and understanding of the course materials.

Keywords: *semesters, modules, undergraduates.*

GJHSS-G Classification: *DDC Code: 843.912 LCC Code: PQ2625.O45*



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From a Year-Long Delivery Pattern to a One Semester Delivery Pattern, the Impact on Student Performance in a UK University

Martin Roberts [α], Tony O'brien [σ], Dafydd Mali [ρ] & Jayne Reville [ω]

Abstract- Increasingly UK universities are adopting a more US-based approach of teaching subject-matter in modules across semesters. This means that the teaching of a particular subject across a whole academic year is now changing to the same subject-matter being compressed into a single module taught in one semester (across twelve weeks).

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Keywords: semesters, modules, undergraduates.

I. Introduction

The purpose of this study is to investigate the effects teaching in a semester format as opposed to the material taught in a year-long module has on student performance. It will analyse and examine whether allowing students less time to study the teaching material on the modular course will lead to students achieving poorer academic results. This study will analyse in excess of six hundred first year undergraduate students a year (over four years) within one of the UK's largest applied universities (in terms of student numbers) who are studying similar modules across a range of business and finance courses during two academic years.

The modules use exactly the same wide ranging summative and formative assessment package comprising of: group presentations, on-line phase tests, analytical investigations, investment decision making, together with a final comprehensive examination, part of which was undertaken this last year using on-line digital technology as an alternative to the traditional paper method. The new academic year has seen a fundamental change in the modules' delivery pattern moving from the more traditional dual-semester model running September to May, to a new more compact single-semester delivery across all courses within the University. Having detailed assessment performance information readily available, this has allowed the researchers enable the University to compare the performance of the two delivery modes across six hundred students a year.

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II. Literature Review

a) *The growth of modules and semesters in university pedagogy*

Malik in 2012 identified that teaching materials in modules and semesters was becoming a more and more popular method of delivery amongst universities. This is seen as a popular way for universities to best effective use of their resources to create degree pathways and increase student choice (Osgerby et al. 2018).The phrases "semesterisation" (semesters) and "modularisation" (modules) are widely used in university education across the world. Modularisation means splitting the year into two semesters following the pattern of many North American and European Universities. Different universities can operate different systems but the overall method is that the university divides teaching into standard size units with standard credit allocations. Subject material is taught in compressed modular units (Jessop and Tomas 2017). The most common pattern is one of twelve teaching weeks contained in a fifteen week semester (Harris and Tribe 1995). This style of teaching has also been called "Immersive Teaching" (Burton and Nesbit 2008, Kuscera and Zimmaro 2010, Richmond et al. 2015, Turner et al. 2021). The traditional UK university system is based upon a programme where subject material is taught and is assessed over an entire academic year (Knight 2000). This approach is viewed as inflexible long-winded and out-of-date (Knight and Yorke 2003). The US system is seen as better because as the students can gain credits for passing modules every semester, allowing for administrative flexibility and fitting the modern students' needs for part-time education. It is also claimed that a student can easily change university and even their major if necessary (Bostwick et al. 2018).

b) *The benefits of modules to students*

The initial idea behind using modules was to allow students from all backgrounds and all ages to

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study in higher education (Dejene 2019). It is meant to allow students to be more able to study on a part-time basis and fit family life and other commitments in with studying for a degree (Jessop and Tomas 2017). This flexibility of study patterns is meant to lead to an increase of student choice and create new students markets (Brennan and Taylor 1996). In contrast to the one year long taught courses, modules were associated with delivering knowledge in bite-sized, independent units (Kamakshi 2011). This in turn should enable them to be taught intensively in twelve week segments, in different order and different speeds (French 2015). Therefore discrete modules can be accumulated at a variety of rates by either part-time or full-time study. This will allow students to build up credits at their own pace to obtain a degree or masters in a particular specialisation (Ali et al 2010). Morris went on further to claim that modular teaching moved university offering to become consumer focused. Universities have to respond to demand and offer what the customer (mainly the students and future employers of students) wants rather than be suppliers and delivering what universities want to deliver. This approach is claimed by Malik (2012) to be an outcome-based paradigm. Each module should be self-contained and short in duration (Yoseph and Mekuwanint 2015). Students therefore can move between departments within a university or other universities taking their credits with them (Massoud and Ayoubi 2019). This however means that modules focus on delivering specific core parts of a degree rather than working as a whole towards an overall broader course.

c) Student challenges

It has been claimed that teaching via modules and semesters can better meet the needs of students with improved student focused content and quality. The use of modularization in a curriculum it is claimed that students are at centre of the teaching and learning process (Dejene 2019). Dejenes did have a few words of caution though in that although a modular approach to teaching enables the learner to have control, the student must take greater individual responsibility for learning. A module system demands greater maturity on the part of the learner. Therefore a modular approach may be more appropriate for more mature students. This declaration replicates the findings of an earlier study by Watson (1996) who found that the advantages of teaching in modules and semesters did indeed give flexibility and choice to the student but led to a lack of coherence and misunderstanding in the students as they attempted created their own degrees. One of the key contentious issues is that of time that is needed for the student to become an expert in the material delivered in a modular format. Adopting the current format of semesters leads to compressing all the teaching materials into modules lasting only twelve weeks. From the earliest work of Ebinghaus (1913), there have been a number of studies suggesting that expanding the time over which practice occurs is beneficial to long-term retention (Bjork 1979, Dempster 1989, Cepeda et al. 2006, Thouless 2017). This concept appears to be very robust and the futher experiments that appear in psychology literature should have big implications for the design of future condensed classes and assessments (Rohrer and Pashler 2007, Cepeda 2008). The main implications drawn from this are that students even in a tight twelve week teaching window should be given room to study at their own pace (Kain 2003; Loughran and Berry 2005; Nadeem, 2013), be able to choose to be managers of their own learning (Ali et al. 2010; Adesope and Ahiakwo 2016) and identify their own strengths and weaknesses (Malik 2012).

d) Pedagogic challenges

The teaching in compressed modules can therefore lead to problems. As early as 1973 Goldschmid and Goldschmid suggested in order successfully implement modularisation that modular teaching requires a lot of work from the tutor. Their main concern was the amount of feedback that was required to be given by the tutor in order for the student to be successful whilst on any given course. They deemed the number of immediate and continuous checks needed on a student's learning progression was too much for tutor's to cope with. There were further early warning signs of using a modular system as the UK's HEQC in 1997 reported that "modularity poses considerable challenges to academic practice in defining, measuring, evaluating and verifying academic standards" (page 72). Rich and Scott (1997) developed this further and went on to suggest that whilst popular the motives for adopting by UK higher education institutions in the 1990s were not really clear. Some academics were suspicious of the introduction of modular teaching suggesting the presence of a 'hidden agenda', in which the arrival of modularisation is used as a smoke-screen for more radical change (Morris 2000). The reasons for introducing this new form of teaching was not to serve the best interests of the student but to serve the best interest of ambitious managers, to remove the pressure from regulatory agencies and to copy what other institutions had done in fear of being left behind. Rengel in 2009 noted that for instruction to be successful in enhancing student knowledge over the course of one semester there needed to be a lot of regular individual assessment for each student. This regular assessment as first suggested by Isaksson in 2007 would help students become more motivated towards becoming independent learners. However this takes a tremendous amount of time and effort on behalf of the tutors as the tutor must consider each students individual difference. So the tutor must consider the format, the content and the pace of such assessment to each individual student (Hernandez 2012). To enhance this deep learning this

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continuous assessment must be part of a well-designed module that sets out clear expectations of what is required from the student and what the student can get out of the module (Rushton 2005). There must be a reasonable workload for the student which gives an opportunity for the student to rehearse and practice formative assessment before receiving summative feedback.

Tutors have complained that there is not enough time to create assessments and to monitor students to such an individual extent as previously described (Dejene 2019). There are also complaints that modules cannot deliver the teaching and continuous assessment required to allow the module to be a success due to large class sizes. This has also led to modular curriculums developing assessments that occur in the midway point and at the end of the module. This has drawn criticism from Donnelly and Fitzmaurice (2005) who state that this leaves students with an unacceptable burden of students handing in multiple assignments at these two key points in any semester. There have also been complaints from the students that the work required becomes very similar and that tutors are reluctant to set and mark group assignments as they are difficult to arrange, mark, moderate and provide timely feedback (Hernandez 2012). Entwhistle et al (1992) have noted that students can either take a deep or surface level approach to their studies. Surface learners are concerned with obtaining the right answer and assimilate unaltered pieces of knowledge by means of rote learning. This is not the route that should be taken by university students. They should adopt a more deep-learning approach meaning that they should be concerned with the overall picture, the logic of an argument and questioning the conclusions of others. This approach is meant to make students more versatile and able to answer more hypothetical questions than those students who are merely able to regurgitate facts. It is thought that a successful student is one who adopts a deep learning approach towards their studies (Gibbs 1992). To get the student to adopt this philosophy is down to the design of each course by the tutor. If a course is indeed designed correctly then this will have a good effect on the student's attitudes towards learning which in turn will have a positive effect on the quality of the assessed learning outcomes (Kane et al. 2015).

The opposite of a deep learning approach is a surface learning approach and Gibbs goes on to warn that there are key themes that make students adopt a surface-learning approach. Unfortunately a lot of these themes will resonate with tutors and students who engage with a lot of modules in one semester. They include the lack of opportunity to study a subject in depth due to subject taught in isolation, a large amount of course material crammed into a short space of time, high class-contact time and an assessment timetable and method that can create anxiety. All of this combined in a semester system will reduce the interest in the subject being studied. Perceived learning devolved to simply mastery of the materials in workshops rather than tutorials. Increasingly it is proving difficult to provide rapid and effective feedback. Tutors are regularly reporting that levels of plagiarism are increasing with the individual assignments set. Students are either copying from other students of the same class or copying from students on the same module but in different classes. (Imran and Ayobami, 2011; Witherspoon et al. 2012).

e) Addition to knowledge

There is a fear that superficial learning and fragmentation of knowledge will become the norm amongst students (Entwistle and Preston 2004). Sugrue and Solbrekke (2017) state that due to the Bologna Declaration (1999) universities focusing their teaching more towards vocalisation and the needs of employers has led to less space for students to obtain more foundational, conceptual and theoretical knowledge.

As academic developers, the authors wish the aim of this study to communicate what indeed has happened to the students due to the increasing "massification" of higher education (Sugrue et al. 2018) and at this UK university with students taking modules in short twelve week semesters as opposed to year-long study blocks. This work will add to the significant gap in data and knowledge that is considered to exist between those students taking "long thin" modules versus "short fat" (Burton and Nesbit 2008, Richmond et al. 2015, Turner et al. 2021).

The contribution to knowledge will be that this study will either point to the semester system creating students being surface-learners (Biggs 2003), being just tourists of education (Harland et al. 2015) and not gaining the depth of knowledge of the subject (Jessop and Tomas 2017); Or more importantly this study will demonstrate that the semester system will encourage students to take an interest in their education and help them become better prepared graduates for the workplace (Naidoo and Jamieson 2005).

III. Methodology

The adoption of both modularisation and semesters by this UK University has resulted in shortened teaching periods compared to traditional practice. This study will focus on a module now taught over a 12 week period as opposed to double that over a long-thin module. This module is an introductory module taken by all first year undergraduate students entering the business school who are enrolled on either any business degree or any finance and accounting degree. The modules were entitled "Data Analysis" for those undergraduates who were enrolled on a business degree and "Financial Analysis for Business" for those enrolled on an accounting or finance degree.

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The development of this module from being taught over two semesters to just being taught over one, may raise many questions over the students' learning experience, the teaching experience and the maintenance of academic standards. The data on modularisation, semesters and assessment patterns are taken from the results so far received. This will provide empirical evidence.

The data comprises the student marks for the four academic years and originates from the University's Grade Centre containing the individual grade for each summative and formative assessment undertaken by each student during each academic year. Both modules delivered in either a single or dual semester format, comprised a series of eight 'study blocks' with related lectures and workshop. In addition there are introductory and revision lectures and workshops, plus weekly optional timetabled drop-in sessions. In addition there are weekly on-line optional SAT tests to test the students' learning and appreciation of each topic.

The modules' pedagogy on which this study is based is highly focused on employability. The output of the students is based on their ability to utilise Microsoft Excel. The students have lectures once a week, followed by workshops whereby the students sit at computer terminals (in class sizes of approximately twenty five people) and follow step-by-step guides to create two pieces of output based on sales data of a fictional department store. The methodology mirrors Marriott's (2004) paper in which these modules use a computer-based simulation to allow for spreadsheet modelling in a realistic setting to help enhance the students' experiences and learning.

IV. Initial Analysis and Findings

The data collected and analysed is on the performance of level four (first year undergraduate) students over the course of four academic years. These students are all enrolled on either a business studies course or an accounting course at the business school at a UK university (approximately 600 students per year). The first two years analysis shows the performance of the students who undertook the module on a "Year Long" basis (stretched over two semesters). The last two years show the performance of the students on a "Semester" basis (the same material is now taught over just one semester).

The results at a summary level are as follows:

a) Analysis of All students

Table 1

COMBINED TOTAL								
	Year Long		Year Long		Semester		Semester	
Students	743		658		618		612	
Mark Range:								
<40	94	13.1%	77	12.4%	55	9.3%	70	12.0%
40-50	94	13.1%	70	11.3%	41	6.9%	54	9.2%
50-60	190	26.5%	187	30.2%	122	20.6%	210	35.9%
60-70	231	32.3%	214	34.6%	309	52.3%	208	35.6%
>70	107	14.9%	71	11.5%	64	10.8%	43	7.4%
	716		619		591		585	
Total	743		658		618		612	
Participation	716		619		591		585	
Participation Rate	96.4%		94.1%		95.6%		95.6%	

The chart above shows the total number of students enrolled on course (business students and accounting students), plus the mark range for those that participated in the course and the actual level of participation.

There is a slight reduction in the number of students who passed the module in the first sitting of the module (they must achieve greater than 40%) as it went to a one semester basis, but after reflection and adjustment of the assessment scheme, the results very soon mirror the results of prior year results when taught over both semesters. What is immediately apparent as declining is the number of overall firsts awarded in this collective module reducing from 14.9% awarded a first to only 7.4% achieving a first in the final semester of this study. Retention rates have remained consistent with approximately only 5% of all students not participating in the module.

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b) T-test Results

Table 2

Mark Category	Observations	Average	Mean difference	T-test
>70 Year Long	83	74.11		
>70 Semester	22	71.50	2.61	3.42***
60-69 Year Long	155	65.02		
60-69 Semester	186	63.70	1.33	4.43***
50-59 Year Long	97	55.36		
50-59 Semester	122	56.07	0.71	-1.97*
40-49 Year Long	45	44.60		
40-49 Semester	26	44.70	0.10	0.18
40< Year Long	69	14.74		
40< Semester	40	14.74	0.00	0.00
Total	845			

In Table 2 below, a comparison between student marks obtained either during the module taught over one academic year or just one semester was undertaken using mean difference T-Tests. The results from students obtaining a mark of seventy or higher clearly demonstrate that more students received the better marks when studying the same subject material over a full year. Furthermore, the average score of the students that received those higher marks are greater by 2.61 marks, and are statistically significantly (t value 3.42***).

This did not just apply to the awarding of first, but the results also demonstrate that on average, students in the 60-69 mark category received higher grades by 1.33% (t value 4.43***) when studying over a whole academic year as opposed to one semester. Results also seem to suggest that more students in the semester form of teaching are receiving lower marks. In the 50-59 mark category students in the semester group have statistically significantly lower performance (t value -1.97*).

The results for the lowest categories are not different so it means that the same number of students are either failing or just passing the course no matter the method of delivery. However taken together, the results imply that more of students who studied the same subject material over a year outperformed the student group that studied the material over just one semester.

V. Implications, Discussion and Future Research

This study has attempted to investigate the relationship between student results in relation to switching to a modular curriculum in a semester model. By analysing the assessment data held we have been able to provide relevant information to deliver important insights into the performance debate. As mentioned before this 12 week learning and 3 week assessment model has been adopted from the US university system and does not easily fit into the traditional UK academic year. The short-term nature of semesters creates a very fast pace mode of instruction and limits the time over which the learning process can take place (Thouless 2017).

The defence for this adoption of modules taught over a semester is that is a response to the ever increasing numbers of students who wish to come to university (Ali et al. 2010) and that these modular schemes are popular with students. Ayoubi in 2019 provided results that suggested that UK universities that provide opportunities for students to study modules under a semester experience have a higher number of new student enrolments (both at home and international level)than those UK universities who do not. However as early as 2000, Morris suggested that teaching via the use of modules and semesters has had limited effects on the experiences of both staff and students. Morris even goes to claim that the introduction of modules and semesters have significantly increased costs to universities without the students or the universities achieving any additional benefits in cost savings or increase in student satisfaction.

This study replicates findings both here in the UK (Jessop and Tomas 2017) and across other countries such as India (Knight and Yorke 2003) Australia (Jessop, El Hakim, and Gibbs 2014) and New Zealand (Harland et al. 2015) that assessment on modular degree programmes over short semesters does not help students obtain deep understanding of the subject but rather adopt a surface learning approach (Biggs 2003; Rust 2007). Learning outcomes that have been indicated in the modules should be assessed using applicable and appropriate assessment

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procedures so that the outcomes provide evidence of mastery of the desired learning outcomes. The fundamental principle of assessment in modular program is that the assessment methods should be in accordance with the learning outcomes of the module and should foster a deep approach to learning (Dejene 2019). Student learning takes the idea of what is to be learned from what the teacher desires to teach and directs instruction to what students need to learn. Students to form ideas, take risks, make mistakes, critically think, fix mistakes, and learn how to solve problem from those mistakes. Marriott (2004) suggests that having simulations is vital in enhancing student learning and preventing them from adopting a surface learning approach.

These results have shown that despite the implications from other academics that the semester system is more for promotional gain for some academic leaders or for commercial purposes, rather than the good of the student or indeed the academics delivering the course (Morris 2000), the good news is that modules can be delivered without major detriment to the students' marks, progress or retention. The results from this study have shown that for the students, the retention and the general categorisation of marks have remained on the whole consistent for the students whether delivered as a full academic year (a two semester module) or as a single semester model. The only real concern and one that must be monitored closely is the lack of firsts awarded after the one semester model approach was adopted. The number of first did decrease slightly in the last two semester delivery approach so there may be thoughts as to the general achievement of students.

Whilst modules have become concertinaed in to a single twelve week semester, the number of modules taken at one time has as a consequence been reduced from six to three. Whilst the students have far less time to obtain a deep 'feel' for each module, their spread of their curriculum at any single moment has been halved. It could be argued that a semester delivery could benefit the students in that they are focused upon specific objectives, targets and the delivery of outputs in shorter time spans which potentially replicates to a greater degree the 'real world requirements of business.' It certainly is evidence that counteracts the argument that degree programmes have students being awarded higher level degree classifications (Haggis 2006). The main concern here is that the delivery of the module is fast paced and it has been felt that the students are so time pressured that they do not have the time available to adopt a deep learning approach and adopt a purely surface learning approach. This idea of module being delivered too quickly and too time pressured has been discussed before by Thouless (2017) who suggests that previous and extensive education research has pointed to students needing more time if they are to retain greater knowledge in the subject they are studying. As Gibbs (1992) points out, a student must adopt a deep approach to learning. However if there is every little time to absorb the information then the students will naturally adopt a surface learning approach (Entwhistle et al. 1992). This seems to be the approach taken by the students here. In order to combat it, there is the obvious call to put the module back to being taught over two semesters, but with this being the new approach of this University, there will be little chance for change.

Therefore to overcome this problem, there needs to be another review of the pedagogy. There are calls that there should be smaller class sizes (Hernandez 2012) and that students should be masters of their own learning and progress (Dejene 2019). In this study, the class size is determined by the University and therefore there will not be plans to reduce them. In order for students to become more and more masters of their own studies there already is the ability for the students to self-test their progress through the course with weekly tests, but more should be made of this as one of the best ways for the student to change their approach is to continually assess themselves as to how they are performing (Isaksson 2007). In terms of support we must continue as tutors to be facilitators and guides (Dejene 2019). Whilst the review of the relevant literature has unearthed rich material relating to student performance and it appears that none of the previous studies have investigated this inter-connect area of student development and of comparing and contrasting differing modes of semester module delivery. Therefore further research and input into the international debate from this UK perspective can be seen as being both new and extremely useful. It can be claimed that the intended outcomes described above do attempt to fill a current void in presenting student information in a different way and as a consequence provides relevance to future studies and adds real value to the field of student development and support.

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Learning Gains in Higher Middle Education

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Abstract- We present the results of the first national study on learning gains in Mexico related to the experiences of three generations of students who complete their higher middle education, as of 2013 and until 2015. We used data from standardized third grade ENLACE tests from secondary schools and from third grade higher middle education ENLACE/PLANEA exams. The instruments contain anchor questions measuring similar constructs at two moments in time for the same students. The comparison of students´s learning achievement in these two evaluation moments, allows us to identify that there was progress in their performance after having completed their higher middle education, regardless of the institution, some individual characteristics and the place where the school is located. Bivariate and multivariate analyzes are presented, identifying differences in the students' learning gains, according to the subsystem of higher middle education in which they studied, the school shift attended, the type of secondary school from which they came from, and their sex, among other variables.

Keywords: learning gains in mexico, higher middle education, differences in learning achievement among population groups.

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Learning Gains in Higher Middle Education

Ganancia Educativa en la Educación Media Superior

Rodolfo Tuirán [α], José Luis Gaviria [σ], Rubén Lugo [ρ], Daniel Hernández [ω] & Miriam Benítez[¥]

Resumen- Se presentan los resultados del primer estudio a nivel nacional en México de la ganancia educativa de los alumnos de tres generaciones, quienes concluyeron su educación media superior a partir de 2013. Se analizan datos de pruebas estandarizadas ENLACE de tercero de secundaria y de ENLACE/PLANEA de tercer grado de bachillerato, a través de reactivos ancla que midieran constructos semejantes en dos momentos en el tiempo para los mismos estudiantes. La comparación de medias de habilidad en los dos momentos de evaluación permite identificar que hay avance en el rendimiento de los alumnos al concluir el bachillerato, independientemente de la institución, algunas características individuales y el lugar donde se ubique la escuela. Se presentan análisis bivariados y multivariados, identificando diferencias en la ganancia educativa de acuerdo con el subsistema de educación media superior en que se estudió, turno al que asistió, tipo de secundaria del que provinieron y sexo de los estudiantes, entre otras variables.

Palabras clave: ganancia educativa en méxico, educación media superior, diferencias en logros de aprendizaje entre grupos de población.

Abstract- We present the results of the first national study on learning gains in Mexico related to the experiences of three generations of students who complete their higher middle education, as of 2013 and until 2015. We used data from standardized third grade ENLACE tests from secondary schools and from third grade higher middle education ENLACE/PLANEA exams. The instruments contain anchor questions measuring similar constructs at two moments in time for the same students. The comparison of students´s learning achievement in these two evaluation moments, allows us to identify that there was progress in their performance after having completed their higher middle education, regardless of the institution, some individual characteristics and the place where the school is located. Bivariate and multivariate analyzes are presented, identifying differences in the students' learning gains, according to the subsystem of higher middle education in which they studied, the school shift attended, the type of secondary school from which they came from, and their sex, among other variables.

Keywords: learning gains in mexico, higher middle education, differences in learning achievement among population groups.

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I. Introducción

Uno de los principales desafíos de la educación en los diferentes niveles en México consiste en lograr una efectiva mejora de los resultados de los aprendizajes de niñas, niños y jóvenes. Para llamar la atención acerca de la profundidad del problema educativo en México, un conocido investigador afirmó, por ejemplo, que en el nivel medio superior "los jóvenes que terminan el bachillerato tienen, cuando más, nivel de tercero de secundaria"[1]. Uno puede preguntarse de inmediato si efectivamente esta afirmación tiene sustento empírico suficiente.

Para atender este tipo de preocupaciones, surgió la noción de ganancia educativa, la cual está relacionada directamente al concepto de valor añadido y eficacia escolar (Cervini y Dari, 2008), y alude al progreso en los aprendizajes durante periodos de tiempo determinados (generalmente niveles escolares sucesivos) debido a la acción escolar (Chudowsky, *et.al.* 2010; Kane, 2017; Simkrovic, 2017; Amrein-Beardsley, *et.al*.(2013).[2]

Los modelos de ganancia educativa se basan en la medición de resultados de una misma persona en el tiempo (Yeow Meng Thum, 2009), lo que en parte implica contar con una medida de aislamiento de los componentes que se refieren directamente a los factores educativos (que influyen en los resultados escolares), separándolos de otros factores intervinientes, inherentes al sujeto o que se refieren a aspectos socioeconómicos presentes en cada estudiante (Miranda, 2008).

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La frase citada es atribuida a Roberto Rodríguez por Véase Revista *Proceso*, 13 de octubre de 2017.

[2] Las medidas de valor añadido tienen dos elementos clave: por un lado, el progreso en el aprendizaje de los alumnos en periodos sucesivos; y por el otro, el rendimiento de los alumnos de forma individual (Gaviria y Castro, 2010). Realmente el valor añadido tiene como componentes, por una parte la ganancia, es decir, la diferencia entre el rendimiento inicial y el rendimiento final, y sobre todo, qué parte de esa ganancia puede atribuirse en exclusiva a la acción de la escuela. Por eso es importante controlar muchas variables contextuales que pueden explicar gran parte de las diferencias

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De acuerdo con Gaviria (2006), la ganancia educativa de los alumnos se puede valorar a través de expresiones empíricas de la distancia que existe entre el nivel actual de conocimientos y un nivel previo. Para lograr la medición de valor agregado se pueden utilizar métodos como el escalamiento o equiparación vertical, que se emplea para vincular puntuaciones de instrumentos que evalúan el mismo constructo, pero que difieren en el nivel de dificultad (y están destinados a distinto grado o año escolar). Además, se siguen diseños de aplicación de los instrumentos de forma longitudinal y de modelos estadísticos para identificar los indicadores que dan información de los resultados atribuibles al sistema de enseñanza.

Gaviria y Castro (2010) señalan que los modelos de ganancia educativa tienen las siguientes características comunes:

- Utilizan como variables dependientes las respuestas de los estudiantes en diferentes instrumentos de evaluación de logro académico.
- Suelen incluir características contextuales de los alumnos y las escuelas como covariables.
- Son modelos cuantitativos que incluyen dos o más medidas de rendimiento.
- La relación funcional del crecimiento depende del número de mediciones.
- Suelen tratarse estadísticamente a través de modelos mixtos de crecimiento[3].

Para realizar el escalamiento, es necesario vincular instrumentos que evalúen el mismo constructo en diferentes niveles. Además, para realizar inferencias validas a partir de un escalamiento o equiparación vertical, una condición que se debe asegurar es la adecuación de las escalas entre las medidas de rendimiento académico de los niveles que se están comparando.

Es indiscutible que en México se vienen realizando importantes esfuerzos para incrementar la cobertura, mejorar la infraestructura, diseñar nuevos currículos y formar a los docentes, entre otros aspectos. Sin embargo, aún persisten problemas de calidad de la educación que afectan en mayor medida a los jóvenes en situación de vulnerabilidad. En este sentido, es preciso asignar prioridad al desarrollo de políticas educativas que tengan como propósito potenciar el papel de la acción escolar en cada nivel educativo.

Existe evidencia que muestra que la acción escolar que se despliega en cada nivel educativo puede marcar la diferencia en el desempeño de los estudiantes. El propósito esencial de este artículo es aportar evidencia acerca de la influencia de la escuela en el desempeño de los alumnos y medir la ganancia educativa que significa cursar la Educación Media Superior (EMS) en el país.

II. Métodos y Fuentes de Datos

Una de las áreas que se consideraron en el desarrollo de ENLACE-MS (Evaluación Nacional del Logro Académico en Centros Escolares de Educación Media Superior) consistió en proveer información que permitiera conocer la ganancia que representa cursar la educación media superior (EMS) en México. ENLACE-MS se aplicaba a los estudiantes del tercer grado de bachillerato. Para atender este propósito, se buscó desarrollar y alinear las puntuaciones de las pruebas ENLACE-MS con el instrumento aplicado a los alumnos que terminaban su secundaria tres años antes (ENLACE-3º de Secundaria).

El ENLACE MS se abocó a la medición del nivel de dominio de los alumnos del último ciclo de bachillerato en Comunicación y Matemáticas, las cuales se consideran estructuradoras fundamentales de los aprendizajes.

En la medición del desempeño se utiliza, en el caso de Matemáticas, un modelo que combina distintos contenidos temáticos; y en el caso de Comunicación se emplean tipos de texto que sirven de contexto para plantear situaciones al alumno que le exigen la puesta en práctica de grupos de procesos cognitivos y tareas de menor a mayor complejidad. Esto permite emitir los resultados de la prueba en cuatro diferentes niveles de dominio que sirven para caracterizar las fortalezas y debilidades de los sustentantes que participan anualmente en la aplicación.

Además de ofrecer una prueba diagnóstica para los alumnos del último ciclo de bachillerato, ENLACE-MS se propuso para conocer la ganancia educativa obtenida por los estudiantes después de haber cursado la EMS, por medio de una escala común para las pruebas ENLACE tanto de cierre de trayecto escolar de secundaria, como de bachillerato, para dar progresión a los esfuerzos de evaluación de ambos niveles.

Durante la aplicación de ENLACE-MS entre 2008 y 2010, se hicieron diversos ejercicios y experimentos para consolidar paulatinamente el diseño que se utilizaría en el estudio de ganancia educativa para los años posteriores.

A partir de 2011, la prueba ENLACE-MS se sometió a algunas modificaciones para brindar un diagnóstico acerca del grado de avance de los estudiantes en la implementación del Marco Curricular

[3] De acuerdo con Gaviria y Castro (2005) los modelos mixtos de crecimiento o también conocidos como modelos lineales jerárquicos, modelos anidados, modelos multinivel, etc., son, en esencia, ampliaciones de los modelos de regresión lineal clásicos; ampliaciones mediante las cuales se elaboran varios modelos de regresión para cada nivel de análisis. Con ello, los modelos del primer nivel están relacionados por un modelo de segundo nivel en el que los coeficientes de regresión del nivel 1 se regresan en un segundo nivel de variables explicativas, y así sucesivamente para los diferentes niveles (Snijders y Bosker, 1999; Kreft y Leeuw, 1998).

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Común en la EMS. Por ello, la nueva estructura de la prueba mide indicios de competencias básicas asociadas a dos de los cuatro campos disciplinares establecidos en dicho Marco Curricular Común[4]. De esta manera, la evaluación del área de Comunicación se adaptó para corresponder con el enfoque pedagógico tanto del campo de Comunicación (comprensión lectora) como del campo disciplinar de Matemáticas.

Posteriormente, a partir de 2015, el examen se incorporó al Plan Nacional para la Evaluación de los Aprendizajes (PLANEA) del Instituto Nacional para la Evaluación de la Educación (INEE), conservando las fortalezas conceptuales y operacionales de ENLACE-MS y transformándose en PLANEA-MS con un nuevo modelo de análisis y estimación, una nueva escala de calificación y nuevos niveles numéricos de dominio para clasificar a los sustentantes.

ENLACE/PLANEA-MS siguió una estrategia de recolección de datos que contempló la elaboración y aplicación anual de diferentes instrumentos de medición y la implementación de un diseño muestral de alumnos a los que se aplicaron los instrumentos que, en conjunto, permiten obtener los parámetros estadísticos para realizar el proceso de calificación y otros procesos con fines de investigación. Estos instrumentos fueron:

- *Prueba Operativa*: Se aplicó de manera censal a los alumnos del último año de bachillerato y sus reactivos cada año se hacían públicos después de la aplicación. Con ella se generó información para cada alumno acerca de su nivel de desempeño en las áreas evaluadas.
- *Versión Pretest:* Es un instrumento que se ensambla de manera matricial[5] y se aplicaba a una muestra representativa de los alumnos que respondían la prueba operativa. Se utilizó para equiparar las pruebas ENLACE/PLANEA MS cada año. La aplicación de esta prueba sirve para el piloteo de reactivos y el ensamble de la siguiente prueba operativa. De manera adicional, se utiliza para estudios especiales.
- *Pruebas para el proceso de equiparación:* Son instrumentos de ensamble matricial y se aplicaron de forma contrabalanceada[6] con el Pretest. Estas pruebas también denominadas *Vínculo* se utilizaron para colocar en la misma escala la prueba operativa año con año.
- *Pruebas para el estudio de ganancia educativa*: Se ensamblaron de forma matricial y se aplicaron de forma contrabalanceada con el Pretest. Se aplicaron tanto a los alumnos de tercero de secundaria como de tercer grado de bachillerato, y se utilizaron como ancla para equiparar la prueba de *ingreso* (ENLACE) y *egreso* (ENLACE/PLANEA MS) con el propósito de obtener una medida que representara la ganancia que resulta de haber cursado la educación media superior. Estas pruebas incluyeron reactivos sobre dos asignaturas o áreas de evaluación: Comunicación y Matemáticas. Los reactivos incluidos en estas pruebas evalúan contenidos tanto de secundaria como de bachillerato. Con el fin de cumplir con los objetivos de tener una escala común entre los dos niveles educativos y para realizar el estudio de ganancia educativa, se retomaron los parámetros de los reactivos y las puntuaciones de los alumnos en las áreas de Comunicación y Matemáticas de la prueba ENLACE 3° de Secundaria.
- *Cuestionarios de contexto*: Se administraron a muestras de alumnos y docentes. Los directivos de las escuelas que participaron en la aplicación de la prueba ENLACE/PLANEA-MS también respondían a un cuestionario. Su propósito es contar con información relacionada con variables de contexto que permitan analizar y contextualizar los resultados de los aprendizajes.

Tanto las pruebas de equiparación como las de contexto se aplicaron, año con año, entre 2009 y 2015, a una muestra de alumnos del último ciclo de bachillerato inscritos en aquellos planteles que manifestaron interés en participar.

Todos los instrumentos se desarrollaron con base en la Metodología del Centro Nacional de Evaluación para la Educación Superior (CENEVAL, A.C.), la cual sistematizó los procesos, las normas y estándares de calidad a los que debían ajustarse los planteles. El modelo consta de diez fases o etapas: diseño de evaluación, delimitación del objeto de medida, construcción del banco de reactivos, verificación cuantitativa, ensamble, aplicación, calificación, emisión de resultados, mantenimiento del examen y elaboración de material complementario. En cada una participaron especialistas organizados en cuerpos colegiados denominados comités académicos. Un Consejo Técnico se encargó de guiar, revisar y autorizar todas las decisiones que afectan a estos instrumentos y su aplicación.

El diseño muestral que se utiliza en la aplicación de ENLACE/PLANEA-MS permitió contar con los datos de un subconjunto representativo de la

[4] La estructura del Marco Curricular Común de le EMS se basa en los Acuerdos 442 y 444, publicados en el Diario Oficial el 26 de septiembre y el 21 de octubre de 2008, respectivamente.

[5] El diseño matricial implica dividir los reactivos que integran la prueba en bloques pequeños que se ensamblan para conformar cuadernillos o formas. De esta manera los alumnos solo contestan una parte de los reactivos que componen la prueba y se evita que los resultados sean afectados por la fatiga.

[6] El contrabalanceo es una técnica de aplicación que consiste en suministrar los distintos cuadernillos a los alumnos con la finalidad de controlar el efecto que pudiese generar el orden de presentación de las diferentes pruebas.

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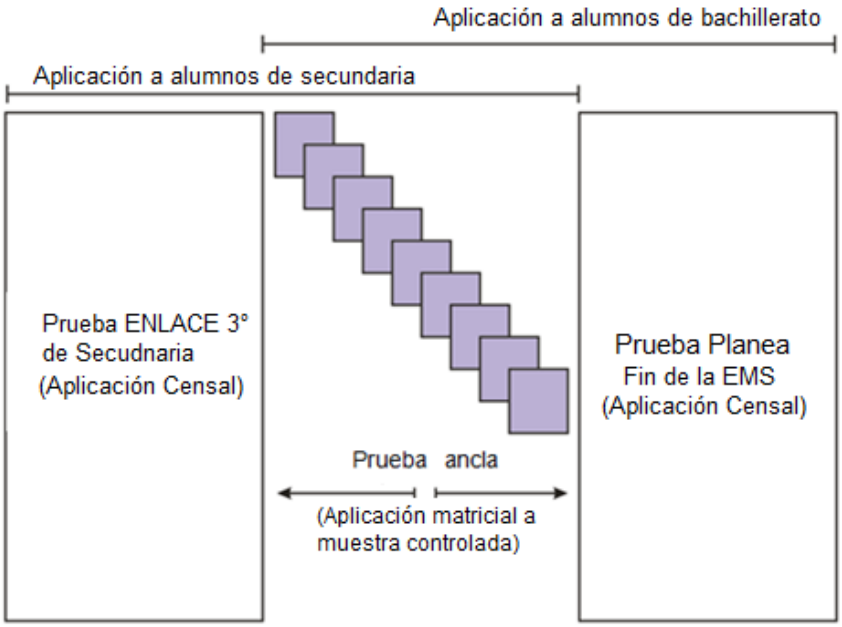
población a la que se aplicó las pruebas La aplicación de la prueba ENLACE fue de carácter censal en cada año y se usaron muestras para los procesos de equiparación y para recabar los datos de contexto de los estudiantes. Los datos de la muestra se utilizaron para realizar la indagación sobre las variables de contexto, llevar a cabo los análisis estadísticos necesarios en la equiparación de las pruebas de un año a otro y concretar el estudio de ganancia educativa.

Cada año se realizó la selección de escuelas y de alumnos que conforman la muestra de acuerdo con los planteles que solicitan participar en la evaluación, razón por la cual el tamaño de la muestra varía en cada aplicación. El diseño muestral y las posteriores interpretaciones de los resultados consideran diferentes niveles de desagregación para los que se reportaron los resultados de ENLACE/PLANEA-MS, como el tipo de bachillerato, tipo de sostenimiento o entidad federativa.

a) ¿Cómo se analiza la ganancia educativa?

Para realizar el estudio de ganancia educativa, se buscó que las pruebas ENLACE de secundaria y ENLACE/PLANEA MS midieran constructos[7] semejantes. Se optó por tomar como medida de *ingreso* los resultados de ENLACE de tercero de secundaria y para la medida de *egreso* los correspondientes a ENLACE/PLANEA MS. Con el fin de establecer una escala común entre estos instrumentos, el proceso se apoyó con el diseño de pruebas ancla que primero, como parte de ejercicios previos, y después como instrumento consolidado se aplicaron de forma controlada y se distribuyeron de manera matricial a una muestra representativa de estudiantes, tanto de tercero de secundaria como del último ciclo de bachillerato (esquema 1).



Esquema 1: Diseño de recolección de datos de las pruebas ENLACE 3° de Secundaria y ENLACE/PLANEA-MS.

En 2008 se aplicó la primera prueba y se denominó Alfa. Esta prueba estaba estructurada considerando los contenidos de la prueba ENLACE 3° de secundaria. En 2009, derivado de la Reforma Integral de la Educación Básica, se modificó la prueba Alfa y se incorporó al diseño una prueba denominada Gamma, que mantenía la estructura de ENLACE MS. En 2010 se conformó una sola prueba integrada por reactivos de las pruebas Alfa y Gamma que únicamente evaluaban contenidos comunes para secundaria y bachillerato; dicha prueba se denominó Delta.[8] Ese año quedó consolidada la prueba para realizar la equiparación en el estudio de ganancia educativa; su aplicación continuó en 2011, después de realizar un ajuste de contenido a una fracción de sus reactivos.

En 2012 se realizó, de manera preliminar y meramente experimental, la primera comparación de desempeño entre una misma generación de estudiantes (2009-2012), con el objetivo de establecer el mejor método de equiparación entre las pruebas. Lo anterior permitió que, en 2013, después de probar la eficacia de la prueba ancla y de identificar el método de transformación lineal *media-sigma* como el más adecuado para equiparar las pruebas de secundaria y media superior, se realizara el primer estudio formal para conocer la medida de ganancia educativa que

[8] La prueba Delta, desde su consolidación, ha evaluado a los alumnos con reactivos que permanecen iguales entre la prueba aplicada en secundaria y la que se aplica en bachillerato.

[7] Usualmente un constructo o variable latente se define como una entidad abstracta y teórica que se infiere a partir de un conjunto de conductas observables, como por ejemplo, la inteligencia, la habilidad matemática, etcétera.

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obtuvieron los alumnos de la cohorte 2010-2013 en las áreas de Comprensión Lectora y Matemáticas tras cursar la EMS. Los siguientes dos años se continuó la realización del estudio para los alumnos de las generaciones 2011-2014 y 2012-2015.[9]

La población objeto de estudio fue la generación de alumnos de los centros de EMS de la República Mexicana que inició sus cursos de bachillerato en cada una de las tres generaciones consideradas, restringiéndose el análisis a aquellos alumnos de los que se cuenta con sus resultados en las pruebas ENLACE de 3º Secundaria y ENLACE/PLANEA-MS. Otro criterio de inclusión al estudio fue que los alumnos hubieran respondido al menos 50% de los reactivos que integran cada una de las áreas de las pruebas.

La cantidad de alumnos contemplados para realizar el estudio de ganancia educativa en cada generación se presenta en la tabla 1.

Tabla 1: Total de estudiantes que aplicaron la prueba ENLACE/PLANEA y los que se consideran en el estudio

Generación	Comunicación		Matemáticas	
	Total	En el estudio	Total	En el estudio
2010-2013	994,882	633,142	1,002,734	638,256
2011-2014	1,004,747	670,906	1,017,352	679,055
2012-2015	1,016,375	657,062	1,027,016	665,315

En congruencia con las necesidades y características del proyecto de evaluación nacional, el análisis de reactivos, la estimación de habilidad y el procedimiento de equiparación de los instrumentos se trabajaron con base en la Teoría de Respuesta al Ítem (TRI). Para el estudio de ganancia educativa, los parámetros que se obtienen a partir de los análisis estadísticos son:

- *Discriminación (a).* Es proporcional a la pendiente de la Curva característica del ítem (CCI) en el punto de inflexión. Puede interpretarse como la cualidad que tiene el reactivo de diferenciar a los sustentantes cuya habilidad está por encima o por debajo de la dificultad del reactivo. Cuanto mayor es el valor de (*a*), mayor será la diferencia en la probabilidad de responder correctamente al reactivo de aquellos sustentantes que se encuentran por debajo y por encima del punto (*b*) (la dificultad del reactivo).
- *Dificultad (b).* Es el valor de la variable (θ) sobre el que la CCI tiene su punto de inflexión. Se considera como un parámetro de posición del reactivo. Cuanto mayor sea el valor de (*b*), mayor será la habilidad necesaria para que la probabilidad de responder correctamente al reactivo sea superior a la probabilidad de responderlo incorrectamente.
- *Pseudo-adivinación (c).* Es la asíntota inferior de la CCI. Determina la probabilidad de responder correctamente al reactivo cuando la habilidad (θ) tiende a menos infinito. Puede interpretarse como la probabilidad de que el reactivo sea contestado correctamente por un alumno cuya habilidad latente tiende a menos infinito. No es estrictamente la probabilidad de una respuesta al azar, puesto que es posible que un distractor bien construido atraiga a los alumnos con menor habilidad latente, y por tano su probabilidad de responder correctamente pude ser menor que si respondiese al azar.
- *Habilidad* (θ). Se considera como la capacidad latente que se desea medir. Se asume que tiene una estructura cuantitativa, y aunque no directamente observable, es la causa que explica las diferencias en las respuestas a los ítems de la prueba. (θ) y (*b*) son valores de una misma escala, por lo que son directamente comparables. Por eso no se habla de una dificultad absoluta del reactivo, sino que esta dificultad viene dada por la diferencia entre (θ) y (*b*), es decir, (θ - *b*). Si esta diferencia es positiva, el reactivo es relativamente fácil para el sujeto. Si es negativa, el reactivo es relativamente difícil para el mismo.

La estimación de los parámetros y de la habilidad de los alumnos se llevó cabo mediante el programa BILOG-MG 3.0 .[10]

[9] La longitud de la prueba ENLACE-3° Secundaria fue de 57 a 67 reactivos para Comunicación, de 60 a 62 para Matemáticas; mientras que ENLACE/PLANEA-MS fue de 46 a 50 para Comunicación y 60 para Matemáticas.

[10] Bilog-MG 3.0 es un software especializado para el análisis de reactivos dicotómicos. EL programa arroja resultados con base en la Teoría Clásica (índice de dificultad e índice de discriminación) y estimadores de los parámetros de la Teoría de Respuesta al Ítem (discriminación (a), dificultad (b) y pseudoazar (c)) de acuerdo con el modelo seleccionado (1, 2 ó 3 parámetros), así como funciones de información, error de estimación y estimadores de habilidad (θ).

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Para igualar las puntuaciones entre las pruebas de *ingreso* y *egreso* (ENLACE 3° de Secundaria y ENLACE/PLANEA MS) se utilizó el método de transformación lineal *media-sigma* (fórmula 1) que implicó ajustar la escala cambiando la media y la desviación estándar de las puntuaciones, pero manteniendo la distribución (Hambleton *et al.*, 1991).

$$\theta_{b\to s} = \theta_b m + n \quad (1)$$

Las constantes m y n se obtienen mediante:

$$m = \frac{\sigma_s}{\sigma_b} \quad (2)$$

$$n = \bar{b_s} - \bar{b}_b m \quad (3)$$

Donde:

$\theta_{b\to s}$ = Habilidad de los alumnos de bachillerato transformada a la escala de secundaria

θ_b = Habilidad de los alumnos de bachillerato estimada de manera libre

σ_s = Desviación estándar de los reactivos de Delta (aplicados en secundaria) que son iguales a Delta EMS

σ_b = Desviación estándar de los reactivos de Delta (aplicados en bachillerato) que son iguales a Delta secundaria

$\bar{b_s}$ = Media de dificultad (b) de los reactivos de Delta (aplicados en secundaria) que son iguales a Delta EMS

$\bar{b}_b$ = Media de dificultad (b) de reactivos de Delta (aplicados en bachillerato) que son iguales a Delta secundaria

Las tareas de igualación o equiparación de las puntuaciones se enfocaron, en primer lugar, en las constantes de transformación lineal y, en segundo lugar, en las puntuaciones de los alumnos para colocarlas en la misma escala.

El incremento o decremento que se observó al comparar las medias del año de terminación de secundaria y de terminación de EMS representa, para este estudio, la *medida de ganancia educativa*. Finalmente, se realizaron cálculos para obtener la ganancia absoluta que representa haber cursado el bachillerato, a través de la diferencia entre los resultados de la medida al ingreso (ENLACE 3º de Secundaria) y los resultados de la medida al egreso (ENLACE/Planea MS). En otras palabras y de acuerdo con Castro-Morera (2009), es la *distancia que hay entre el nivel final de conocimientos y el nivel inicial* (Thum, 2003), y se puede calcular a partir de la siguiente expresión:

$$G_i = Y_{i1} - Y_{i0} \quad (4)$$

Donde: G_i es la ganancia educativa que obtuvo el alumno i por cursar la EMS

Y_{i1} es el nivel actual de conocimientos del alumno *i*

Y_{i0} es el nivel inicial de conocimientos del alumno *i*

III. Resultados

Los resultados de este estudio permiten conocer sí la ganancia educativa de los subsistemas de educación media superior en México se mantuvo a través del tiempo y el paso de las generaciones. A continuación, se presenta esta medida considerando diversas características de los planteles y algunos atributos de los jóvenes de que cursan la EMS.

1. *Ganancia educativa en tres generaciones de EMS*

En las figuras 1 y 2 se presentan las tendencias de las medias de habilidad al ingreso y al egreso del nivel medio superior, a nivel nacional, para las tres generaciones que participaron en los estudios de ganancia educativa.

El resultado principal que hay que resaltar es que la media de habilidad a nivel nacional experimentó un incremento, hecho que representó una ganancia educativa por haber cursado el nivel medio superior, sin importar la generación a la que hayan pertenecido en las dos áreas de conocimiento evaluadas.

Al comparar gráficamente las medias a nivel nacional, se observa que en el área de Comunicación (figura 1), los alumnos de las tres generaciones tenían, al momento de ingresar a la educación media superior, un nivel de habilidad similar. Sin embargo, se aprecian diferencias en la distancia entre las medias de habilidad al egresar del tramo educativo, siendo más pronunciada la de la generación 2010-2013. En el área de Matemáticas (figura 2), los alumnos de las generaciones 2010-2013 y 2011-2014 obtienen una media de habilidad al ingreso muy similar y se separan al egreso, siendo mayor la distancia entre los puntos al final para la generación 2010-2013. Las medias de habilidad de la generación 2012-2015 se encuentra por encima de las otras dos cohortes en ambos momentos de evaluación.

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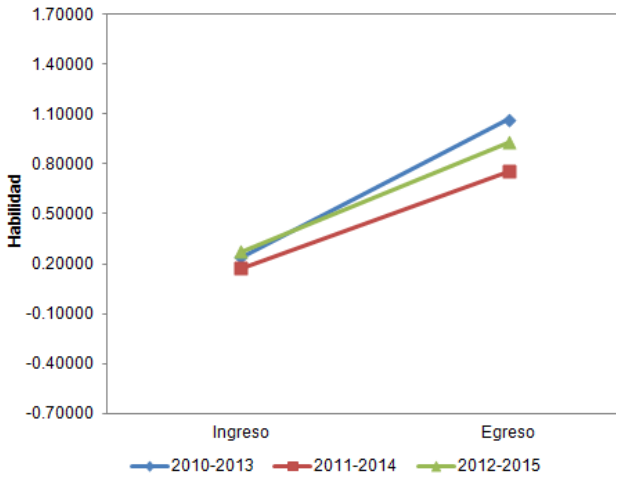

Figura 1: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones a nivel nacional

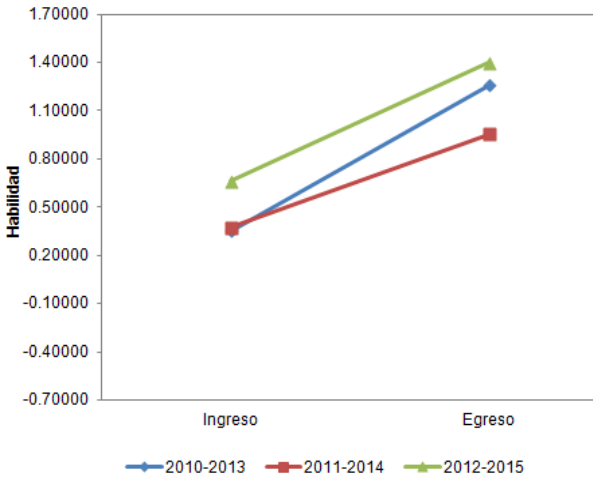

Figura 2: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones a nivel nacional

Una vez que se calculó la medida de ganancia, el análisis de varianza (ANOVA) de las medias de ganancia absoluta a nivel nacional permite demostrar que existe una diferencia estadísticamente significativa ($p<0.05$) entre las tres generaciones en ambas áreas de la prueba (tabla 2).

Con la prueba T2 de Tamhane se encontró que las medias de ganancia de las tres generaciones son estadísticamente diferentes entre sí (tabla 3) en ambas áreas de la prueba.

Tabla 2: Resultados de ANOVA de ambas áreas de la prueba, a nivel nacional

Área	Fuente de variación	Suma de cuadrados	Gl	Media cuadrática	F	Nivel de significancia
Comunicación	Inter-grupos	20130.473	2	10065.237	11359.580	0.000
	Intra-grupos	1737652.830	1961107	.886		
Matemáticas	Inter-grupos	35683.531	2	17841.766	14750.268	0.000
	Intra-grupos	2398159.511	1982623	1.210		

Tabla 3: Resultados de los comparativos múltiples de la prueba T2 Tamhane, a nivel nacional

Área	(I) generación comparada	(J) generación comparativa	Diferencia de medias (I-J)	Sig. (valor p)
Comunicación	2010-2013	2011-2014	0.2432*	0.000
		2012-2015	0.1695*	0.000
	2011-2014	2010-2013	-0.2432*	0.000
		2012-2015	-0.0738*	0.000
	2012-2015	2010-2013	-0.1695*	0.000
		2011-2014	0.0738*	0.000
Matemáticas	2010-2013	2011-2014	0.3293*	0.000
		2012-2015	0.1716*	0.000
	2011-2014	2010-2013	-0.3293*	0.000
		2012-2015	-0.1578*	0.000
	2012-2015	2010-2013	-0.1716*	0.000
		2011-2014	0.1578*	0.000

**. La diferencia de medias es significativa al nivel 0.05.*

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2. *Ganancia educativa en alumnos de distintos subsistemas de EMS*

En este nivel educativo existe una gran diversidad de arreglos institucionales que ofrecen servicios educativos a los jóvenes en los grados 10 a 12 de su educación. Por eso, a continuación, en las gráficas 3 a 30 se presentan los resultados de ganancia educativa para distintos subsistemas de la EMS en las tres generaciones consideradas.

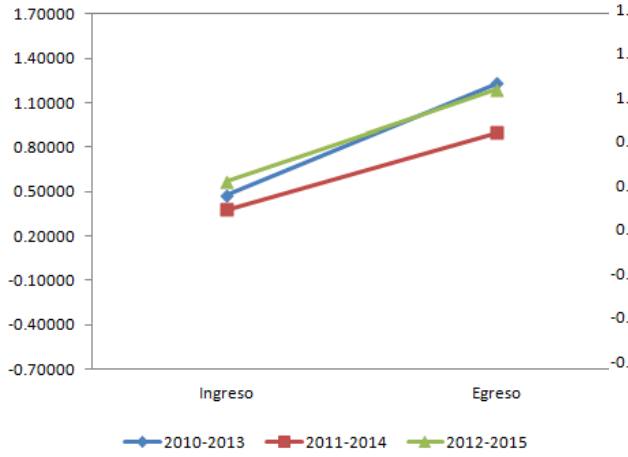

Figura 3: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Bachillerato Autónomo

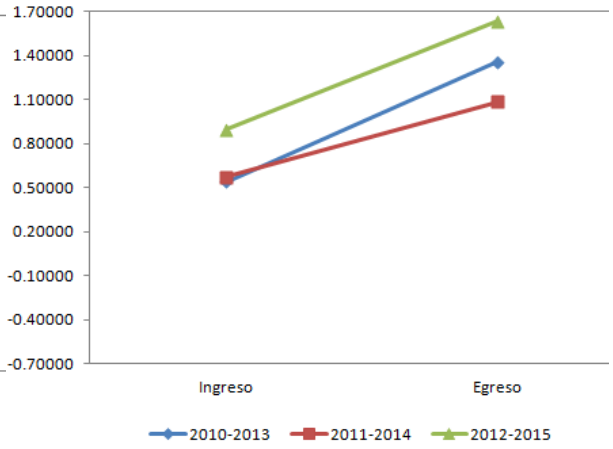

Figura 4: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Bachillerato Autónomo

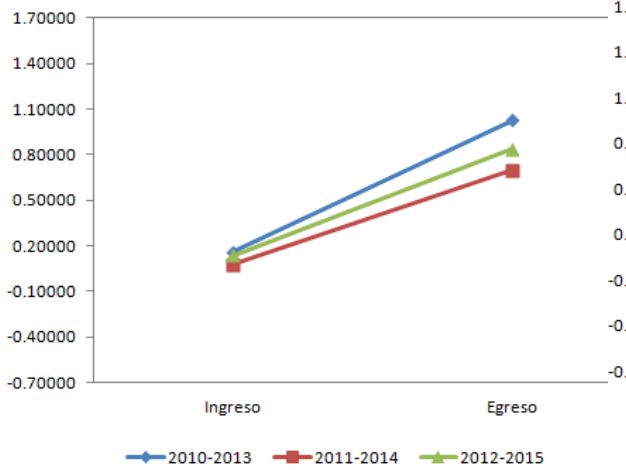

Figura 5: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Bachillerato Estatal DGE-CGE

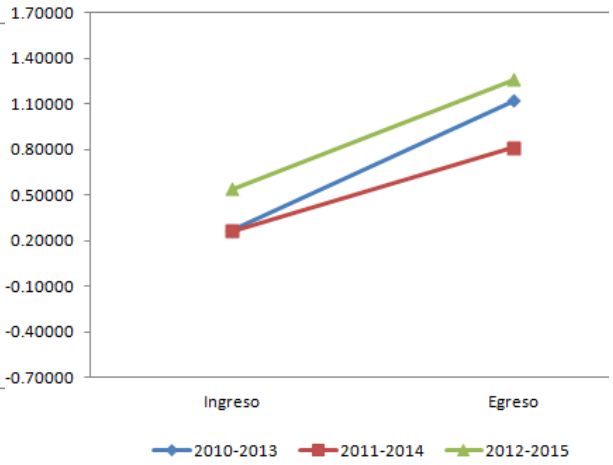

Figura 6: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Bachillerato Estatal DGE-CGE

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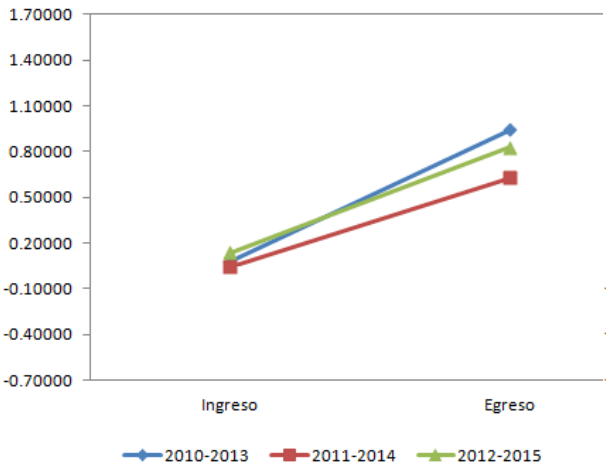

Figura 7: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de CECyTE

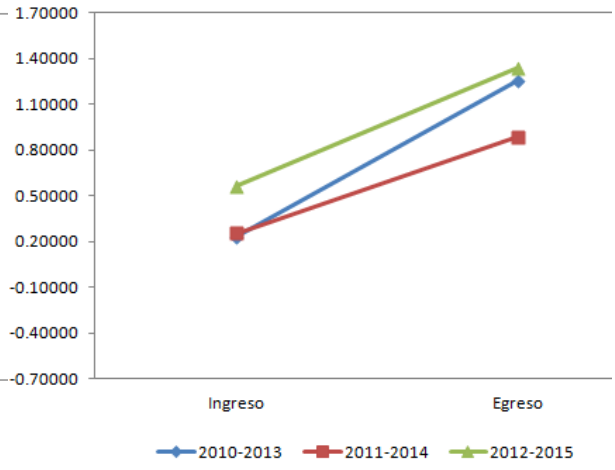

Figura 8: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de CECyTE

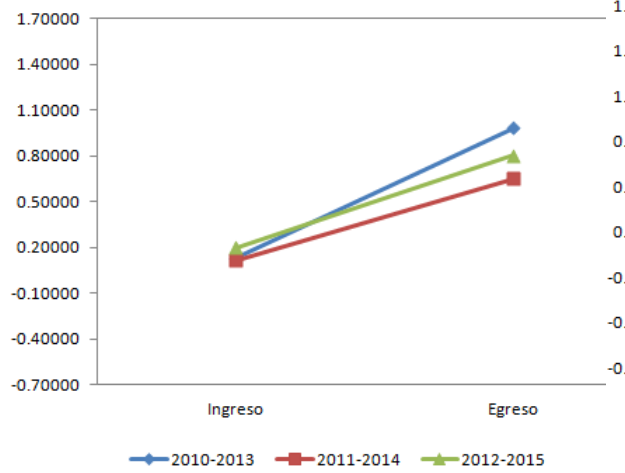

Figura 9: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de COBACH

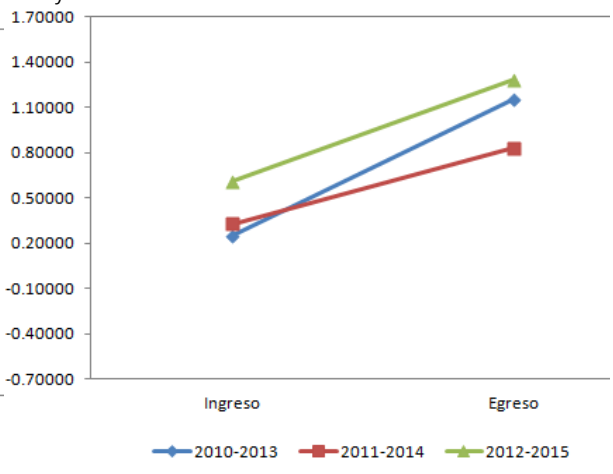

Figura 10: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de COBACH

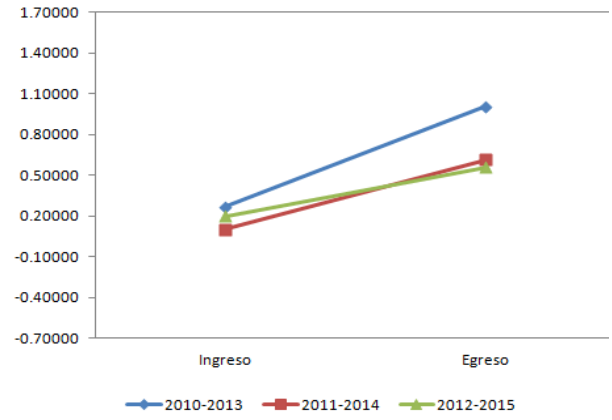

Figura 11: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de COLBACH ZM CDMX.

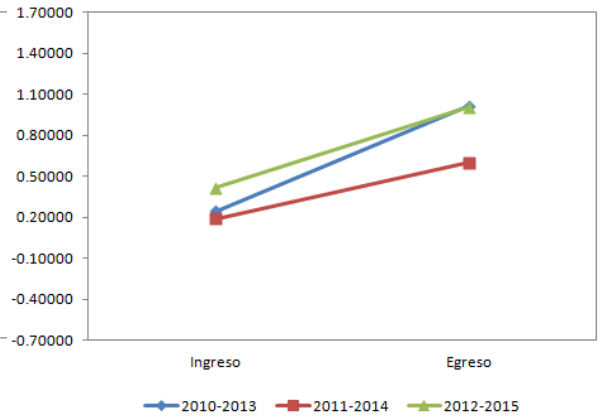

Figura 12: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de COLBACH ZM CDMX

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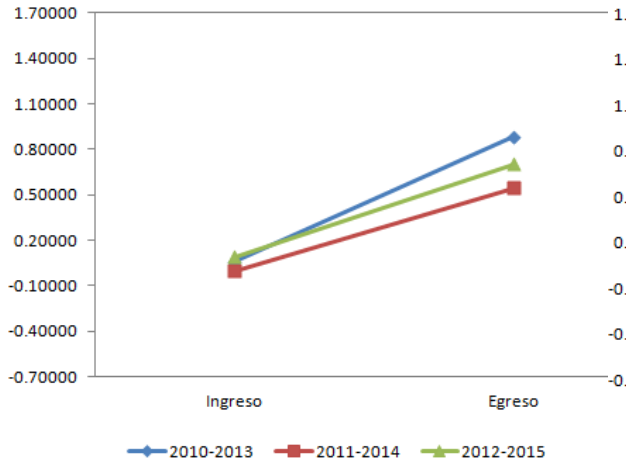

Figura 13: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Conalep

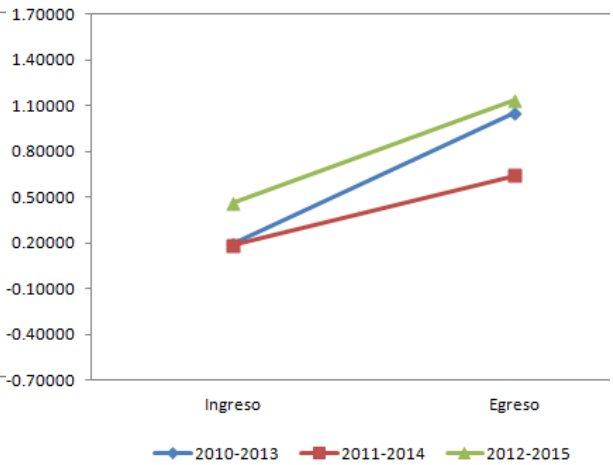

Figura 14: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Conalep

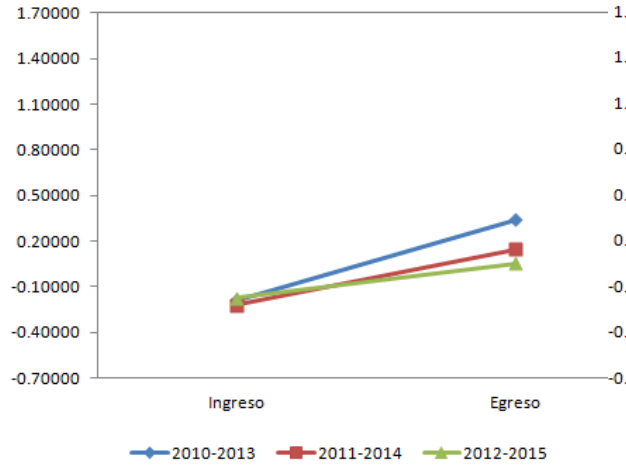

Figura 15: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Conalep DF-Oaxaca

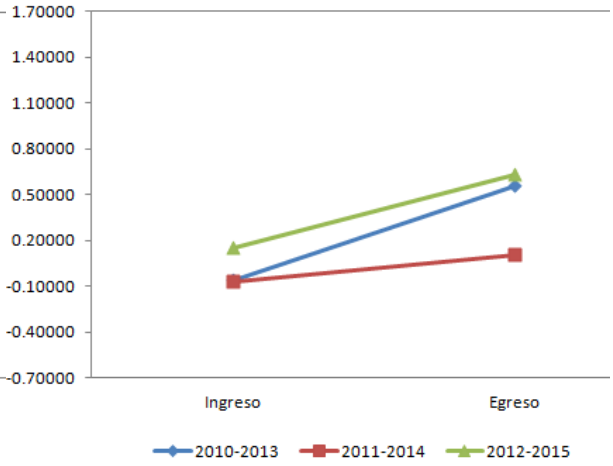

Figura 16: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Conalep DF-Oaxaca

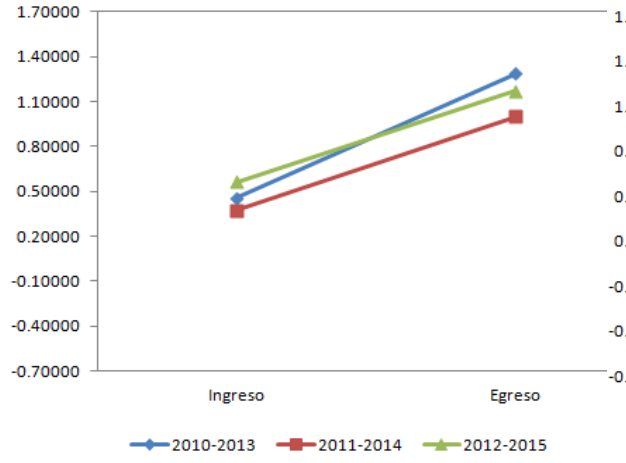

Figura 17: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de DGB

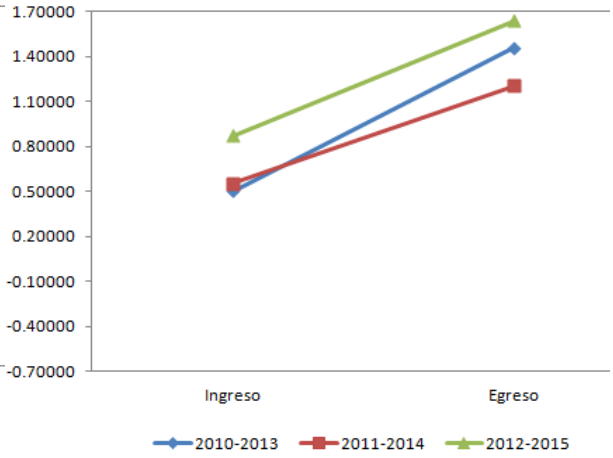

Figura 18: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de DGB

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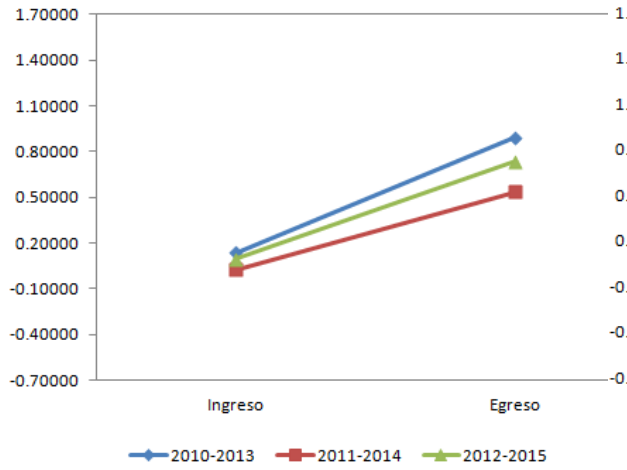

Figura 19: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de DGECyTM

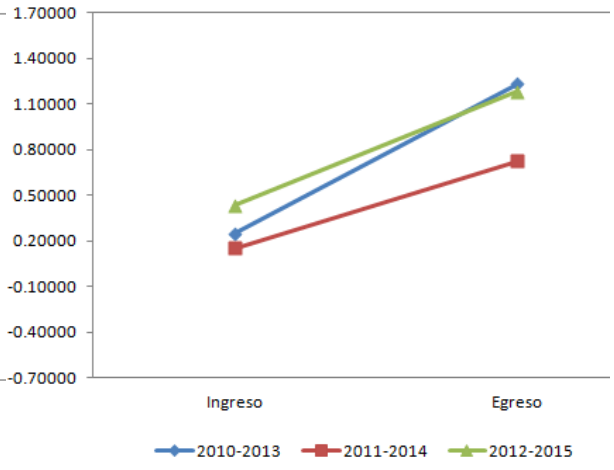

Figura 20: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de DGECyTM

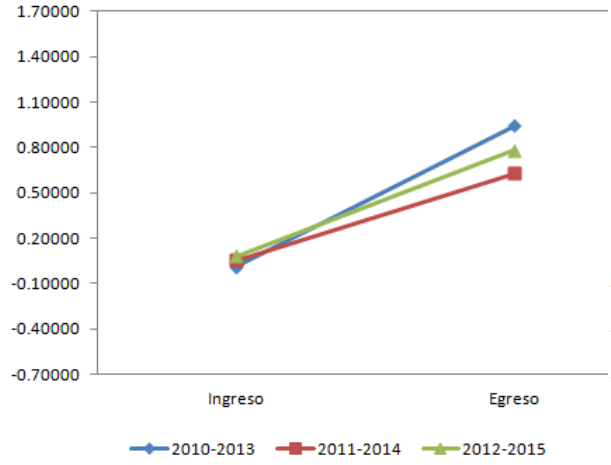

Figura 21: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de DGETA

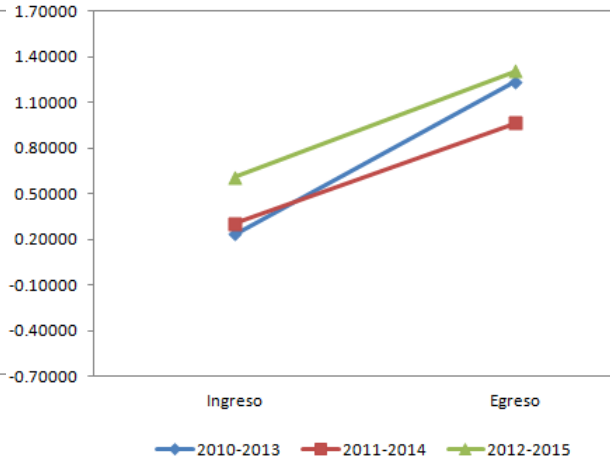

Figura 22: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de DGETA

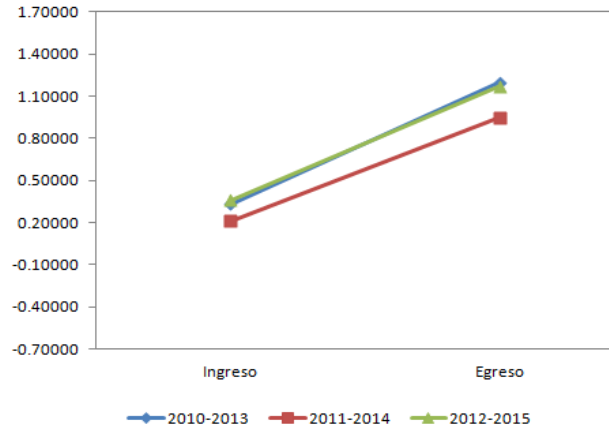

Figura 23: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de DGETI

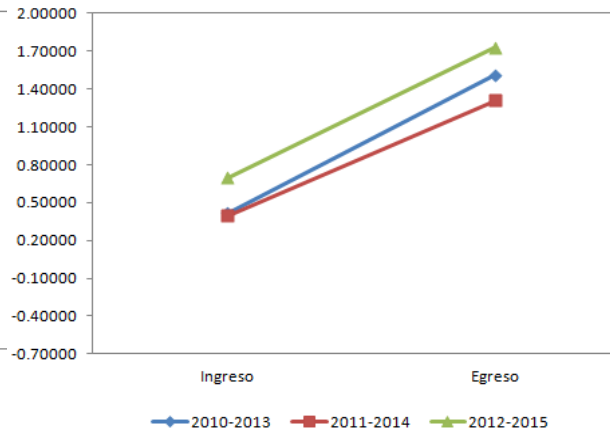

Figura 24: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de DGETI

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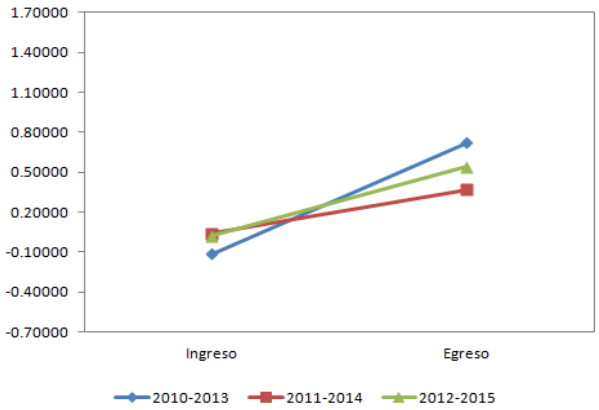

Figura 25: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de EMSAD

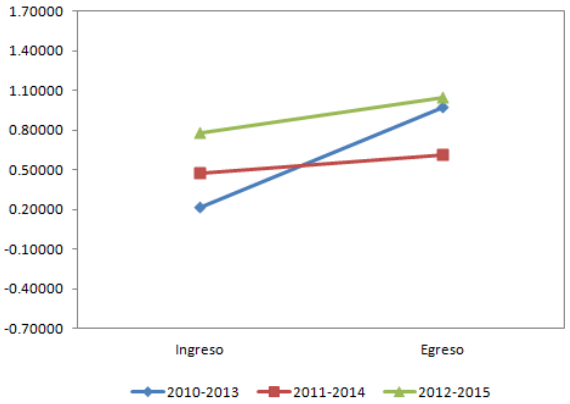

Figura 26: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de EMSAD

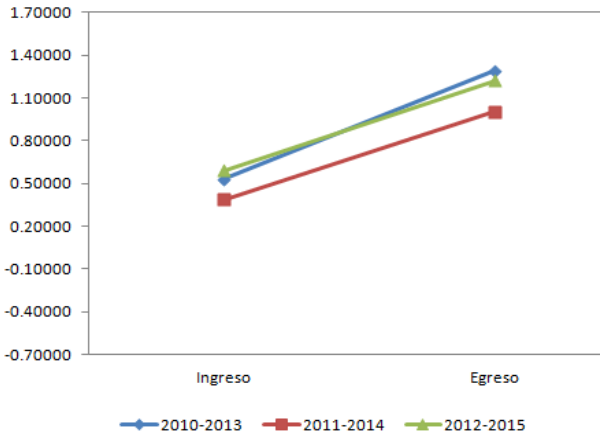

Figura 27: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Particulares

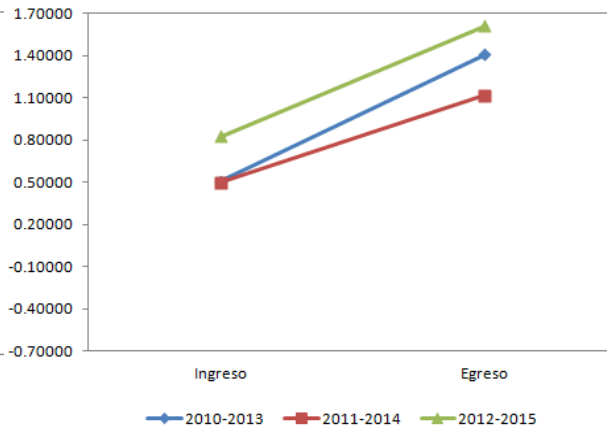

Figura 28: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Particulares

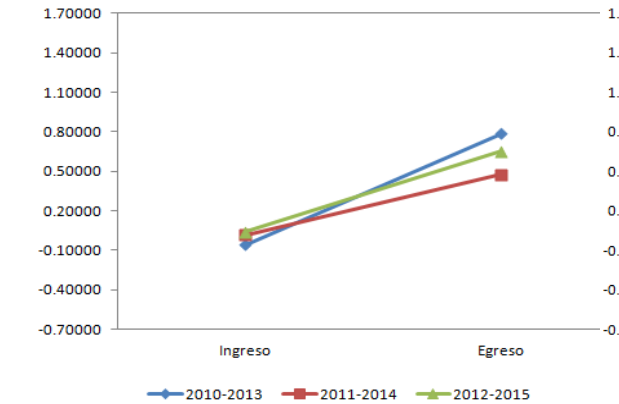

Figura 29: Área de Comunicación. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Telebachillerato[11]

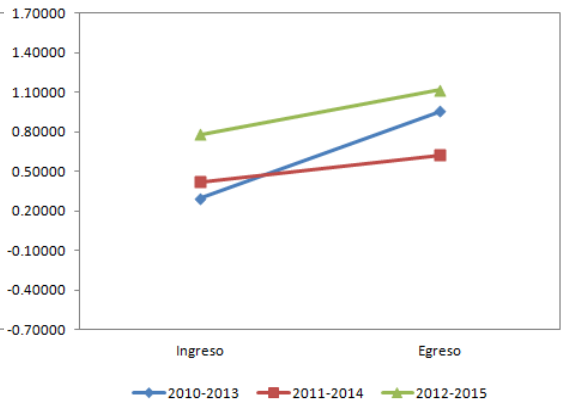

Figura 30: Área de Matemáticas. Comparativo de las medias de habilidad en los dos momentos de evaluación para las tres generaciones de Telebachillerato

[11] Los Telebachilleratos considerados corresponden a los de sostenimiento estatal.

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En todas las gráficas se observa que, en general, los alumnos de bachillerato de todos los subsistemas analizados obtienen una ganancia educativa por haber cursado este nivel, sin importar la generación a la que hayan pertenecido o el área de conocimiento evaluada.

Al comparar gráficamente las medias de habilidad, se observa que, en el área de Comunicación, los alumnos de las tres generaciones tenían un nivel de habilidad semejante en los diferentes subsistemas al momento de ingresar a la educación media superior. Por supuesto, también se advierten diferencias en los niveles de habilidad al terminar la secundaria de los alumnos que cursaron la EMS en los distintos subsistemas.

En las gráficas se registran diferencias en la distancia entre las medias de habilidad al egresar del trayecto educativo, siendo ligeramente la más pronunciada la de la generación 2010-2013. Asimismo, las medias de habilidad en Comunicación de la generación 2011-2014, tanto al ingreso como al egreso, se ubicaron por debajo de las otras dos generaciones.[12]

En el área de Matemáticas, los alumnos de las generaciones 2010-2013 y 2011-2014 obtienen una media de habilidad similar al ingreso y se separan al egreso de la EMS, siendo mayor la distancia entre los puntos al final para la generación 2010-2013. En tanto, las medias de habilidad de la generación 2012-2015 se encuentra por encima de las otras dos cohortes en ambos momentos de evaluación. Como se advirtió en el caso de Comunicación, también hay marcadas diferencias en las medias de logros de estos jóvenes al terminar su secundaria.[13]

3. *Cambio en el porcentaje de estudiantes por debajo de la media de logro de aprendizajes*

Adicional a lo realizado con los datos de la ganancia educativa de los alumnos, se complementó el estudio con un análisis de dos grupos: el *grupo de referencia*, esto es, el grupo del que se está reportando su evolución o medida de ganancia educativa, y otro que se denominó *resto de la población,* que son todos los alumnos que no pertenecen al grupo de referencia y que participaron en el estudio. Por ejemplo, si se analiza al subsistema DGETI, éste será el *grupo de referencia*, mientras que el resto de los subsistemas, en conjunto, son el *grupo resto de la población*. Se calcularon las medias de desempeño al ingreso y al egreso de la EMS para cada uno de los grupos; además se obtuvieron los porcentajes de alumnos del grupo de referencia que se encontraban por debajo de la media del resto de la población (tabla 4). Estos porcentajes, que se reportan para las cohortes 2010-2013 y 2012-2015, permiten dar cuenta del avance en el desempeño de los alumnos por haber cursado el nivel educativo. Por ejemplo, si al comenzar el bachillerato, un 50% de los alumnos de un determinado *grupo de referencia* estaban por debajo de la media del resto de la población, pero al finalizarlo este porcentaje se reduce a 45%, se puede suponer que los años cursados en el bachillerato contribuyeron a un cambio de 5 puntos porcentuales. Algunos de los alumnos que previamente estaban rezagados, mejoraron su desempeño con relación a lo que se observa en el *resto de la población* en su conjunto.

Tanto los alumnos de la DGETI y de los CECYTE son los que presentan para las dos cohortes consideradas, y en las dos áreas de conocimiento, disminuciones en la proporción que se encontraba por debajo de la media respecto del *resto de la población*. Estos cambios son más marcados para la DGETI; la proporción de sus alumnos de la generación 2012-2015 que se encontraban por debajo del valor medio de logro del *resto de la población* pasó de 45.7% a 39.7% en Comunicación y de 48.5% a 36.1% en el área de Matemáticas (tabla 4).

También los alumnos de la DGETA presentan en general este tipo de resultados, aunque en la última generación ya no se observa una reducción en la proporción de alumnos con logro por debajo de la media del resto de la población en Matemáticas.

Tanto los alumnos de los bachilleratos de las universidades públicas estatales, como de los planteles de DGB y particulares, no presentan avances en este indicador, pero debe apuntarse que se trata de alumnos que mayoritariamente (alrededor de 60%) ya se encontraban por encima del valor medio de logro de aprendizajes del *resto de la población*.

En la tabla 4 se observa también que en algunos subsistemas existe cierta disminución de la proporción de alumnos con resultados por debajo de la media de logro del *resto de la población* en alguno de los dos periodos presentados y para una de las dos áreas disciplinarias analizadas, aunque no son sostenidos ni marcados.

4. *Análisis con otras variables*

Considerando solamente la generación 2012-2015, se abordan a continuación otros aspectos relacionados con la ganancia educativa estimada. El primero de éstos es el relativo al turno del plantel (matutino o vespertino) en que se estudió la EMS. Los resultados que se presentan en las figuras 31 y 32 muestran que, tanto para Comunicación como para Matemáticas, los turnos vespertinos concentran alumnos con menores niveles de logro que los alumnos que cursaron la EMS en el turno matutino, de manera que las brechas entre los dos grupos se sostienen.

[12] Esta diferencia se corrobora como significante mediante análisis de varianza (ANOVA) de las medias de ganancia absoluta en los diferentes subsistemas.

[13] Con la prueba T2 de Tamhane, se encontró que las medias de ganancia de las tres generaciones son estadísticamente diferentes en ambas áreas de la prueba (salvo en el caso de Comunicación para los planteles de la DGB).

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Tabla 4: Porcentaje de alumnos por debajo de la media del resto de la población en las generaciones 2010-2013 y 2012-2015

Subsistema	Comunicación				Matemáticas			
	Ingreso 2010	Egreso 2013	Ingreso 2012	Egreso 2015	Ingreso 2010	Egreso 2013	Ingreso o2012	Egreso 2015
Universidades Autónomas	38.8	43.9	37.1	40	41.2	45.8	40.8	40.6
Bachilleratos estatales	54.4	51.7	56.9	53.9	54.1	56.7	55.3	56.1
CECyTE	58.3	54.9	56.3	54.1	55.7	50	53.8	52.3
EMSAD	66.1	62.4	59.8	64.1	55.2	61.4	46.2	62
COLBACH	55.8	53.5	53.9	55.3	55.1	55.2	52.7	55.2
COLBACH ZM CDMX	44.6	52.9	50.6	68.1	53.9	63.9	59.9	69.5
CONALEP	58.9	57.4	58.4	59	57.3	59.7	58	61.3
CONALEP (DF-Oax)	71.4	77.2	70.1	81.7	69.8	82.8	71.2	82.8
DGB	40	41.8	38.2	41.2	43	41.6	42.3	41.1
DGECyTM	54.8	56.3	57.3	56.9	54.5	50.8	58.6	58.4
DGETA	60.6	54.6	58.2	55.5	55	50.8	51.8	53.3
DGETI	45	44.3	45.7	39.7	46.5	38	48.5	36.1
Particulares	36.6	41.8	37	39.4	42.9	43.8	43.7	41.8
Telebachillerato	65	61	60.2	61	52.1	62.4	45.6	60.6

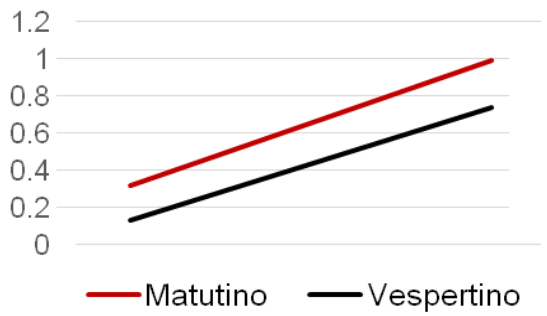

Figura 31: Área de Comunicación. Medias de logro en secundaria y media superior por tipo de turno cursado en EMS

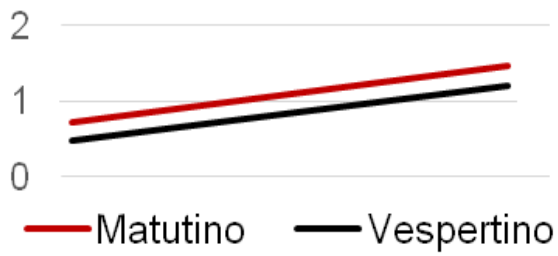

Figura 32: Área de Matemáticas. Medias de logro en secundaria y media superior por tipo de turno cursado en EMS

Otro aspecto analizado en este estudio de ganancia educativa es el relativo al tipo de secundaria en la que estudiaron los alumnos. Se consideran cuatro tipos de secundarias: general pública, técnica pública, telesecundaria y secundarias particulares.

En el área de Comunicación, los alumnos de las secundarias particulares presentan una mayor ganancia educativa, aunque relativamente pequeña; en comparación a los otros tres tipos de secundarias. Entre las secundarias técnicas y las generales, los estudiantes provenientes de las primeras presentan también una ligera mayor ganancia educativa durante sus estudios de EMS. Las menores ganancia se observan en los estudiantes que cursaron la telesecundaria (gráfica 33 y tabla 5).

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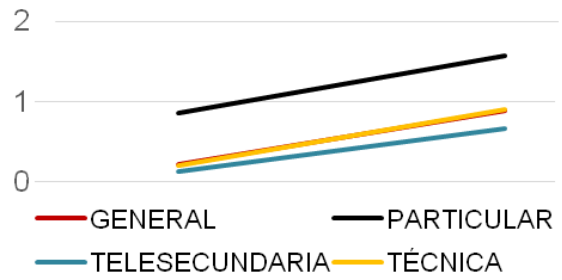

Figura 33: Área de Comunicación. Medias de logro en secundaria y media superior por tipo de secundaria

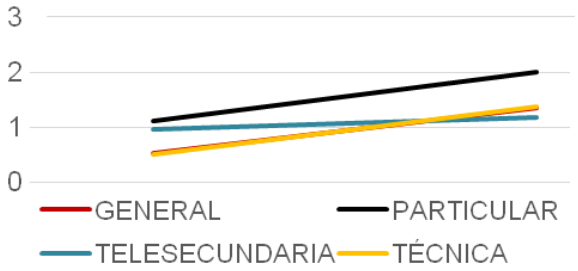

Figura 34: Área de Matemáticas. Medias de logro en secundaria y media superior por tipo de secundaria

La tabla 5 presenta las diferencias en las medias de ganancia educativa de acuerdo a la secundaria en la que estudiaron los alumnos de EMS. En cada celda se presenta la diferencia de las medias de ganancia. Si el signo es positivo, indica que la ganancia fue mayor para los jóvenes que cursaron la secundaria en la categoría del renglón respecto a la categoría en la columna.

Tabla 5: Diferencia de medias de ganancia educativa por tipo de secundaria.

Tipo de Secundaria	Comunicación			Matemáticas		
	General	Particular	Telesecundaria	General	Particular	Telesecundaria
Particular	0.051764			0.078203		
Telesecundaria	-0.132377	-0.184141		-0.590994	-0.669197	
Técnica	0.046995	-0.00477	0.179371	0.053227	-0.024975	0.644222

Todos los parámetros son significantes con p< 0.000

En Matemáticas se destaca que el nivel de logro de los alumnos de secundarias técnicas y generales, que era menor que el de las telesecundarias, presentaba mayores niveles de ganancia y al concluir la EMS ya se encontraba por arriba del nivel de logro de los alumnos que provenían de las telesecundarias (figura 34 y tabla 5).

Un tercer factor analizado es el sexo de los estudiantes. Los alumnos hombres en el área de Comunicación y de Matemáticas tienden a presentar una mayor ganancia educativa que las mujeres, siendo significante estadísticamente esta diferencia (figura 35 y 36; tabla 6). Esta situación hace que se cierre la brecha por sexo en el área de Comunicación, aunque sigue siendo mayor el nivel de logro de las mujeres.

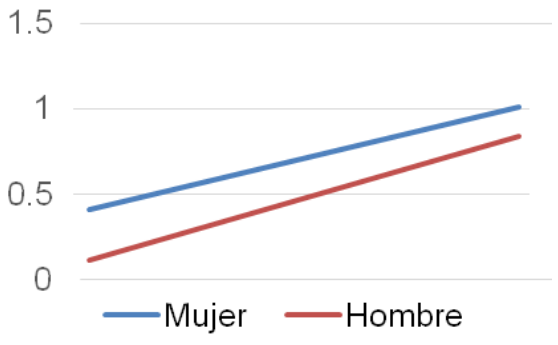

Figura 35: Área de Comunicación. Medias de logro en secundaria y media superior por Sexo

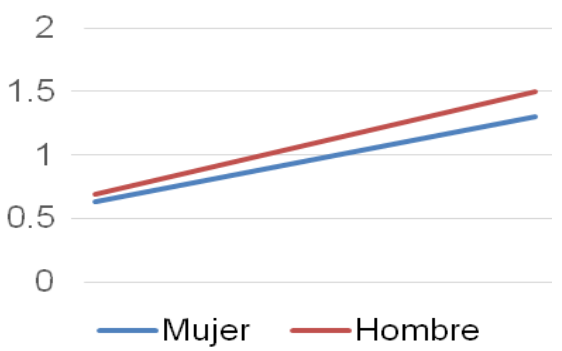

Figura 36: Área de Matemáticas. Medias de logro en secundaria y media superior por Sexo

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Tabla 6: Ganancia educativa por sexo 2012-2015

Sexo	Comunicación	Matemáticas
Mujer	0.6014126	0.811831
Hombre	0.7193645	0.6689919

Todos los parámetros son significantes con p< 0.000

En el área de Matemáticas, se parte de niveles de logro muy similares al concluir la secundaria, pero al finalizar la EMS se amplía la brecha en favor de los hombres[14].

5. *Una aproximación multivariada a los elementos asociados a la ganancia educativa*

Para evaluar la relación entre las diferentes variables hasta ahora presentadas y la ganancia educativa, se realizó un análisis de regresión a través del método de mínimos cuadrados ordinarios. Los datos utilizados consideran, además de la información sobre ganancia educativa, información del Formato 911 de inicio del ciclo escolar 2015-2016 y de la prueba ENLACE 2012 aplicada a alumnos de 3° de secundaria.

Para medir el efecto de ser hombre o mujer en la variable de interés, se utilizó una variable dicotómica en la cual 1 significa hombre y 0 mujer. Con respecto al tipo de secundaria a la que asistió el alumno, se consideraron 4 tipos: secundaria general, técnica, telesecundaria y particular. Dichas variables toman el valor de 1 cuando el alumno asistió a los tres primeros tipos de institución y 0 cuando asistió a una secundaria particular, que es la categoría de referencia para los parámetros de esta variable. Los deciles de logro se dicotomizaron para ser incluidos en el análisis. En esta variable, la categoría de referencia es el primer decil en los resultados más bajos en secundaria. Además, se incluyó en el modelo si el alumno asistió o no a un plantel de EMS perteneciente a alguna de las siguientes categorías construidas a partir de la matrícula que atiende: menos de 300 alumnos, entre 301-600 alumnos, entre 601-900 alumnos y más de 900 alumnos. Se tomó la primera categoría como referencia para las otras tres. También se consideró el tipo de sostenimiento del plantel de EMS al que asistió el alumno. Para ello, se construyeron cuatro variables categorías: autónomo, estatal, federal y particular. Los subsistemas considerados en el sostenimiento federal son DGB, DGETA, DGETI, DGECyTM, Colbach ZMCM y CONALEP Oaxaca y D.F. La categoría de planteles particulares es la de referencia. Finalmente, para estimar el efecto en la ganancia educativa de asistir al turno matutino o vespertino, se construyó una variable dicotómica que asigna el valor de 1 cuando el alumno asiste a la escuela en la mañana y 0 cuando asiste por la tarde.

En el análisis, ganancia educativa es la variable dependiente. La estadística descriptiva de la variable se presenta en la tabla 9, tanto para Comunicación como para Matemáticas.

Tabla 7: Estadística descriptiva de la variable ganancia

Área	Media	Desviación estándar	Mínimo	Máximo
Comunicación	0.6565494	0.9727417	-5.249828	5.754768
Matemáticas	0.7357717	1.09842	-5.635805	6.659812

En la tabla 10, los resultados de los modelos de regresión indican que:

- la ganancia educativa es mayor en los hombres que en las mujeres (parámetros positivos para la categoría respecto a las mujeres), con efectos más grandes en el área de Matemáticas
- en el área de Comunicación, los alumnos de EMS en planteles más pequeños o con más de 900 estudiantes presentan ganancias significativamente mayores que los de planteles entre 300 y 899 alumnos. En el caso de la ganancia educativa para Matemáticas, mientras más alumnos tiene el plantel, mayor es la ganancia educativa en esta área disciplinar.
- los alumnos de los turnos matutinos tienen mayor ganancia educativa que los de los turnos vespertinos.

[14] Este resultado se analiza en el siguiente apartado.

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Tabla 8: Parámetros de regresión de la ganancia educativa 2012-2015.

Variable	Comunicación	Matemáticas
Sexo	0.0233***	0.177***
Secundaria general	-0.290***	-0.413***
Telesecundaria	-0.456***	-0.727***
Secundaria Técnica	-0.254***	-0.379***
Decil de logro 2	-0.442***	-0.391***
Decil de logro 3	-0.759***	-0.738***
Decil de logro 4	-1.021***	-1.030***
Decil de logro 5	-1.240***	-1.285***
Decil de logro 6	-1.416***	-1.557***
Decil de logro 7	-1.591***	-1.858***
Decil de logro 8	-1.843***	-2.183***
Decil de logro 9	-2.233***	-2.546***
Decil decil de 10	-2.715***	-2.996***
De 300 a 600 alumnos	-0.0437***	0.0489***
De 601 a 900 alumnos	-0.0157***	0.117***
Más de 900 alumnos	0.0203***	0.210***
Autónomo	0.187***	0.154***
Estatal	0.118***	0.0666***
Federal	0.196***	0.215***
Turno matutino	0.124***	0.126***
Constante	1.965***	2.074***
Observaciones	572,804	580,192
R-cuadrada	0.123	0.292

*** $p<0.01$, ** $p<0.05$, * $p<0.1$

IV. Alcances y Limitaciones

Los resultados aquí presentados indican una mejora en el rendimiento de los alumnos después de haber cursado la educación media superior. Éstos pueden considerarse como indicios relevantes de que los años cursados en el bachillerato ofrecen una ganancia en lo referente a la educación, independientemente de la institución, sus características y el lugar donde ésta se ubique.

Aunque se tiene un referente empírico acerca del cambio en el nivel de logro de aprendizajes de los estudiantes después de tres ciclos escolares en el bachillerato, es importante considerar que este análisis se centra únicamente en dos áreas de aprendizaje. Además, para el cálculo del indicador de ganancia educativa sólo se contó con aproximadamente 65% de los datos de los alumnos de las generaciones que presentaron la prueba de media superior y la de ENLACE 3° de secundaria. El 35% restante corresponde a:

1) Estudiantes que resolvieron menos del 50% de alguna de las áreas de la prueba,
2) Estudiantes que respondieron solo a una de las pruebas (Secundaria o Media Superior)
3) Estudiantes que no contaban con la CURP completa o ésta fue incorrectamente codificada.
4) Estudiantes que abandonaron sus estudios (por diferentes razones) o repitieron grado.

Para explorar qué tipo de efecto podría introducir esta característica, a continuación se presentan los datos sobre los niveles de logro en ENLACE/PLANEA-MS, considerando los datos totales de los alumnos que presentaron la prueba y los correspondientes a los estudiantes en este estudio (para los que se pudieron vincular los datos individuales de logro en 3º de secundaria con los de 3º de EMS). En las tablas 12 y 13 se observa que la población en este estudio tiene una menor proporción de alumnos en el grupo con menor nivel de logro tanto en el área de comunicación como de matemáticas1 (Nivel I). Esta evidencia sugiere que algunos alumnos de menor rendimiento académico en secundaria probablemente no lograron transitar en esos años a la EMS o no alcanzaron avanzar hacia el tercer grado de bachillerato (que es cuando se realiza la prueba ENLACE/PLANEA), al haber reprobado o abandonado sus estudios en los dos primeros años de este nivel educativo. En consecuencia, esto podría implicar un posible efecto de sobre-estimación de la ganancia educativa.

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Tabla 9: Distribución porcentual de alumnos de EMS de acuerdo con el nivel de logro de aprendizajes: población que realizó el examen y considerada en el estudio de ganancia educativa. Área de Comunicación

Nivel de logro	2015		2014		2013	
	PLANEA	Estudio	ENLACE	Estudio	ENLACE	Estudio
I	21.8	19.5	19.1	17.7	16.4	15.0
II	34.8	33.9	36.3	35.3	33.6	32.6
III	37.9	40.3	40.1	41.9	43.9	45.6
IV	5.5	6.3	4.6	5.2	6.1	6.8

Tabla 10: Distribución porcentual de alumnos de EMS de acuerdo con el nivel de logro de aprendizajes: población que realizó el examen y considerada en el estudio de ganancia educativa. Área de Matemáticas

Nivel de logro	2015		2014		2013	
	PLANEA	Estudio	ENLACE	Estudio	ENLACE	Estudio
I	26.1	23.4	26.6	24.6	28.3	26.6
II	35.4	34.9	34.1	33.5	35.4	34.9
III	18.0	18.9	20.0	20.7	20.2	21.0
IV	20.5	22.8	19.4	21.2	16.1	17.5

V. Consideraciones Finales

Los resultados del análisis indican que los estudiantes presentan ganancia educativa en las áreas de Comunicación y Matemáticas con el tránsito por la EMS.

Sin embargo, este efecto no es homogéneo para todos los estudiantes de la EMS y las brechas no desaparecen por completo al concluir este nivel educativo. Existen diferencias de género en la ganancia educativa, de manera que las mujeres no sólo tienen desempeños de logro de aprendizajes más bajos en matemáticas. Esto se asocia al hecho de que tienden a ser las que presentan menores ganancias. Asimismo, los estudiantes que provienen de telesecundarias tampoco presentan altos niveles de ganancia educativa.

Es necesario indagar más acerca de qué están haciendo los subsistemas en los que más avanzan los estudiantes y cuáles son las características de los aprendizajes en esos planteles. Y también desarrollar medidas de afirmación positiva en la EMS para favorecer mayores aprendizajes para las mujeres y los estudiantes que provienen de secundarias a las que asisten adolescentes del medio rural o urbano marginado.

Este trabajo muestra también la importancia de contar con instrumentos de evaluación de los aprendizajes que cuenten con elementos comparables en el tiempo y que puedan ser vinculados entre niveles educativos a lo largo de la trayectoria de los estudiantes, con el fin de hacer posible la medición de la ganancia educativa y la exploración de sus determinantes.

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The Relationship of Creativity Domains with Personality Traits and Academic Environment in Higher Education

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Abstract- Creativity assessment is the cornerstone of effective creativity development in higher education. It is one of the main topics in creativity research; as it is one of the most difficult skill to measure in any of the 21st century skills. We argue that, in additions to the big five, creativity in higher education is related to the environment and that more research is needed to understand this relations. Therefore, this study aimed to investigate this relations, specifically creativity domain with personality traits and the academic environment. Measures for these constructs were administered to 103 Malaysian undergraduate students. In order to examine the nature of the relations between creative personality and other constructs we used Structural Equation Modeling. The results indicate that the model is valid and reliable for assessing the creative person of higher education students. This study showed that both personality traits and academic environment are important to assess the creative personality.

Keywords: *creative person, higher education, creativity assessment, structural equation modeling.*

GJHSS-G Classification: *DDC Code: 378.5 LCC Code: LA1058*



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The Relationship of Creativity Domains with Personality Traits and Academic Environment in Higher Education

Malek Nassar Abdallah Awawdeh [α] & Lim Hooi Lian [σ]

Abstract- **Creativity assessment is the cornerstone of effective creativity development in higher education. It is one of the main topics in creativity research; as it is one of the most difficult skill to measure in any of the 21st century skills. We argue that, in additions to the big five, creativity in higher education is related to the environment and that more research is needed to understand this relations. Therefore, this study aimed to investigate this relations, specifically creativity domain with personality traits and the academic environment. Measures for these constructs were administered to 103 Malaysian undergraduate students. In order to examine the nature of the relations between creative personality and other constructs we used Structural Equation Modeling. The results indicate that the model is valid and reliable for assessing the creative person of higher education students. This study showed that both personality traits and academic environment are important to assess the creative personality.**

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I. Introduction

Creativity has increasingly become one of the most wanted skills of the 21st century for students in higher education in the information age. In the last decade creativity has become a skill that is called for by teachers, professors, and students in higher education. It's seen as a solution for many social, economic and educational problems. According to Piirto (2011) Creative individuals establish a powerful aspect of facing complex changes and challenges in different sources of competition. As a result, much research centered on the assessment of creativity (Said-Metwaly et al., 2017). Becoming the key to success in the working world, creativity stand at the center of the 21st century educational process (Robinson, 2011). Corporate and public sector leaders reported that creativity is the most important quality a leader must have (Vincent & Kouchaki, 2015).

In today's world, creative students are becoming a high demand for higher education (Littleton et al., 2010). The inclusion of creativity need new approaches of creativity assessment (Henriksen et al., 2016; Mishra & Henriksen, 2013). The increasing awareness of the importance of fostering creativity in higher education is rising every day (de Alencar & de Oliveira, 2016). Creativity has become a high demand by higher education when it start facing large economic, cultural and environmental challenges, which become a changing role for universities from classical research universities to entrepreneurial universities (Gaspar & Mabic, 2015).

There is a feeling that creative initiatives in higher education are often undervalued and even impeded (Watson, 2014). Perhaps the complicity of creativity assessment explain the lack of enthusiasm regarding creative practices in higher education. creativity assessment is complex and problematic (Loveless, 2006). Over the years, researchers have developed many instruments for measuring creativity, although there has been significant progress there are still many issues and challenges surrounding the measurement of creativity (The World Economic Forum, 2015). The arena of creativity assessment is rife with multiple challenges, which tend to present as dichotomous tensions (Henriksen et al., 2016). The measurement of creativity is one of the most challenging skill to measure in any of the 21st century skills (*The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution*, 2016).

The first significant question regarding the assessment of creativity is whether creativity can truly be measured (Lai et al., 2018). Beattie (2000) concludes that creativity can and should be assessed although the assessment of creativity have not been straightforward. Nevertheless, creativity researchers do agree that measuring creativity is challenging. Assessment has been a vexing problem for creativity researchers for a long time (Silvia et al., 2012). Unfortunately, creativity researchers did not take the advantages of advanced psychometric analyses like SEM. Expanding the use of modern analyses could provide a better understanding of conflicting results in creativity research. Creativity field is still depending on classical psychometric analyses (Said-Metwaly et al., 2017).

Typically, studies on assessing the creative personality refers to the four P's model by Rhodes (1961)": creative process, product, press, and person. The study of the creative personality has established itself as a major avenue of research on creativity (Selby et al., 2005). Guilford and Torrance work led to what is

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often referred to as the psychometric approach to creativity (Kaufman & Sternberg, 2010). The Psychometric Approach is recommended to study the creative personality, it include Trait Theory and Field Theory; in psychology, trait theory is an approach to the study of human personality in the other hand Field Theory suggests that human behavior is a function of the interaction of individuals and the environment.

The assessment of creativity has a long, rich history, and interest in psychometric approaches to the study of creativity has increased in recent years (Kaufman & Sternberg, 2010). This provides a strong foundation for future research and evaluation efforts in creativity and bodes well for the potential contributions of psychometric methods to our understanding of creativity. Decades of research's on the creative person have produced a long lists of characteristics associated with individuals. Studies of personality characteristics of highly creative individuals have resulted in lists of hundreds of descriptors, which contain items that overlap and, at times, contradict one another (Selby et al., 2005).

Assessment of the creative person, which is the main aim of this study, involves the study of personality traits that describe creative individuals. These traits have been assessed in various ways, including behavior in experimental procedures such as self-report scale on questionnaires (Charyton et al., 2009). The findings of De Caroli and Sagone (2010) support the need to explore the connection between creativity and personality. The results of studies on the relationship between creativity and personality show inconsistent significant correlation between creativity and personality (Karwowski, Lebuda, Wisniewska, & Gralewski, 2013; Singh & Kaushik, 2015; Werner, Tang, & Kaufman, 2014; Parveen & Ramzan, 2013).

In additions to the big five, the study of the creative person include Field Theory (Lewin, 1936) and the importance of the affective domain (Selby et al., 2005). The importance of environment in assessing creativity has been highlighted by John Baer (2016) and Park et al. (2017). Any study of the creative person must consider the environment (i.e., academics institutions) in which the person functions. Relevant literature and studies reviewed suggest that in order to foster and develop creativity, researchers need to focus on what makes students creative by investigating the factors that affect the creative person, who is the center of any creative endeavor. Several articles and researches suggested that assessing the creative person include personality traits and the environment (Awawdeh & Lim, 2020a).

The development of the creative potential of individuals is considered one of the requirements of modern education. The level of creativity determines the level of the teaching-learning environment that is to influence the creativity of students (Kaya & Bilen, 2016). The personality traits that lead to creative thinking and creative behavior do not develop in a vacuum which means that we cannot nurture creativity without thinking about the effect of environment (Baer, 2016). Park et al. (2017) investigated factors that may influence students' creative personality. Among the affective factors for creativity are environmental factors such as the school, parents, and colleagues.

The environment, experience and knowledge is an important condition for creativity (Schepers & van den Berg, 2007). Promoting creativity in higher education is associated with the interactions of a student with its environment. The scientific attitude, attentiveness, and field correlate with creativity (Park et al. 2017). Mainly in science and humanities (de Alencar & de Oliveira, 2016; De Caroli & Sagone, 2010). Creativity is the confluence of scholarly activity, personality, and environment (Garcês et al., 2016).

The development of creativity is important for higher education, however most creativity researchers argue that little is being done to promote creativity (Baer, 2016, 2017; Kaufman et al., 2008; Kaufman & Baer, 2012; Kaufman & Beghetto, 2009). According de Alencar and de Oliveira (2016), higher education lacks in the promotion and development of creativity. Research has shown that the study of factors that surround the development of creativity in higher education are scarcely discussed (Garcês et al., 2016). Awawdeh and Lim (2020b), found that academic environments have a significant relationship with creativity domains and can theoretically enrich the current research of creativity assessment in higher education.

From the current literature on creativity in higher education, it can be concluded that academic environment is as essential as personality traits in assessing the creative person. However, it is still ambiguous how they are related. Given that there have been few previous studies on creativity in higher education and their results are mixed and inconclusive, the question remains of how we can assess the creative person and what is the nature between creativity domains, personality traits, and academic environment. In this study, which is part of a bigger project on creativity in higher education, it was hypothesized that the creative person in higher education is influenced by both personality and environment, and there is a strong significant correlation between personality traits and academic environment with creativity domains.

II. Methods

a) *Participants*

In total, 103 Malaysian undergraduate students (56 Female and 47 Male) from Universiti Sains Malaysia took part in this study. Students' age ranged from 18 to 23 years old. Participants' main fields of studies were applied science, applied arts, pure arts and pure science. Data were collected in June-august 2019, as

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part of a project on creativity assessment in Malaysian higher education. Data were collected by paper and via an online survey.

b) Instruments

i. *Creativity Domains*

The Kaufman Domains of Creativity Scale (K-DOCS) developed by (Kaufman, 2012) was used to measure the creativity domains in this study. This 50 item five-point Likert scale (Much Less Creative to Much More Creative) measure five domains of creativity: Self/Everyday, Scholarly, Performance, Mechanical/ Scientific, and Artistic.

ii. *Personality Traits*

The Big Five Inventory (BFI) developed by John, Donahue, and Kentle (1991) was used to measure the personality traits in this study. The 44-item BFI five-point Likert scale was developed to create a brief inventory that would allow efficient and flexible assessment of big five-factor personality theory: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience.

iii. *Academic Environment*

The College Student Experiences Questionnaire (CSEQ) developed by C. Robert Pace from the Indiana University Center for Postsecondary Research and Planning, school of Education. It is a 150-item questionnaire (Gonyea et al., 2003). We adopted the sections describing college environments, 10-items rating scales assess student perceptions of the psychological climate for learning that exists on the campus. The first seven ask students to rate how strongly the campus emphasizes or promotes various aspects of student development (e.g., academic, scholarly, and intellectual qualities; aesthetic, expressive, and creative qualities; critical, evaluative, and analytical qualities). Students respond on a seven-point Likert scale with a value of seven representing strong emphasis and a value of one representing weak emphasis. Three more items ask for the student's relationships with students, faculty, and administrative personnel at the institution. These are rated on a seven-point Likert scale with one end defined by such terms as competitive, rigid, and remote and the other end defined by terms like friendly, approachable, and helpful.

III. Analyses

Prior to the data analyses, the reliability of the instruments was determined in SPSS 23. For the content validity of the scale (S-CVI), the instruments were sent to a panel of two experts for comments and feedback. Next, data were analyzed by testing the model, using SEM in SmartPLS 3.

IV. Results

The reliability, particularly the internal consistency (Cronbach alpha) for the instruments was (.954) for K-DOCS, (.882) for BFI, and (.863) for CSEQ indicating a good internal consistency (Hair et al., 2014). Comments and feedback of experts were then used to calculate the content validity CVI, the content validity for scale (S-CVI) was acceptable (0.985). We analyzed the data to determine the construct validity. Cronbach's Alpha was high ($\alpha \geq 0.9$) for all construct. All construct show acceptable convergent validity (CR $\geq$ 0.7 and AVE $\geq$ 0.5) (Hair et al., 2014) Table 1. The discriminant validity was acceptable for all constructs expect for neuroticism and extraversion.

Table 1: Results of measurement model - Convergent Validity

Construct	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Agreeableness	0.952	0.959	0.723
Artistic	0.968	0.972	0.796
Conscientiousness	0.887	0.908	0.537
Neuroticism	0.840	0.883	0.509
Extraversion	0.929	0.942	0.673
Mechanical Scientific	0.969	0.973	0.801
Openness to Experience	0.948	0.956	0.685
Performance	0.974	0.977	0.809
Relations with Others	0.964	0.977	0.933
Scholarly	0.969	0.973	0.766
Self/Everyday	0.979	0.981	0.828
Students' Development	0.982	0.985	0.903

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The hypothesis model was tested by conducting path analyses to determine the P values, relationships that achieve significant P value are shown in Table 2. The correlations between the five creativity domains personality traits and academic environment were significant for some constructs. Some of these results are not consistent with previous studies, for example Kaufman (2012) findings include neuroticism being significantly correlated with mechanical/scientific. Nonetheless, Kaufman (2012) noted that it is to determine whether the factor structure of creativity domains is consistent across cultures. Such comparable preferences and beliefs may result in different patterns for different cultures, such as Malaysia.

Table 2: Path Coefficient of the Hypothesis – P Values

Relationships	P Values
Agreeableness -> Mechanical Scientific	0**
Agreeableness -> Performance	0**
Agreeableness -> Self/Everyday	0.002*
Conscientiousness -> Artistic	0**
Conscientiousness -> Mechanical Scientific	0**
Conscientiousness -> Performance	0.001**
Conscientiousness -> Self/Everyday	0.008*
Neuroticism: -> Self/Everyday	0.004*
Extraversion -> Mechanical Scientific	0.022*
Extraversion -> Performance	0.001**
Extraversion -> Scholarly	0**
Extraversion -> Self/Everyday	0**
Openness to Experience -> Artistic	0.007*
Openness to Experience -> Scholarly	0.003*
Openness to Experience -> Self/Everyday	0.001**
Relations with Others -> Mechanical Scientific	0.012*
Relations with Others -> Performance	0**
Relations with Others -> Self/Everyday	0**
Students' Development -> Mechanical Scientific	0.039*
Students' Development -> Scholarly	0.029*
Students' Development -> Self/Everyday	0.034*

**Significant at P ≤ 0.05 ** Significant at P ≤ 0.05*

As Table 3 show, the coefficient of determination R-square was calculated to further analyze the structural model. Self/everyday, performance, and mechanical/scientific show a high value of R^2, while both scholarly and artistic show moderate value of R^2. Chin (1998), suggested that the values of R^2 above 0.67 is considered high, while from 0.33 to 0.67 are moderate, whereas values between 0.19 to 0.33 are weak and any values less than 0.19 are unacceptable. The results indicate an acceptable proportion of the variance for an endogenous variable that's explained by an exogenous variable. The predictive relevance Q^2 was accepted for all exogenous variable (above zero). The Goodness of Fit (GoF) of the model was (0.719), it can be concluded that GoF of the model is large enough to consider sufficient PLS global model validity (Wetzels et al., 2009).

Table 3: R-square of the endogenous latent variables

Constructs	R2	Result
Self/Everyday	0.819	High
Scholarly	0.498	Moderate
Performance	0.784	High
Mechanical/Scientific	0.815	High
Artistic	0.550	Moderate

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V. Discussion

This study aimed to provide insight into the relationship of creativity domains with personality traits and academic environment. In line with the Trait Theory and Field Theory, we aimed to (a) develop new and valid creativity assessment model with regards to creativity in higher education, (b) determine whether the creative person of higher education students is influenced by both personality and environment. Factors were measured by self-scale report to analyze how they affect the creative person in higher education. The results revealed that the model is valid and reliable in assessing the creative personality. Moreover, different creativity domains are closely related to personality traits and the academic environment.

The first aim of our research was to develop a creativity assessment model with regards to creativity in higher education. Creativity, personality, and environment were measured and data were analyzed using SEM in SmartPLS 3. The validity and reliability were tested for both the measurement and structural model, results show that model has acceptable psychometric properties. Our model provided high valid and reliable approach to assess the creative person in higher education.

With regard to our second aim, whether the creative person of higher education students is influenced by both personality and environment, we found significant correlations between creativity domains and personality traits for some constructs. Research of this type has already been conducted but their results are, not surprisingly, inconsistent. Other studies have looked at the environment (Baer, 2016; Park et al., 2017), we found evidence supporting the relationship between creativity domains and the academic environment. This result suggest that both personality and environment are essential in assessing the creative person. The current study adds a possible framework for future studies of this type.

There are several limitations of this study. Some items factor loading from (BFI) were≤ 0.7 in the initial analysis (tends to be lazy, perseveres until the task is finished, has a forgiving nature, is considerate and kind to almost everyone, and prefers work that is routine). Snyder (1967) examined the effect of the institution, the college setting, on the development of creativity arguing that the students' creativity differ from one another in some educational subjects; study field might be an significant factor influencing the creative person (Park et al., 2017). There are evidences of gender differences in creativity measurements, particularly in self-scale report (John & Kaufman, 2008; Matud et al., 2007), adding gender as moderator factor can shed more light on the nature of the relationships tested by our model in further research. This study adds to the field of creativity assessment. We suggest that in order to develop and foster creativity in higher education we need to understand what makes a student creative by assessing the factors the influence his creative personality.

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The Perilious Pandemics in South Africa

By Dr. Usha Roopnarain

Abstract- Globally, domestic violence against women increased significantly during the 2020 Covid-19 lockdowns. In South Africa, an increased risk for gender-based domestic violence against women during the lockdown period was reported by various sources from NGOs to the South African Police Service (SAPS. Covid-19 lockdown encouraged restriction of movement. This measure inadvertently created social isolation and alienation. This paper begins by examining the main risk factors more commonly associated with gender based violence in the South Africa. It proceeds by reflecting on how GBV was exacerbated during the Covid-19 pandemic. Lastly, the article underscores the new challenges faced by women during the pandemic and presents possible recommendations and actions to execute during and beyond the Covid-19 pandemic to counteract further levels of violence.

Keywords: *alcohol; covid-19; domestic violence; gender-based violence; south africa; violence against women.*

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The Perilious Pandemics in South Africa

"The real world is where the monsters are." - Goodreads"

Dr. Usha Roopnarain

Abstract- Globally, domestic violence against women increased significantly during the 2020 Covid-19 lockdowns. In South Africa, an increased risk for gender-based domestic violence against women during the lockdown period was reported by various sources from NGOs to the South African Police Service (SAPS. Covid-19 lockdown encouraged restriction of movement. This measure inadvertently created social isolation and alienation. This paper begins by examining the main risk factors more commonly associated with gender based violence in the South Africa. It proceeds by reflecting on how GBV was exacerbated during the Covid-19 pandemic. Lastly, the article underscores the new challenges faced by women during the pandemic and presents possible recommendations and actions to execute during and beyond the Covid-19 pandemic to counteract further levels of violence.

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I. Introduction

The Covid-19 Pandemic has generated unprecedented global interests in global deaths and domestic violence. The magnitude and severity of the COVID -19 repercussions is a reliable reflection of understanding its impact on gender. The negative repercussions include high levels of unemployment, economic vulnerabilities and psychological health issues emanating from isolation, alienation and anxieties.

The United Nations identifies violence against women as a problem that transcends race, culture, religion , geographical borders. Violence against women is the most prevalent form of abuse known to man. The various forms of violence suffered by women in South Africa include, but are not limited to, sexual violence, domestic violence, harmful cultural practices and violence in relation to maternal healthcare and reproductive rights.

Gender-based violence (GBV) is a problem of pandemic proportions. The restrictions of movement created alienation, isolation and confined people to their homes. Women were subjected to physical and psychological harm. This added to the social concerns and lead to considerable challenges. The limited reported cases provided a `bird`s eye view` of how the pandemic was unfolding. This vacillates between the covid pandemic and the pandemic of violence. One feeding the other. Internationally, one in three women have experienced physical or sexual violence at the hands of a male partner. (World Health Organization (2021). Devastatingly pervasive: 1 in 3.

Women Globally Experience Violence. [online] www.who.int. Available at: https://www.who.int/news/item/09-03-2021-devastatinglv-pervasive.1-in-3-women-globally-experience-Violence (World Health Organization, 2021)

Clearly, isolation and violence against women work simultaneously, whether the abuser has the ability to manipulate the lockdown situation or not. Violence against women is a global issue. Researchers have observed a linkage between gender based violence and the pandemic in India. Violence against women is endemic in the world, but it has reached extreme and crisis proportions in South Africa. Statistics from NGOs, point out that GBV increased in five Southern African countries during the Lockdown. In another report "We have a massive problem with GBVF in South Africa "More Needs to Be Done to Address Gender-Based Violence, Femicide Scourge. "Www.iol.co.za, www.iol.co.za/amp//pretoria-news/news/more-needs-to-be-done-to-address-gender-based-violence-femicide-scourge-730a1178-Oeda-427d-a12d-373fab53c5fd. ! Webpage author ! Date published

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Also, producing timely and accurate estimates of the impact of covid-19 is challenging for most countries. These acts infringe some or all of the following rights set out in the Bill of Rights in the South African Constitution: the right to equality, which includes the full and equal enjoyment of all rights and freedoms; the right not to be discriminated against unfairly – the state may not unfairly discriminate against anyone on the grounds of, inter alia, sex and gender; the right to dignity; the right to life; the right to freedom and security of the person, which includes the right to be free from all forms of violence from either public or private sources; not to be tortured in any way; and not to be treated or punished in a cruel, inhuman or degrading way.

Internationally, South Africa has ratified the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). It is startling that CEDAW does not contain any explicit condemnation or prohibition of violence against women. CEDAW was adopted internationally in 1979, when the international community slowly came to realise that violence against women was a major global problem, and the Committee

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on the Elimination of Discrimination against Women by issuing two General Recommendations on GBV, namely General Recommendations 12 and 19, issued in 1989 and 1992 respectively. (Jonas, K., Crutzen, R., van den Borne, B., Sewpaul, R. and Reddy, P. (2016). Teenage pregnancy rates and associations with other health risk behaviours: a three-wave cross-sectional study among South African school-going adolescents. Reproductive Health, [online] 13(1). Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4855358)

General Recommendation 19 states that GBV is a form of discrimination against women and defines it as violence directed against a woman because she is a woman or that affects women disproportionately. The Recommendation states that such violence includes acts that inflict physical, mental or sexual harm, threats of such acts, coercion and other deprivations of liberty. It states that this type of violence affects women's ability to enjoy human rights and fundamental freedoms, and that full implementation of this Convention requires states to take positive measures to eliminate all forms of violence against women.

For violence within the home, in addition to the wide range of Criminal Law remedies, the South African domestic legislation specifically aimed at legal protection against domestic violence is the Domestic Violence Act, (the Act). The Preamble of this Act states that its purpose is to afford the victims of domestic violence the maximum protection from domestic abuse that the law can provide; and to introduce measures which seek to ensure that the relevant organs of State give full effect to the provisions of this Act, and thereby to convey that the State is committed to the elimination of domestic violence.

The COVID-19 pandemic exacerbated inequalities, injustice and exploitation. Lockdown involved a de-escalation of many clinical services, closure of many outpatient departments and limited access to secondary and tertiary medical services. How did this affect the wider population? Teenage pregnancies. ``South Africa recorded increased rates of teenage pregnancies in some parts of the country between 2018 and 2019 and more recently during the COVID-19 pandemic. This was partly due to the difficulty of accessing contraceptives, which was greater during the COVID-19 lockdown. An increase in the adolescent pregnancy rate strongly suggests challenges with accessing sexual and reproductive healthcare services for this vulnerable age group and is a cause for concern. While these estimated numbers are shocking, the reality could be far worse if sexual and reproductive health care declines by more than 10%. (OHCHR. "Convention on the Elimination of All Forms of Discrimination against Women." Ohchr: org, 18 Dec. 1979, www.ohchr.org/en/professionalinterest/pages/cedaw.aspx.)

Further, it is impossible to discern the full extend and diversity due to the lack of disaggregated data available on vulnerable populations, including people with disabilities and others. The lack of data of reported cases of sexual does not reflect the true reality. Governments are not cognisant of the fact that mental health needs and reproductive health needs of the abused women are paramount. There are no `one dimensional` or `quick fix` interventions. In respect of reproductive health, women could not access family planning, immunisation and ante natal care. This lead to resource constraints and a compromised health care system.

II. Conclusion

Although GBV does not distinguish on the basis of race, or class. Women face a double oppression. In the meantime there are a number of women who lack access to mental health. South Africa is urged to improve its police, judicial and health care systems. More importantly to prioritise women`s reproductive rights. It is critical that routine services and family planning are protected. Failure to protect access to reproductive health care will increase the burden of disease. Further, victims of GBV will not have access to emergency treatment. Due to their disconnect from accessing medical and psychological treatment, this creates further trauma and sometimes PTSD. Programmes to prevent and respond to GBV against women must, therefore, be developed to realistically address all forms of violence. Medical services must focus on how to identify, measure and treat the impact of GBV including emotional abuse and controlling behaviours. In conclusion, the following quote is appropriate.

> "Not all men practice violence against women but all women live with the threat of male violence every single day. All over the Earth."
>
> — Fuad Alakbarov

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Modelo Gerencial para la Innovación en la Gestión de las Organizaciones Educativas del Sector Público. Un Enfoque Desde el Desarrollo Humano

By Sindy Salomé Carrillo Sánchez

Universidad Privada Dr. Rafael Belloso Chacín

Resumen- El estudio tiene como objetivo analizar los modelos gerenciales que prevalecen en la gestión de las organizaciones educativas del sector público considerándose el enfoque del desarrollo humano, partiendo de los postulados de Aguilar (2015), Aranguren (2016), Ochoa, Serna y Díaz (2014), Marco, Loguzzo y Fedi (2016), Flores (2010, entre otros. Es un estudio interpretativo, cualitativo, etnográfico, tomando como informantes clave directivos de las instituciones educativas del sector público, del Circuito 2 del municipio Maracaibo. Se aplicaron las técnicas de la observación y la entrevista, haciéndose un análisis de contenido con el método hermenéutico. Los resultados indican que en estas organizaciones seleccionadas se da relevancia a los lineamientos y normativas emanadas por el Ministerio de Educacion, teniendo en cuenta los resultados sin precisar que los procesos no se cumplen con eficiencia y efectividad, por cuanto no se le brinda importancia al personal en cuanto a su desarrollo humano, sin considerar sus talentos y competencias, así como tampoco se brinda formación permanente para llevar a cabo sus funciones, generando una gestión con énfasis en lo administrativo.

Palabras clave: *modelos gerenciales, gestión, organizaciones educativas, sector público.*

GJHSS-G Classification: *DDC Code: 371.3078 LCC Code: LB1043*



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Palabras clave: modelos gerenciales, gestión, organizaciones educativas, sector público.

I. Introducción

Las organizaciones en cada país, región, localidad, desarrollan procesos administrativos con los cuales ejecutan operaciones básicas para propiciar el crecimiento socio económico, implicándole responsabilidad al Estado de atender a las del sector público, donde se busca, con el presupuesto establecido, cubrir las necesidades y expectativas para la sobrevivencia de sus ciudadanos, tratando de satisfacer las necesidades en busca del progreso económico, por ende social. La tarea es fuerte sobre todo cuando se enfrentan las consecuencias del pasado, cuyas gestiones pudieron haber hecho maravillas pero también desastres complejos, difíciles de resolver.

Menciona Aguilar (2015, p.10) que "los problemas de la administración pública (AP) contemporánea, así los teóricos como los prácticos, broten en otro ambiente y enfrenten otros desafíos" y aunque se ocupan defensivamente de corregir los defectos, los vicios y las calamidades del pasado político y administrativo, por lo que mantienen todavía su relación con la crisis. Pero en realidad su nueva problemática y su universo de sentido es la gobernación, la (re)construcción de la capacidad de gobernar del gobierno y la fundación de los modos apropiados de gobernar en las condiciones sociales actuales de escasez, adversidad e incertidumbre, con presencia importante en las empresas públicas.

Explica Zambrano (2011, p.34) que en las empresas públicas se debe cumplir con cinco funciones básicas: "la primera: de producción; la segunda: relación con el entorno, referida al direccionamiento de la producción generada, la cual indefectiblemente debe estar orientada hacia la gente, su ubicación en el contexto", donde deben satisfacerse las necesidades. En la misma perspectiva, la tercera función, las finanzas públicas con el presupuesto público, es decir, los ingresos propios, los no propios, los gastos e inversión, para lograr niveles eficientes con economía en el gasto público.

La cuarta función, es la organización con el capital humano, para lo cual, la institución pública requiere tener una estructura organizacional con un grupo de personas (funcionarios, empleados, obreros), quienes constituyen la palanca para funcionar en el cumplimiento de sus elementos (misión, visión, políticas, objetivos, estrategias), institucionales. Finalmente, la quinta función es la encargada de gerenciar las cuatro anteriores, denominada gerencia estratégica, cuyo objetivo es lograr la producción, la relación con el entorno, las finanzas públicas, presupuesto, así como la organización con el capital humano, alcancen sus cometidos.

Marco et al (2016, p. 13) explican que la organización pública, es un concepto sumamente amplio dentro del cual "deberíamos distinguir los denominados organismos públicos, que realizan funciones inherentes a la administración pública y a la gestión del Estado, de las empresas públicas", organismos descentralizados, que dependen del Estado cuyo fin es la producción de bienes o servicios específicos, siendo común hablar de "administración pública" para englobar a todas las organizaciones que

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conforman el Estado, con excepción del poder legislativo y judicial, y los dependientes de estos.

Dentro del marco de las exposiciones referidas a las funciones descritas, la gerencia, constituida por la alta dirección organizacional, es la encargada de gestionar los procesos implícitos en la planificación (misión, visión, objetivos), controlando cada uno, para resolver, con análisis crítico, real, concreto, seleccionar medidas pertinentes, tomando en cuenta las circunstancias imprevisibles que puedan surgir durante el desarrollo de las mismas, de allí la necesidad de implementar un modelo de gestión que conduzca por camino efectivo a la organización para brindar el servicio o bien especifico a la comunidad.

Ese modelo debe identificar los componentes necesarios para el logro de un objetivo, producto o servicio y los articula mediante interrelaciones y dependencias para que, de forma coordinada, nivelen las herramientas para la gestión, de manera que la organización cree un valor público para resolver los problemas, satisfacer necesidades y habilitar el ejercicio de derechos, mediante la prestación de bienes, servicios, transacciones, legislación y regulaciones, lo cual implica asumir un estilo adecuado para la organización que coadyuve con su efectividad socio económica. Expresa Aranguren (2016, p.63) que:

> En el caso venezolano, se aprecia claramente que a pesar de la bonanza económica que ha disfrutado este país en los últimos años, los indicadores sociales no se corresponden con este panorama, lo cual obliga a los administradores de la cuestión social a revisar su gestión y establecer estrategias para encauzar las organizaciones del sector público en función del logro de mejores índices de desarrollo que se traduzcan en calidad de vida.

Tomando en cuenta lo expuesto, en este caso que se analiza, se ubica como escenario, las organizaciones educativas del sector público, dependientes de la nación o del Estado, las cuales siguen los lineamientos del Ministerio de Educacion, donde el presupuesto deriva de la gestión del Gobierno, y según lo que este oferte, deben hacerse las actividades administrativas y académicas para el desarrollo de la gente (el interno, personal directivo, docente, obreros, personal administrativo) y el externo, los clientes (estudiantes, padres, representantes, sociedad en general).

En ese sentido, el desarrollo de la sociedad y las exigencias propias de la convivencia entre los seres humanos, lleva consigo implícito el incremento de acciones estratégicas de tendencia económica marcando la pauta de lo que se quiere hacer en educación, detectándose desde años atrás que ha sido un proceso difícil marcado por deficiencias en el proceso de enseñanza aprendizaje, de allí que lo que se le oferta a los educandos de cualquiera de los niveles (Inicial, primaria, secundaria, universidad) no satisface siempre las expectativas y necesidades.

Tales hechos determinan debilidades, indicando que la falla es producto del personal gerencial y docentes encargados de tales funciones, siendo muy criticado su desempeño por la poca productividad manifestada en la baja calidad educativa observada en estas organizaciones, comentándose que estas personas gozan de beneficios suficientes para realizar su labor de gerenciar las organizaciones públicas y proveer de calidad educativa a los estudiantes, hechos que merecen ser indagados para saber que está pasando y si es posible, conocer cuales factores influyen en esta situación.

Siguiendo la inquietud de Peraza (2014, p.54) "es importante conocer de los funcionarios al servicio de los gobiernos locales sus vivencias en la práctica cotidiana con la comunidad, que permita percibir su desenvolvimiento, su conducta frente a esa realidad, aspectos que los caracterizan, diferenciando la gestión". Por ello, la importancia de un gerente sensibilizado con los problemas sociales, que tome en cuenta los principios y valores, que son fundamentales en su gestión.

Como lo menciona el autor antes citado, en esa integración de conocimientos, es necesaria la sinergia entre los diferentes enfoques gerenciales, ya que al complementarse entre sí conforman una gerencia pública sólida, que permita una gestión exitosa. En consecuencia, la presente investigación se orienta hacia un estudio interpretativo cuyo propósito parte al investigar ¿Cómo son los modelos gerenciales que prevalecen en la gestión de las organizaciones educativas del sector público, considerándose el enfoque del desarrollo humano?

a) Objetivo General

Analizar los modelos gerenciales que prevalecen en la gestión de las organizaciones educativas del sector público considerándose el enfoque del desarrollo humano.

II. Sustento Teorico

a) Modelos Gerenciales

El Estado se ha visto sometido en las últimas dos o tres décadas a cambios en su entorno, institucionalidad, organización, enfoques y objetivos, que han provocado variaciones con respecto a la importancia relativa de sus funciones. Por su parte, la gestión pública, entendida como la manera como el Estado obtiene, organiza, maneja y moviliza recursos escasos con la finalidad de cumplir ciertos objetivos, también ha cambiado, experimentando vatios modelos de gestión pública.

Los modelos gerenciales son clasificados por Mintzberg, citado por Waissbluth y Larraín (2012, p. 550) de esta manera:

1. *"Gobierno como máquina":* Dominado por normas, leyes y estándares, con elevado nivel de control del

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aparato central, y compartimentos estancos. Su propósito central es controlar la corrupción y el uso arbitrario del poder político y la eficacia importa menos. Esta es una secuela directa del modelo weberiano de Estado.

2. *"Gobierno por control del rendimiento":* Generar unidades de "negocio público", bajo el lema de "aislar los temas, asignar recursos y medir resultados". Los grados de autonomía institucional estarían asociados a grados de calidad de su planificación y gestión. En suma, se escogen buenos gerentes públicos, se acredita la calidad de la gestión institucional, se concuerda un convenio de desempeño y se dan mayores niveles de autonomía presupuestal y administrativa.
3. *"Gobierno virtual":* El lema es "privatizar, contratar y negociar" la prestación de servicios, dejando en el aparato central únicamente la fijación de políticas y regulaciones. En este ámbito es donde las interfaces entre el derecho público y el derecho privado deben ser finamente calibradas.
4. *"Gobierno como red":* Un sistema entrelazado y flexible de instituciones y proyectos, bajo el lema de conectar, comunicar y colaborar.
5. *"Gobierno de control normativo":* Estilo asiático, enraizado en valores y creencias, en el que lo central es seleccionar las personas de acuerdo a estos criterios, socializar la misión y los principios, compartir las responsabilidades, y juzgar los resultados por personas con experiencia y por los usuarios. Es fácil ver las profundas implicaciones que estos diversos acercamientos, o combinaciones de los mismos, tienen respecto a las formas de planificación, evaluación y control.

Modelo Gerencial Burocrático: La burocracia como modelo de gestión es propuesta por Weber (2002, p.180), a través de una serie de estudios desarrollados entre 1889 y 1920. Su concepción se fundamenta en "el principio de la racionalidad, es decir, la adecuación de los medios a los fines pretendidos". Se enfoca en una extrema división del trabajo, caracterizada por grandes estructuras organizativas, numerosos niveles jerárquicos y departamentos, asignando claramente las tareas técnicas de cada trabajador, lo cual impide el rápido desenvolvimiento de las actividades, siguiendo una serie de pasos que podrían obstaculizar la normal ejecución.

Modelo Gerencial Burocrático Populista: El modelo burocrático populista es definido por Ochoa et al (2000) como el modelo administrativo público iniciado con la democracia, el cual se debe a que se impone una concepción de la conducta del aparato público, basada en la búsqueda de la colaboración de clases, a través del gasto público para el logro de los objetivos. La puesta en práctica de este modelo, se originó por el avance del modelo económico de sustitución de importaciones y por el crecimiento de los hombre de partido, especialmente con tendencias populistas, se caracterizaban por la personalización del liderazgo favoreciendo una innegable orientación autoritaria, en detrimento de un régimen orientado por valores éticos permitieran un desarrollo diferente del aparato público.

Ochoa et al (2000:41) conjugan estos fenómenos en lo que denominan modelo "burocrático-populista" para denotar la conducción del aparato público basada en la colaboración de clases a través del gasto público para el logro de los objetivos. En el modelo referido interactúan tres elementos fundamentales: El populista centrado en la figura del líder y su carisma para relacionarse con las masas; el clientelar, como mecanismo de intermediación e intercambio entre el líder y sus seguidores sobre la base de adhesiones partidistas y promesas electorales, y finalmente; el burocrático, como forma de funcionamiento del aparato público en res-puesta a las exigencias clientelares.

En el modelo burocrático, el control tiene como centro de atención el principio de la denominación legal, definido como la creencia de la legalidad de las ordenaciones estatuidas y en los derechos de mando de los llamados por esas ordenaciones a ejercer la autoridad. Considerado verificación, inspección, comprobación o examen, funciones que sólo pueden ser ejercidas por quienes tienen la supremacía, el poder directo o delegado sobre otros.

Modelo Gerencial Tecnocrático: Sobre los orígenes, este modelo según Ochoa et al (2000), es producto del sistema capitalista, su contexto es la revolución científico técnica, da lugar a la expansión de la gran empresa y a la fusión de grandes capitales para incorporar en la producción el desarrollo científico-técnico, ocasionando condiciones monopólicas aceleren el proceso de producción de capital. Desde esta perspectiva, se ubica el modelo en dos ámbitos. El primero, vinculado a la categoría social, caracterizado por un papel político; en él se distinguen a los tecnócratas pertenecientes a la burguesía y a los de la clase trabajadora, estos últimos orientan sus fines a buscar un elevado ingreso económico que le permita su ingreso a la burguesía.

El segundo, ligado a la organización tecnocrática, cuya dirección está en manos de los técnicos con una racionalidad económica. En tal sentido, el profesional con capacidad para asumir roles de dirección y con su visión economicista asume las tareas de decisión, con lo cual busca impulsar el desarrollo científico administrativo, en función de alcanzar la eficiencia; es decir, el logro de los fines con el menor costo.

Modelo Gerencial Nueva Gestión Pública o modelo pos burocrático, tiene sus orígenes desde

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finales de la década de los ochenta, se orienta en la reforma gerencial de la administración pública que persigue, el mejoramiento de la gestión del estado, entendida como la capacidad del estado para concretar en la realidad de manera eficiente y efectiva, las decisiones tomadas a nivel político.

Para Flores (2010, p.4) el enfoque de la Nueva Gestión Pública radica en el óptimo desempeño del sector público, con resultados eficientes, eficaces y de calidad; en el reemplazo de las estructuras; con mayor efectividad a un menor costo y el fortalecimiento de las capacidades estratégicas de los organismos centrales de gobierno para que sean más flexibles. Hace hincapié en la necesidad de mejorar al sector público, no solo modernizándolo desde el punto de vista tecnológico sino optimizando sus procesos y prácticas para que responda realmente a las necesidades de sus clientes: los ciudadanos, sin distingo de posturas políticas.

Tal enfoque se caracteriza por afirmar que el manejo de los recursos públicos debe obedecer a criterios como capacidades gerenciales, competencia de las agencias públicas en mercados, sistemas de salarios que logren relacionar el pago del funcionario con el logro de resultados, así como esquemas para la medición del desempeño. Es así que el espíritu de la nueva gestión pública apunta a que el sector público puede poner en marcha prácticas gerenciales del sector privado para mejorar su desempeño, a pesar de las diferencias que guardan entre sí.

Por otra parte, se considera que con la flexibilización de las estructuras organizativas, se presupone una toma de decisión más ágil y oportuna que permite la interacción entre la negociación y la concertación en la adopción de decisiones, dando un reconocimiento formal a la participación ciudadana en la gestión y demanda de servicios al aparato del Estado. No obstante, a pesar de la consideración del ciudadano dentro del proceso de toma de decisiones de las políticas públicas, una de las principales críticas a este modelo se fundamenta en el trato que se le da al ciudadano al concebirlo como cliente; es decir, como usuario de los servicios, motivado por un interés de competencia y en constante búsqueda de alcanzar el poder y status.

La reforma gerencial que se pretende alcanzar con el modelo de la nueva gestión pública, tiene como propósito asegurar la eficacia, eficiencia y la efectividad de la administración del Estado. Con esta situación se ubica el control como uno de sus principales elementos de gestión, el cual se orienta básicamente por el control de los resultados, contrariamente al control paso por paso de las normas y procedimientos, el cual se hacía en el modelo burocrático weberiano.

Felcman (2015, p.59) explica que la efectividad y eficiencia indica que "las organizaciones y los procesos deben producir resultados que satisfagan las necesidades colectivas. Esto debe hacerse con la mejor utilización de los recursos disponibles" Se puede afirmar, a partir de lo señalado, el control representa una herramienta, a través de la cual se puede evaluar un conjunto de metas soportadas por objetivos estratégicos, los cuales son importantes cuando se quiere analizar la gestión administrativa en las organizaciones educativas del sector público.

b) Gestión en las organizaciones educativas públicas

La gestión es la forma de actuar conscientemente sobre un sistema social y cada uno de los subsistemas integrantes. Es significativo acotar que el concepto de gestión suele ser confundido con el término administrar, por ello es necesario, aclarar la diferencia entre ambos. Etimológicamente, administrar proviene del latín significa suministrar quiere decir servicio, mientras gestión se relaciona con la gerencia proveniente del latín genere al traducirse significa dirigir (gestionar).

La gestión es concebida como una acción conjunta con todas las operaciones dentro de la organización, en contacto con las demás actividades, traspasando todos los ámbitos del actuar al estar presente en todos, asumiendo Majad (2016, p.148) que se diferencian campos de acción, interrelacionados, entre los cuales están la gestión de producción, de talento humano, financieros, de mercadeo, sociales y políticas, legales y tributarias, ambientales, entre otras.

En el caso organizacional educativo, la planificación permitirá desarrollar un conjunto de mecanismos informativos, de ejecución y control, que puede utilizar la dirección para incrementar la productividad del personal y que el comportamiento de las personas sea coherente con sus objetivos, no obstante, el principal problema del cual se enfrenta una organización es la productividad y en ello el personal es parte decisiva de la solución.

Según lo explican Marco et al., (2016, p.39), en la actualidad, la teoría general de la administración está compuesta por una cantidad de aportes, dentro de los cuales es posible observar una gran diversidad de enfoques con respecto a su objeto de estudio, como consecuencia de su complejidad, derivada de la significatividad de las distintas variables a tener en cuenta en su análisis. Las variables más significativas en el estudio de la administración de organizaciones son las siguientes:

La estructura organizacional: Presupone la disposición de los elementos que componen el sistema y las relaciones entre estos. La esencia está constituida por la división del trabajo y la coordinación de este; las tareas: hacen referencia a toda actividad ejecutada por algún integrante de la organización como parte de su trabajo dentro de ella.

Las personas: Son el corazón de la organización. Existe una perspectiva dominante en el campo que asume a las personas como meros recursos productivos, como

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medios para la persecución de los objetivos organizacionales, se pretende reflexionar críticamente en torno a ello, por lo cual se sostiene que el desarrollo de las personas es un fin que debe perseguir la organización.

La tecnología: Hace referencia a la matriz tecnológica que es soporte del con-junto de actividades que se realizan en la organización, constituye, en la actualidad, una variable central y determinante de la competitividad, ya que los rápidos cambios que exhibe la tecnología transforman los sistemas productivos y sus procesos promoviendo mayores niveles de eficiencia en la consecución de las tareas, y el ambiente: es el medio que contiene a la organización y con el cual establece relaciones de intercambio dinámico.

Las técnicas de la administración de personal, aplicadas tanto por los departamentos de administración de personal como por los gerentes de línea, tienen un gran impacto en la productividad y el desempeño tal como lo menciona March (2008), lo cual indica que aun cuando los activos financieros, del equipamiento y de planta son recursos necesarios para la organización, los empleados o el talento humano tienen una importancia considerable, por lo cual, expresa el autor, en el campo de la gestión organizacional se toma como punto de partida la importancia fundamental de la persona como ser humano, con sus ideales, sueños y aspiraciones, actitudes y valores, considerando entonces al ser humano tiene un conjunto de necesidades y para, progresar es necesario mejorar su nivel de vida.

En ese orden de ideas, la gerencia educativa es un proceso de coordinación de una institución por medio del ejercicio de habilidades directivas encaminadas a planificar, organizar, coordinar y evaluar, valiéndose de la planificación, al plantear y definir metas y estrategias gerenciales para alcanzarlas; de la organización, que implica diseñar estructuras y determinar tareas y procedimientos; mencionando Montilva (2009, p. 69) "la dirección, que conlleva motivar, dirigir las actividades, establecer canales de comunicación; del control, lo cual es monitorear el rendimiento", del personal como talento humano que operativiza todas las actividades.

c) Enfoque del Desarrollo Humano

Como lo plantea Zambrano (2011), así como Marco et al., (2016), uno de los elementos fundamentales en la administración son las personas, de allí que al ejecutarse las funciones administrativas de planificar, organizar, dirigir y controlar, debe tomarse en cuenta a la gente, tanto la que trabaja dentro de la organización, como a quien se le ofrece el bien o servicio, por ello, la relevancia de enfatizar en su desarrollo. En ese sentido, al referirse a las organizaciones educativas, Gil Otaiza (2013, p.68) expresa:

> … nuestro sistema educativo está gravemente enfermo y la principal dolencia que lo aqueja es precisamente aquella que deriva de lo ético, que lo hunde en profundas contradicciones de orden filosófico y práctico y lo alejan de su principio rector: entregar ciudadanos al país y al mundo con una sólida formación
>
> Académica como valor agregado…

Agregando que se requiere de padres, maestros, profesores, niños y jóvenes que comprendan (y se comprometan) que lo primero es el ser humano (y con él, todo lo que le rodea: sus semejantes, los animales, la naturaleza y el planeta en general), y la insoslayable interrelación de la complejidad que encierra el vivir como seres libres.

Explica Aranguren (2016, p.69) que "El desarrollo humano integral comprende una multiplicidad de aspectos que lo hacen verdaderamente complejo, involucrando diferentes ámbitos del saber, la interdisciplinariedad. Sin embargo, la valoración moral y la ciencia deben crecer juntas, debe haber diálogo entre la ciencia y el pensamiento, para el desarrollo del saber, un saber pertinente para el desarrollo de los pueblos y del hombre en todas sus dimensiones. En ese orden de ideas, menciona Barroso (2005:59) afirma:

> Las organizaciones necesitan personas congruentes, competentes y efectivas que agreguen valor, que hagan su trabajo con excelencia y que dejen huella. Lo que diferencia al personal es su necesidad de comprometerse con el crecimiento. El trabajo es una oportunidad hermosa para la expresión creativa del desarrollo personal. El gerente debería ser antes que nada experto en su propio desarrollo.

Estas palabras enfatizan en la importancia del desarrollo humano, considerando que una persona motivada, con relaciones interpersonales adecuadas, una comunicación formal e informal armónica, tomada en cuenta por sus talentos y competencias, podrá dar más de sí, demostrando su efectividad en el desempeño tanto en los procesos como en los resultados esperados, aspectos estos ampliamente estudiados por las teorías administrativas expuestas por Sheldon, Mayo, citados por Ochoa et al., (2016, p.54) quienes promulgaban "que la gestión de la empresa debía orientarse hacia la comprensión de los seres humanos que conforman la empresa y que la motivación principal de la empresa debía estar dirigida hacia el servicio a la comunidad".

Ese trato humano al personal, es garantía de éxito de los procesos productivos a la vez que los empleados se sentían útiles y estimados por la empresa al permitirles tomar parte en los procesos de toma de decisiones, respetando y fortaleciendo sus derechos así como su participación en las decisiones que le involucran y son en beneficio propio y del colectivo.

Sin embargo, como lo manifiesta Schweinheim (2011, p.11) "No se trata solo de acceso universal a derechos sociales básicos" como un ingreso mínimo que garantice la alimentación y consumo, educación

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de calidad, entrenamiento laboral acorde al desarrollo tecnológico, salud eficaz, cobertura de seguridad social, un empleo decente, propiedad de la vivienda y servicios públicos domiciliarios, al transporte, y a la tecnología de información y comunicación modernas. Esto involucra el derecho a vivir en un urbanismo socialmente habitable en los grandes conglomerados y a un medio ambiente saludable y sustentable.

Además de lo antes expuesto, se trata que ese trato garantice el ejercicio de la capacidad para la participación social y política, y a la elección más adecuada de representantes políticos y sociales, como lo explica Schweinheim (2011), supone reformas a la institucionalidad de la sociedad civil, al sistema de partidos políticos y al sistema electoral. Por lo tanto, no se trata solo de un aumento de la inversión social del sector público, sino de un conjunto de transformaciones de carácter institucional.

Sin embargo, estos manifiestos se han dejado de lado en muchas organizaciones, donde prevalece lo económico, sin tomar en cuenta que para obtener la efectividad, la eficiencia y la calidad, debe partirse por satisfacer a quien le corresponde llevar a cabo la gestión, al personal de las mismas.

III. Sistensis Metodologica

La presente investigacion se desarrolló según el paradigma interpretativo con una investigacion cualitativa etnográfica, observando algunas organizaciones educativas del sector público del Circuito 2 del municipio escolar Maracaibo, tomando en cuenta las técnicas de observación y entrevistas en profundidad, tomando en cuenta como informantes clave, directivos de las instituciones con respecto a los criterios que sustentan el modelo gerencial en la organización con respecto al comportamiento y desarrollo humano, concepción del interés público, ante quien son responsables como servidores públicos, papel del gobierno.

Se interpretaron las respuestas mediante el método hermenéutico y el análisis de contenido, llegando a las conclusiones acerca de cuál es el modelo gerencial que prevalece en la gestión administrativa en las organizaciones educativas del sector público en Maracaibo.

IV. Analisis y Discusion de los Resultados

Luego de hacerse las observaciones correspondientes en cuanto a la manera de desarrollar la gestión administrativa en las organizaciones educativas publicas seleccionadas y realizar las entrevistas a informantes clave para esta investigacion, se procedió a interpretar las opiniones de estos en cuanto a los criterios seleccionados.

Las respuestas obtenidas, aportadas con recelo por parte de los informantes clave, por considerar que no siempre debe decirse todo lo que se siente, sobre todo cuando se trabaja en una organización publica, donde el jefe es el Estado, permitieron constatar la percepción acerca de cuál es la concepción acerca del desarrollo humano, y de acuerdo a esto, indicar cuál es el modelo gerencial que prevalece en estas.

De acuerdo a los planteamientos de estos gerentes educativos, se siguen todos los lineamientos establecidos por el Ministerio de Educacion, quien formula normas y reglas muy bien detalladas con visión optimista, por cuanto el ente superior, exige un proceso constante y permanente en cuanto a la tecnología actual, de la cual se carece en estas organizaciones públicas, donde el servicio eléctrico, es deficiente, no hay internet, en muchos casos, cuando los hay, los equipos tecnológicos (computadoras, fax, impresoras, otros) están desactualizados, y como lo comentan, son propiedad personal y no de la organización, por cuanto, para poder cumplir con algunos de los requerimientos, el personal lo coloca en la institución para el uso de la gestión administrativa, y con esto se incluye la instalación, pago de internet por alguna línea telefónica o por datos móviles que son pagados por el personal.

Este es uno de los problemas operativos que reportan los informantes clave, pero lo de mayor importancia es con respecto al desarrollo del talento humano, que de acuerdo a sus palabras, no recibe la atención necesaria y suficiente para sentirse satisfechos para cumplir con sus funciones directivas, comenzando por el hecho que muchas veces, las competencias del personal directivo no son el criterio fundamental para estar en ese cargo, sino la adepcion política, obteniéndose con esto, en muchos casos, gerentes pocos preparados para ejecutar la gestión administrativa, más si para servir a los lineamientos de un partido político en particular.

Llama la atención que los informantes clave en general indican que el modelo de gerencia aplicado en estas organizaciones educativas del sector público, no toma en cuenta al ser humano, sus necesidades, expectativas, derechos, sin tomar en cuenta el ambiente laboral donde se llevan a cabo las actividades que no satisface los requerimientos armónicos, ergonómicos y ambientales para desempeñar sus funciones. Estructuras que por el tiempo y falta de mantenimiento por descuido del Estado, están afectadas, paredes, techos, mobiliario, espacios verdes, eso sin contar que carecen de buena iluminación, ventilación, servicios. Por tanto, el trabajo docente se vuelve una carga pesada y difícil de desarrollar teniendo resultados de insatisfacción y decepción.

Lo más grave es que en estos últimos años, los directives y docents no reciben la homologación

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adecuada en su remuneración, después de haber logrado a través de los contratos colectivos, mejoras salariales y beneficios, desde el 2017 reciben sueldo básico y cesta ticket, que además de ser una violación a sus derechos, impide el logro de un trabajo profesional adecuado y por ende, lo dicen con énfasis, no tienen calidad de vida personal y laboral. Este planteamiento, concuerda con lo expuesto por Aranguren (2016, p.68): "las organizaciones públicas altamente burocratizadas dan respuesta limitada a las demandas crecientes de satisfacción de necesidades sociales", lo cual en definitiva, muestra el poco interés dado a la persona en su desarrollo.

V. Conclusiones

Para responder a la interrogante que motivó esta investigacion es preciso tomar en cuenta la vivencia de los informantes clave como representantes del personal que labora en organizaciones educativas públicas, quienes estimulados por sus inquietudes y la oportunidad aportada, indican con sus respuestas a precisar de maneta concluyente, que:

> El modelo gerencial que prevalece en estas organizaciones dista mucho de ser de la Nueva gerencia, partiendo del hecho que la gerencia no demuestra tener conciencia de qué es lo que necesitan las personas de ella, así como tampoco están alineadas a dejar huellas en función de dejar huellas en su personal, como experiencia de vida. Tampoco hay compromiso de trabajar para el crecimiento de sus trabajadores, sin preocuparse ni investigar el por qué no están aportando productividad en su desempeño, aunado a no ofrecer apoyo para el crecimiento personal, profesional y laboral de su gente, comenzando por el personal directivo.

Según los aportes puede concluirse que en estas organizaciones educativas del sector público prevalece el modelo burocrático con características también del burocrático populista, concentrando la toma de decisiones en la cúspide de la jerarquía. Lo cual impide el consenso y compromiso de los gerentes ya que las decisiones son tomadas por la autoridad superior, con un poder de coacción sobre el resto.

Se concluye entonces que en estas organizaciones, las decisiones están centralizadas, aunque se hable de desarrollo local, y proyectos endógenos, todo depende del Estado, del ente superior, y de los partidos políticos los cuales se encuentran en el poder y sectores dominantes sin importar la opinión de quienes gerencian esas instituciones, Además la administración es populista con excesivo control de la cúpula de la administración pública nacional.

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We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

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3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
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Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.

Format Structure

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Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

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11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."



Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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