Perspective on formative evaluation in times of pandemic. Theoretical review

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Abstract

The objective of the research is the reflective analysis of updated and relevant information related to formative assessment in the current context of pandemic between the years 2019 to 2021, the methodology considers the documentary analysis of descriptive and explanatory character, as well as, hermeneutic analysis and the use of heuristic techniques; in addition, to perform the literature review 35 articles obtained from the base Scopus, Ebsco, Scielo, Proquest, were examined; in addition, the search equations used were in Spanish: Evaluación formativa AND estudiantes in English: formative assessment AND students. It should be noted that for the analysis of results and discussion, 23 articles were considered using a selection and review matrix that focused on formative assessment, formative strategies and the perceptions of educational actors. The results show that students value the formative and shared evaluation proposals in view of the fact that they focus on the educational processes, promoting meaningful experiences; likewise, the interaction among students with the mediation of teachers in a formative evaluation system is the backbone to redirect learning and achieve better results

Keywords: *Formative assessment, Formative strategies, students, education*.

1.   Introduction

In the current context, the educational proposal is constantly changing looking for the best methodologies to develop teaching and learning processes with better results, Unesco, which monitors the impact of the pandemic on educational processes worldwide, appreciates that in April 2020 this situation harmed a percentage greater than 91% of the students on the planet, making suggestions to continue with the educational service in a virtual way (Barrón, 2020)

It should be noted that these modifications are aimed at different fields of education but the most worrying thing is the evaluative practices; in view, that in face-to-face education it was already a challenge for the teacher when developing the formative evaluation; In this pandemic panorama, it finds itself with more limitations to achieve real results of the learning levels, so the changes must start from the involvement of the student in a leading way in their training process (Abella et al., 2020).

Meanwhile, formative evaluation is understood as the permanent process that expresses the possibility of redirecting the learning of each student; Thus, jointly, necessary adjustments can be made such as the adaptation, adaptation or complementation of the proposed activities according to the requirement and learning needs diagnosed in a timely manner (Alarcón et al., 2019).

Likewise, formative evaluation is defined as all actions that are oriented to the teaching processes for the learning of students that are related to their development in the social context and the reality that they live daily, stimulating a higher level of acceptance to their students. educational obligations and rights, developing autonomy through reflection on learning (Intriago et al., 2020). It should be added that the evaluation will be formative, if it considers the formative, dynamic and authentic character (Fernández, 2017).

It is relevant to point out that formative evaluation is characterized by leading the development of the necessary competencies for students, for which reason, teachers choose, plan and implement strategies and instruments to make effective the mechanisms for collecting information and reviewing evidence for validate and assess the progress of the learning that is proposed in each class session (Alarcón et al., 2019).

Likewise, formative evaluation promotes reflection, self-evaluation, as well as more active interventions by those involved (Dohms et al., 2020). Likewise, the formative evaluation locates, directs and determines the form of learning, according to the requirements of the students; in the same way, take into account the integration of all the educational processes that are proposed; For this reason, the development of the formative evaluation is part of the daily performance of the teacher that is put into practice to analyze and evaluate the productions, as well as the actions of the students (Asiú et al., 2021).

When initiating the change to the distance modality, the main concern of the teachers was how to continue attending to the students and later, how to evaluate their learning; In this sense, all efforts should be dedicated to implementing evaluation practices that include strategic processes applied through technology (Herrera & González, 2021). That is why it is essential to consider strategies such as: self-evaluation and co-evaluation with a formative perspective that has the intention of promoting reflection, self-regulation and critical analysis of the learning of each student (Abella et al., 2020). On the other hand, formative assessment strategies are a necessity in the academic progress of students to improve their results, this implies, proposing strategies and collaborative learning spaces to enhance their virtual interaction (Intriago et al., 2020).

It should be noted that various researchers consider proposals for formative evaluation that contribute to the interaction of educational actors, which sets aside the punitive nature of traditional evaluation to give way to reflection on learning, in which the student has participation active through self-evaluation, co-evaluation, hetero-evaluation and feedback, in all cases the actions are shared (Córdoba et al., 2018).

It is important to note that feedback fulfills a strategic function to develop the formative evaluation that considers three characteristics to be successful; the time in which it is carried out, the way it is developed and the quality of the return of learning (Ferguson, 2011 cited by Cosi et al., 2020). It should be added that feedback among peers generates added value in the training of students, incorporating skills for better performance in their lives (Huisman et al., 2019).

In a substantial way, the formative evaluation empowers the teacher to direct the teaching processes for learning, achieving the competencies that are proposed in each activity, collecting the necessary inputs and having a clear panorama of the strengths and aspects to improve of the students (Alarcón et al., 2019). On the other hand, we must bear in mind that students differ in the ways they learn; that is, each individual has characteristics where a particular style of acquiring and understanding the real context of it predominates. In addition, the form of explanation and expression that the teacher performs in educational interaction is considered relevant (Varela 2006, cited by Buenrostro, 2016).

The limitations presented by the development of the formative evaluation processes in virtual classrooms, lies mainly in their implementation within a health emergency framework that did not contemplate parameters, standards and indicators that guarantee the viability and sustainability of the same. It must incorporate a structure that supports what is being done to continue training the student in an integral way (Rubio, 2015 cited by Bañuelos & Montero, 2017). On the other hand, it can be considered that teachers estimate that to evaluate in a formative way, the time allocated is insufficient for each learning session. In addition, this difficulty intensifies in this stage of distance education (Barrientos et al., 2018).

Equally important, it should be considered that the teacher's pedagogical practice is dedicated to developing actions related to evaluation in almost half of his professional life, but it is a reality that the handling of techniques and strategies for their development are inadequate. Few countries ask for or provide preparation as a requirement to practice the profession in educational institutions (Bizarro et al., 2019). In the same way, the recurrent evaluative practices of the traditional model are still found in the teaching for learning processes that always end up providing only a quantitative result (López-Pastor, 2017 cited by Cañadas, 2020). This has as a result that many teachers are unable to respond to the demands of formative assessment in face-to-face classrooms which, now being virtual, exacerbate the problem, damaging learning outcomes.

Another limitation considers that many teachers are not willing to change, seeing the application of formative assessment in a complicated way without showing interest in participating in training spaces such as courses, workshops, trainings among others that can be used in the application of training strategies permanent evaluation (Falcón et al., 2021). Reflecting on this, the teacher must be part of the process of evaluating his performance, so that any new proposal for the evaluation of learning by competencies receives the necessary contributions to assume the changes with commitment (Bizarro et al., 2019).

It is important to note that in this new normality, where it is intended to bring teachers and students closer to digital technologies, resources and tools, checking the social and economic gaps that limit their employment (Díaz-Barriga, 2020); adding that, the student improves his learning if he is evaluated in a formative way and receives permanent feedback, providing more opportunities to learn (Dorrego, 2016). Then, it is time to adapt to the possibilities of educational actors to innovate more appropriate ways and continue with the training processes that they must consider in the first instance in the evaluation.

Among the considerations for formative assessment to be viable in this context, the teacher must begin by reflecting on its strengths and limitations in order to reformulate their assessment practices, in this way, transmit security and confidence to the student. Therefore, they must clearly have all the planning, evaluation and implementation processes of the teaching for learning process, as well as, they can develop their reflective autonomy in a responsible way to allow them to improve their educational processes and achievements (Asiú et al., 2021). On the other hand, the educational demands of this century force to highlight indicators of competitiveness and evaluation in the formation of the profile of professionals in universities and institutions, it must be a condition to practice the profession that they prepare in planning and evaluation (Boroel et al. ., 2021).

One of the proposals given the need to continue with distance formative evaluation, is to use the various resources and tools offered by virtuality as programs to develop rubrics, portfolios, videos, audios, playful strategies, organizers, online formats, spaces virtual interactive and endless possibilities, it is only necessary the interest to explore, plan and then implement the most useful for learning (Gallego-Arrufat & Cebrián-De-La-Serna, 2018). In addition, this allows to continue with the design of formative evaluation instruments such as oral interventions, collaborative works and rubrics to evaluate individual and group participation (Joya, 2020). It should be noted that formatively evaluating in a virtual way prioritizing work in pairs encourages the active intervention of students, sharing their technological resources as a team (Khashaba, 2020).

Through the analysis of the reviewed literature, it is reflected that developing and applying formative evaluation processes in these moments of pandemic can allow students, their peers and teachers to link educational processes with the context, proposing different ways of interaction that allow sustaining levels of learning achievement, therefore, it is of utmost importance to generate relationships of democratic participation that foster adequate levels of trust considering the role of each educational actor (Intriago et al., 2020).

In this regard, different theoretical references state that evaluation for learning integrates a formative, continuous and permanent nature; In addition, they argue that formative evaluation manages to contribute to the improvement of results, in contrast to other proposals or evaluation concepts that are applied by teachers, this means that it offers the possibility of achieving better learning results (Asún et al. ., 2019).

For the formative evaluation to be efficient and effective, it is essential to structure it so that it fosters the achievement of the learning purposes based on the reality, interests and needs of the students, this will provide the opportunity to give reflective feedback that allows educational success (Bin, 2020). In such a way, each individual is the protagonist in the interaction with himself, his peers, his teachers, his community and his society, thus, that the inter and intra-personal part of the student is manifested with the use of all their resources to show coherence between what he knows how to do, knows how to feel and knows how to act (Deroncele et al., 2020).

From their mediating role, the teacher has the responsibility and opportunity to lead the student through formative assessment promoting the development of critical thinking, as well as other

competencies that allow their adaptation and fit in society to develop in all areas (Cunill & Curbelo, 2021). In addition, in any training process the evaluation is comprehensive because it considers developing skills without neglecting the construction of knowledge from a constructivist perspective (Gallardo-Fuentes et al., 2020). Due to all the foregoing, this article aims to reflectively analyze the updated and relevant information related to formative assessment in the current context of a pandemic as a theoretical proposal that broadens the panorama to educational agents to reconsider the assessment that is provided. the educational service and that motivates new research on the subject.

2.   Method

The methodology used in this article of bibliographic research considers the documentary analysis of a descriptive and explanatory nature, according to, Arias, (2016), the descriptive aspect is in charge of characterizing the people or facts to establish their organization or procedure, on the other hand On the other hand, analyzing in an explanatory way allows establishing relationships between the facts to answer the research questions; Likewise, in the literary review of the original scientific articles from 2019 to 2021, the hermeneutical analysis was applied that made possible the interpretation of the theories, including analysis and synthesis throughout the literature review (Palacios-Nuñez & Deroncele-Acosta , 2021). In the same way, the heuristic was applied, which is the set of methodologies that provide original solutions throughout the review and analysis process (Menna, 2014).

On the other hand, the digital inquiry was carried out between January and April 2021 in databases: Scopus, Ebsco, Scielo, Proquest, Dialnet, in addition the search equations used were in Spanish: Formative evaluation AND English students: Formative Evaluation or formative assessment AND students. Inclusion criteria: the research considered only scientific articles in indexed journals related to formative evaluation in education at different levels that are in the established publication range, article languages in Spanish and English.

In addition, the exclusion criteria: articles prior to 2019, investigations that were not related to the topic, articles from non-indexed journals. The information search process resulted in 184 articles, of which 106 were excluded because they did not meet the criteria for theoretical analysis, leaving 78 for review, exhaustive reading and selection. Finally, 25 articles with a qualitative approach were selected.

3.   Results

After developing the analysis of the literature of the different articles on formative assessment, the results of the research by Intriago et al. (2020) are considered with a qualitative design of descriptive-explanatory scope with a sample of 15 teachers; that considers that improvement strategies regulate formative evaluation according to the students' perception, 40% agree and 46.67% totally agree; Likewise, 73.34% state that feedback motivates change in learning and 66.67% indicate that intentional interaction is effective for self-learning; Another point is if virtual learning promotes autonomous work, 86.66% agree.

On the other hand, Torres et al., (2021) from a qualitative perspective showed that by proposing strategies to develop formative evaluation, learning is consolidated considering cooperative work, which

contributes to a favorable climate in the educational space; In addition, it considers the student as the protagonist of the formative and shared evaluation, observing that in the interaction with their peers they improve their personal skills. It is important to highlight, Pascual-Arias & Molina Soria, (2020) in a qualitative study with a group of six students of the Practical II subject at the Faculty of Education of Segovia; where a high level of acceptance by students to the formative and shared assessment systems is obtained because it provides diverse alternatives to learn, in addition, they feel supported throughout the learning process, in this way, they feel that the results are of according to their efforts and always have feedback on all educational aspects.

Equally important, in a qualitative research López Pastor et al., (2020) showed that students value the proposals of formative and shared evaluation in view that they focus on educational processes, promoting meaningful experiences with the help of strategies that academic results are used and considered to be equitable to their efforts; in contrast, they think that these processes demand a lot of time and effort in interaction and evaluation. In the same way, Ortega-Quevedo & Gil, (2020) in their qualitative study applied to a total of seven groups of students in 6th grade of primary education; evidence that the interaction between students with the mediation of teachers in a formative assessment system is the backbone to redirect learning and achieve better results. Thus, the development of autonomous learning of the student group is encouraged.

The qualitative research carried out in Spain with 25 male and female students with a duration of 18 weeks, all agreed that due to the pandemic the obligation arose to integrate virtual tools and resources into academic life to continue their education, this change abrupt creates difficulties to adapt due to the scarce training in the management of virtual learning spaces; In addition, regarding digital training in teachers, it generates the need to participate actively in their continuous training process to overcome their limitations and take on the challenge of serving their students throughout the teaching and learning process (Viñoles et al. , 2021).

Research related to formative assessments as part of Supervised Practice at (UNAM) - Mexico, the participants of this study were a teacher, an intern and ten sixth semester students; evidence that educational practice is built in a joint and formative way, that is, teachers and students have the possibility of having better results through the interaction that takes place during learning experiences; For this reason, the participants of the class intervene on equal terms to provide a special and interesting value to the actions and performances that are carried out; However, they consider that investment in standardized tests is prioritized in a general way and there are few efforts to make formative assessment more effective in normal learning environments; In this way, it shows that the learnings are not necessarily the same but can be added to those of others to generate more meaning in their performance (Moreno et al., 2019).

In the same way, the qualitative approach research with the participation of 13 Peruvian teachers, who according to the results are considering the formative evaluation procedures although they are not yet clear on how to develop them efficiently, this situation delays their execution; Furthermore, the biggest challenge assumed to develop formative assessment is its democratic character with the students to generate better scenarios where they feel satisfied with their learning

(Valdivia & Fernández, 2019). Likewise, in the research carried out at the Segovia Conservatory of Music with students of musical language who were in the first year of professional education; It turned out that using evaluation in order to help them improve and not just to qualify them, increases their motivation towards learning and their satisfaction with a job well done, at the same time that it has been possible to favor the acquisition of significant learning (Manrique & Monreal, 2019).

In the same way, in the research by Fraile et al., (2020) with a quantitative approach with 88 university participants from Spain, it showed that students require that the criteria to be evaluated be socialized in a timely manner in all areas; Likewise, 100% of participants acknowledge that the proposed strategy allowed them to reflect on their difficulties and then be overcome and conclude in an improvement of their results by developing their learning in a formative way.

It is time to redirect the meaning of the educational services and the curricular proposals, as well as, the thematic contents that are out of date before the needs and interests of the students, as well as the pedagogical practices and school administrative management that are subject to obsolete structures At all school levels, it should be noted that the pandemic forced the incorporation of technological resources in virtual spaces to continue the teaching and learning process (Barrón, 2020). Likewise, in the qualitative research in which a sample of 22 physical education teachers who use formative assessment systems at the University of Valladolid-Spain is analyzed; verifying the advantages of using formative assessment systems in all educational areas, both for students and teachers (Molina & López-Pastor, 2019).

Equally important, managing learning in a formative way offers diverse opportunities to participants to adapt and propose actions in their educational processes, this makes it possible to consolidate the integration of educational actors to strengthen the formative learning skills; It should be added that the consideration of methodological systems, with pertinent techniques and instruments to carry out an assessment of the learning process, makes it possible to promote training management (Deroncele et al., 2020).

4.   Discussion

Formative assessment focuses on enhancing educational processes to provide better learning results; Thus, it seeks to promote various actions to optimize the comprehensive training of students considering their productions and performances; in addition, to contribute to the renewal of the pedagogical practice of teachers and redirect the proposals for learning experiences in educational spaces; Therefore, various research studies conclude that academic results improve when evaluated permanently, this supported by timely feedback from teachers

(Molina-Soria et al., 2020; Mollo-Flores & Medina-Zuta, 2020)

In the same way, formative evaluation is responsible for redirecting the teaching process for learning by improving practices in the classroom, in addition, it considers the reflection of what is learned through qualitative evaluative strategies that are diversified between students and teachers; as well as, the observation among peers through the planning, organization and dynamization of the

learning proposals that include a previous collegiate work; Likewise, it is proposed that all teaching for learning process must start from the experience itself in the educational space and in this way substantial changes are made in the evaluation structures of schools (Hortigüela et al., 2019)

On the other hand, to develop formative evaluation successfully, teachers have to exercise mastery of the disciplinary area, pedagogical area, prior knowledge of the student, management of the evaluation process, from this it is necessary to reflect that evaluative practices and education Based on the competency approach, it must be reformulated to make details on the participation of educational actors; Therefore, knowledge of updated and coherent evaluation processes is required, so that the student stops being a passive participant in learning and exerts a leading role in the process and achievement of their learning (Bizarro et al., 2019).

On the other hand, the number of teachers who have problems in adapting the learning experiences that are proposed to the requirements of the students is considerable, therefore, they tend to repeat the forms, styles, indications and times to carry out each activity; This implies that the formative evaluation will not be able to contribute to the improvement of results, but rather, academic proposals are made that adapt, adapt or complement the needs and interests of the teaching process for the learning of students; It should be noted that the feedback and follow-up actions have different structures in their implementation, both being fundamental in the development of the formative evaluation (Veugen et al., 2021; León-Warthon, 2020; López Pastor et al., 2020)

Agreeing with (Gu, 2021) when he points out that teachers use a variety of resources and tools to gather information on the progress of the students' training processes, it is thus that they can use oral, written, manipulative or observation strategies, but many Sometimes what is proposed is not evaluated and they do not consider the formative nature, it should be added that evaluating in a formative way is not necessarily done in the classroom, on several occasions they come from the experience of each participant although sometimes they are spontaneous actions Without prior reflection, it should be considered that although the teacher can verify this knowledge during the feedback, it will not have the desired effect when the learner does not respond to the process.

According to Boroel et al., (2021) The curricular proposals are based on pedagogical conceptions to guarantee the integral education of the students considering appropriate learning spaces; Therefore, they implement the formative evaluation promoting teamwork techniques; Likewise, they analyze the issues of planning and structuring the teaching processes for learning, renewing study designs, pedagogical practices in the different contexts where educational experiences are carried out, offering the possibility of building reflective skills within each reality with parameters ethical values; Furthermore, with regard to the teachers' interventions, they address praxis and reflection that supports group effort and promotes teamwork that strengthens the positive interactions of educational participants.

Research carried out in a school in Slovakia indicates that formative assessment has an impact on the academic achievement of students and even more important is the school effect that it produces on participants with more difficulties to be interested in their academic progress, which motivates them

to participate in For this reason, it is necessary to propose experiences that promote the involvement of students in the permanent evaluation of learning, focusing on achievements and aspects that can be overcome, through reflection strategies and the implementation of novel materials (Rumanová et al. ., 2020).

Likewise, to develop formative evaluation it is important to consider self-evaluation techniques that in these times can be carried out using virtual tools and resources, this affects the improvement of students' learning results; In addition, the experiences that consider self-evaluation generate better levels of achievement in the participants; It should be noted that some studies conclude that female students express more security than male students in the use of technology during learning sessions, which is why the teacher's responsibility is to provide the tools for the proper development of students in the learning process. teaching for learning and focusing on encouraging the protagonism of each participant to achieve academic success (Cosi et al., 2020; Hidalgo, 2020)

At present, the implementation of formative evaluation in educational institutions is effective at the initial and primary levels where the descriptive analysis of the academic progress of students is carried out; However, at the secondary level, traditional models and formative evaluation are still being worked in an ambiguous way, this suggests that it will be a process until achieving a real management of the formative evaluative processes focused on developing competencies; Thus, the formative evaluation presents aspects that strengthen the interaction of the participants by stimulating academic skills, but there are difficulties because, as the students are the main protagonists of learning, they are constantly monitored by the teacher, this at the same time can also be satisfactory. unfavorable by feeling their privacy invaded (Komorowska, 2019).

In the same way, the successful development of the training approach lies in the adequate levels of trust, commitment and contribution that each participant makes, this implies having an active role throughout the educational process, being aware of the evaluation conditions (Roelofs et al., 2019). Likewise, the various forms of evaluation of competencies play a fundamental role in providing the student with the possibility of recognizing their difficulties in the daily academic process, thus, achieving the development of competencies becomes a constant and progressive cycle, which is strengthened with effective participation in learning activities and starting from them to carry out permanent reflective processes that is basic for their formative evaluation exercise (Couto et al., 2019).

5. Conclusions

1. The formative evaluation processes as a proposal to evaluate competences, tries to modify the usual traditional experiences of valuation of learning achievements in educational spaces; through various interaction strategies between educational actors, it is so; self-evaluation, co-evaluation, hetero-evaluation and feedback promote the active participation of students with their peers and teachers. It should be noted that feedback is the elementary strategy during the formative evaluation practice.

2. Formative evaluation aims for the student to assume the reflective learning processes responsibly, therefore, the individual and collective performance of the participants in the educational process, who are co-participants in their evaluation, must be assessed; This implies that the feedback

based on the evidence allows to improve the results, thus generating a transformation of the evaluative practice to continue providing a quality education.

3. The interaction between students and teachers in virtual educational spaces face various challenges, therefore, the management of virtual resources and tools are a necessity to continue with the teaching-learning process. This implies continuing to implement creative activities to promote formative assessment and achieve better academic results.

4. The formative evaluation empowers the teacher to direct the teaching and learning processes, managing to assess and verify the competencies that are proposed in each activity, having a clear overview of the strengths and aspects to improve of the students; Furthermore, students differ in the ways of learning; that is to say, that each one has different styles to acquire and understand the real context of it; Likewise, the intervention made by the teacher in educational interaction to promote adequate levels of trust and security is considered relevant.

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