

Training system for teacher evaluation in technical and technological training institutions: a playful proposal

Abstract

This research proposes the active participation of teachers in the construction of an evaluation of their work through knowledge of the context of their institution and reflection on the current institutional evaluation system; however, it is not limited to teachers, but involves its students so that they jointly formulate feedback alternatives that allow the development of teaching in a dialogical, purposeful and motivated way.

Leisure as a cultural experience can be considered, according to Jiménez,¹ how:

A transversal dimension that crosses all life, they are not practical, they are not activities, it is not a science, nor a discipline, much less a new fashion, but it is a process inherent to human development in all its psychic, social dimensions, cultural and biological. From this perspective, playfulness is linked to daily life, especially the search for the meaning of life and human creativity.

In accordance with the above, it can be affirmed that the playful concept is not limited to play, but is a real form of life behavior that allows freedom, offers the possibility of deciding how to reflect within a process of the subject that participates in an activity.

In terms of Héctor Ángel Díaz²:

The playful reference refers to situations that produce fun and pleasure and that go far beyond play and recreation. Through play, students express their emotions, learn values, and learn to live peacefully in a suitable and opportune environment. Based on the above, it is necessary that playfulness is involved as a main element within the evaluation processes and that the students are the protagonists of the process, as this will allow them to reflect and consider their opinions and their axiology, considered the latter as its scale of values, the above taking into account what Díaz² stated When he affirms that there is little novelty in the models, rather the innovation is in the way in which the existing ones are appropriated or executed, presenting a clear relationship between the concept of playfulness and the motivation of those who participate in it.

Summary: In order to respond to the needs of an increasingly globalized world, the need to guarantee a quality of education is urgent, and the way in which teachers are evaluated is a fundamental factor in this purpose. However, this last process has been limited to the methodology of student surveys, being

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questioned and generating a certain acrimony in the teaching staff mainly due to the fact that, on the one hand, it is considered that it is unable to objectively and adequately assess the skills, capacities and qualities of the teacher, and on the other hand that it can be a revanchist way of coercing the demand that is asked of students by teachers, this is usually seen when a student evaluates subjectively and biased his teacher because he did not do well in the subject he teaches.

In the present investigation, using a socio-critical approach focused on the qualitative, an alternative to traditional teacher evaluation (questionnaires - rating scales) is analyzed, which involves playfulness, through a collaborative process between teachers and students, that results in the transformation of current realities as experiential of those involved and that constitutes a way to strengthen the training process of teacher evaluation.

The entities involved in the study are university institutions that have technological careers (job training) within their academic offer, which were called: Institution A, B and C. The instruments used to collect the information are: interviews, questionnaires, films, photographs, field notes organizing focus groups with students, teachers and managers of each center, in this way, at the end of the field phase, the guidelines of the playful proposal for the evaluation of teachers are indicated and it is sought to verify if the perception about teacher evaluation changes in the participants.

Keywords: teaching evaluation, technological training, leisure, social critic

Problem statement

One of the constant concerns of the recent governments of Colombia has been to increase educational coverage, especially at the level of higher, technical and technological training, for which it is necessary to have trained teachers who not only meet the standards established by the Ministry of Education, but additionally, they are up to respond to the needs of society. The Political Constitution of Colombia in Article 67 affirms that education is compulsory and free until middle school, however access to higher education remains a major concern in all regions of the country. Seeking to solve this gap, the Colombian Government in 2014 presented an offer of nearly ten thousand scholarships for technical and technological training, known

as “Training for work”, which lasts for two to three years, allowing them learners study in a short period and quickly join the job market. Likewise, the Ministry of Education supports processes of articulation between middle basic education (4th year of high school) and programs for on-the-job training, proposing flexible cycles, offering the possibility of continuity and mobility in this process.³

In this same order of ideas and responding to the increase in the demand for technologists in Colombia and abroad, the national government, through an agreement with the National Learning Service -SENA- and other higher education institutions, proposed to increase the academic offer until 2019, facilitating the possibility of obtaining credits and agreements and expanding access to observatory

results and the job offer. Now, when inquiring about the quality of the education that is taught, the issue arises of how the faculty is evaluated, specifically how evaluative processes are carried out, finding in the literature that the vast majority of these are based on quantitative processes applied through instruments aimed at students, managers and, in rare cases, at teachers. It should be noted that the latter have no participation in the design of the aforementioned instruments, so that the activity ends up being only a requirement of the institution, but not a participatory strategy. The teacher evaluation is usually done at the end of the semester, which is to see the results and see how it develops, when the teacher finishes her contract the results are delivered to her, but there is no feedback process. This dynamic has always generated a feeling of discomfort, concern and in some situations, the perception that it is a punitive rather than a proactive process.

This situation does not only affect Colombia, in most Latin American countries US, European and Asian guidelines are imitated or copied, which do not match our social, economic or cultural conditions. In the Colombian context, the teaching evaluation is designed by the quality management and assurance department of the educational institution, with the aforementioned problems regarding feedback processes occurring, fueled by the large number of programs, students and teachers to be evaluated; Carrying out this task in a suitable way would involve great human, economic and logistical efforts.

Research question

Guiding question

Is it possible to change the perception of the traditional evaluation that the actors of the technical and technological institutions have for a more formative type of playful and critical?

Objectives

General purpose: To determine the pedagogical and methodological guidelines for the design of a playful proposal for teacher training evaluation in the field of Technical and Technological education, guided by a socio-critical approach and with the participation of all the actors in the evaluation process.

Specific objectives:

- i. Identify the historical background related to teacher evaluation in technological training and job training institutions in a national and international context in the last 17 years (2000-2017).
- ii. Develop, together with the actors involved, the formulation of pedagogical and methodological guidelines for teacher evaluation for technological training institutions that contribute to changing the perspective of the current systematic evaluation, for a more training-oriented approach.
- iii. Explore possibilities of installing a playful or emerging strategy as a bridge between the current traditional behavioral assessment and qualitative assessment.

Justification

Quality processes today constitute a requirement to value services and products not only at the commercial and business level but also at the educational level, as happens in universities and educational training institutions for work. It is common to hear in the media the results of the quality assessment of university institutions establishing

who is better at their work in front of students, their learning and the very needs of the society that demands their knowledge. Within the phenomenon of evaluating the university, a fundamental element of institutional assessment and accreditation is the teacher, who is in charge of guiding knowledge through pedagogical and methodological strategies and, therefore, bears the responsibility for the learning results of the students. For this reason, they are evaluated in order to guarantee their suitability in teaching.

Globally, the United States has been a leader in evaluative processes through questionnaires and batteries of questions to its teachers, Spain has carried out context studies, which are governed by indicators and quantitative results, in Asian countries, productivity and efficiency are They constitute measurement elements that are also of quantitative origin. Colombia cannot be the exception to this type of assessment related to the performance and competence of teachers, which is why the issue of educational quality and accreditation processes has been carefully analyzed, especially during the last 25 years. This research proposes an alternative to the traditional evaluation process from the qualitative point of view and seeks to demonstrate, through the work of the actors, that such an alternative can be an effective, useful and novel evaluation tool.

State of the question

In the postmodern world in which we live, increasingly globalized, administrative quality processes prevail, fundamentally and often perversely directed towards consumerism. Education, as an inherent element of our society, is not exempt from being supervised, observed and evaluated from this same perspective, and within this, teacher evaluation is an important element, which can be defined as:

A way of applying a hierarchy of values to a human activity where interest groups compete with each other, have divergent definitions and disparate interruptions of the same situation and manifest different and sometimes contradictory information needs. That is, information they provide: to which people or groups involved, in one way or another in education and in the social structure, in addition to an ethical option that involves the evaluator in a political process.⁴

Universities and university institutions are subjected to constant evaluation processes in which teachers are involved, as prominent actors in them; In turn, teachers have been adapting to the constant and rapid changes in university campuses around the world. With respect to evaluation, Colombian universities present two trends: the public university receives an item, which in some way forces it to respond with requirements to the State, allowing it partial autonomy in its evaluation processes. Vain⁴ He states: "You must account for your institutional projects and what you invest the money provided" (p. 3). The private university does not receive any item from the State having greater autonomy than the public, but its freedom is not absolute since it must also meet the quality requirements established by the Ministry of Education. After reviewing databases, bibliographies, theses and articles on the subject of teacher evaluation, 29 pertinent documents were found and analyzed, including doctoral, master's, undergraduate theses and articles focused on different aspects of teaching and play evaluation.

Theoretical foundation: socio-critical approach

The theoretical foundation of this research work is based on the writings of Paulo Freire, his work on the concept of critical pedagogy is based on three writings: the pedagogy in autonomy, pedagogy in

hope, pedagogy of the oppressed; in his work Freire^{5,6} considers that dialogue between teachers and students is important, for which the teacher must have a methodological rigor in his teaching. The current trend in higher education has been oriented to the needs of the market and to the demands of the consumer society that demand a service, a situation that has left in the background the concept of critical pedagogy in university institutions and its influence on evaluation. For Giroux⁷ This pedagogy is a fundamental element to achieve greater equity in the world, putting values such as reason, freedom and equality, which are relatively absent in most contexts of the current educational community. The dynamics of higher education are currently based on “market competitiveness, conformity, decapitation and the form of punishment”,⁷ which is why teaching evaluation systems Within the university communities they are influenced by the administrative rather than by the critical and participatory nature of the evaluated actors, causing students, professors and administrative personnel to participate in a minimal or nil way in the design of their evaluation systems, which means that they do not can express an active criticism of the process. The trend in evaluation is constant in most educational institutions, one orientation only: the administrative.

University education that involves training in the technical and technological aspects is enriched by real-time communication between countries and continents. The desire to share and unify educational criteria worldwide allows common and valid agreements to be established for all, but in this eagerness the differentiating elements, the specific contexts of the countries and the possibility of responding to unique requirements have been lost. Educational communities. The evaluation of teaching has been one of the elements that must be differentiated in each of the specific environments of each country and of the training alternatives. Social networks, like mass media, transform the behaviors of subjects, allowing greater influence; This situation of general grouping becomes a path that dramatically reduces imagination; The fact of thinking differently rarely has a place, being like the others is considered extraordinarily normal in the daily and formal. This trend is clearly evident in the publications of thousands of social network users, on television channels, series, novels and novels that all the time sell the idea of massification, but not of individuality, uniqueness and originality. A mostly mercantile educational environment lends itself so that it is the student who dictates what is right and what should be done, the institution loses part of its autonomy in exchange for the assent of its main clients, the students, they stop meet certain standards that are also important in training, such as compliance, order and respect.

Paulo Freire⁶ In his book *Letters to Whom He Wants to Teach*, he states in this regard that “the permissive environment, of which anything goes, reinforces authoritarian positions” (p. 95). This author⁸ He notes that teacher-student relationships are more complicated when there is the possibility that the student will change educational institutions, if the latter is not to his liking. For their part, the institutions are totally concerned with retaining the students, who are seen more as “active” within a modality in which the administration is the leading element and guides all the processes, including that of the teaching evaluation, as well as the consequences of such processes in compliance with the criteria required by ministries and secretaries.

Regulatory theoretical framework

The Colombian Ministry of Education has the objective, through this technical and technological educational system, to give greater opportunity to the young Colombian population; The Ministry also establishes in Decree 2888 of 2007 that the programs are adjusted

by competencies to guarantee their relevance within the productive world and in accordance with the learning demands of the students. Additionally, if job training programs are to be certified in quality, they must do so by applying Technical Standard 5581, this normative document is divided into four parts: the first part characterizes the competences, the second outlines the processes, the way to implement and formulate the program, the third shows the articulation of the educational project with work and, the fourth shows the recommendations for certification.⁹ The competency-based approach for this type of technical and technological training is aimed at tuning the student with the continuous changes of the professional market and the productive sector, characterizing themselves, as stated by the Ministry of National Education,⁹ for being “flexible, pertinent, cumulative and certified” (p. 7), clearly aligned with the PEI of the institution that implements it.

Generally, the institutions that train at a technical and technological level remain at the forefront of the regulations of their programs, in such a way that they are relevant and allow the student to subsequently articulate and continue with professional programs. In Colombia there is a national classification of occupations at a technical and technological level, the Ministry of Education and SENA state them as follows:

- i. Senior Management, Finance and Administration
- ii. Natural, applied and related sciences.
- iii. Health.
- iv. Social, educational, religious, and government services.
- v. Art, culture, leisure and sports.
- vi. Sales and services.
- vii. Primary and extractive exploitation.
- viii. Crafts.
- ix. Equipment operation and transportation.

Epistemological approach, methodological design

This research is based on a qualitative paradigm, with a socio-critical approach and the method is the case study. This project analyzes the behavior and dynamics of teacher evaluation in technical and technological training institutions in the city of Bogotá over a period of time. of an academic period, studying the behavior and impact of the evaluation actors. The processes to be developed with the community through each of the information collection instruments will allow theorizing and critical analysis with the participants of the applied dynamics. This case study will have a broad qualitative approach in accordance with Cedeño’s statement.¹⁰:

Qualitative research brings us closer to a framework that makes it possible to share experiences and develop a dialogical relationship with the social actors participating in the study. That is, a better understanding of their experiential experiences, their particular situation, their perception of the world and of the realities that are obviated, because they become a routine action of organized actions of here and now. (p. 3)

The above makes it feasible to explore the reality of the study population, developing transformation processes and raising awareness of everyday problems.

The same author mentioned¹⁰ argues that: Human beings are interactive, communicative people, who share meanings, relate subjects/objects interactively. The meanings by which people act are mediated by their ways of life. Therefore, it is necessary to discover the set of social rules that give meaning to a certain type of social activity. In order to carry out this research, 23 focus groups were established in three technical and technological training institutions articulated with preparatory cycles, with the application of questionnaires, interviews, photographs and field notes, using the case study method.

Information was collected from three technical and technological institutions through instruments such as the individual questionnaire, the individual interview for each student, teacher, manager and quality professional; as well as the realization of a field note and photographic evidence of the work groups organized by faculties; The importance of this investigative process is the dynamics agreed to design new emerging proposals with a view to the educational development of teachers in their teaching management and the improvement of existing ways of evaluating (Figure 1).

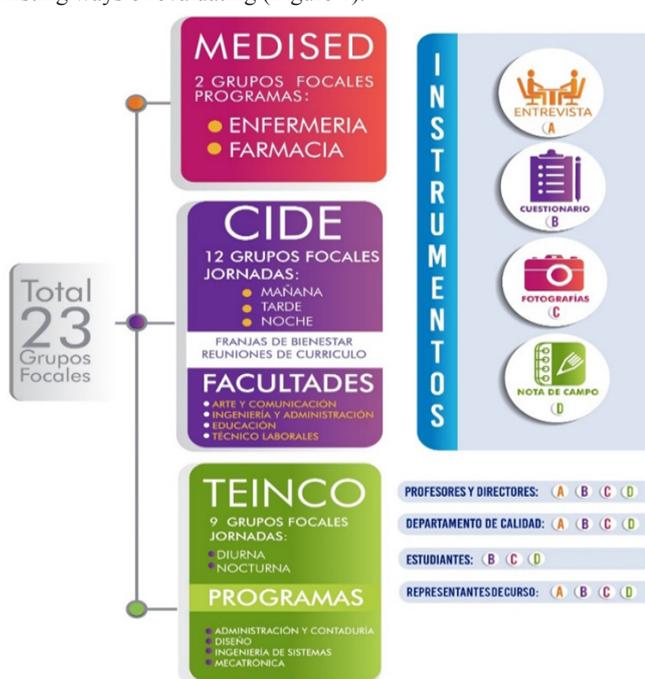


Figure 1 Methodological design. Source: self made. October 2017.

Study categories: Study categories and They are determined in the 15 questions formulated in the questionnaire, addressing three categories of analysis: the first related to the institution's own dynamics, the second focused on socialization processes as feedback of the evaluation, and the third aimed at the purpose of evaluation and emerging alternatives.

The results of the instruments and open modality questions are categorized by degrees of complexity, starting from the simplest to the most complex, elaborated as follows:

Answer 1: Short, ambiguous singles

Answer 2: More elaborated with improvement proposal

Answer 3: Complex with indications of notions about quality assessment or accreditation.

Analysis categories: There are three, the first focused on sociodemographic information, the second on the evaluation behavior in the institution and the third on an emerging evaluation proposal.

Coding responses: Questionnaires.

E: Student

Q: Professor

TP: Professional Technician

TG: Technology

PC: Quality Professional

Code by Faculty and Actor.

Category results: They were obtained fromof the tabulation of questionnaires, transcription as analysis of interviews, field notes and photographs.

The photograph: For Chame¹¹ photography serves as a research instrument in the case study because it not only illustrates but also accounts for the research project; it constitutes a historical document: "becoming objects of analysis or consultation documents"; This author also affirms that photography transmits messages, constituting "in visual discourses, loaded with expressions of culture, of social daily life understood in sign language".

Recorded interview: Valles affirms that the interview constitutes a valuable input of information, however it is necessary that before conducting the interview there is clarity on the subject, knowing what is to be investigated, contextualizing the interviewee and clarify doubts about it and about the use of the recorder.

Questionnaire: The questionnaire was used due to its usefulness in these situations, in line with what Estebanz proposed,¹² who considers that the questionnaire is an excellent tool for collecting information when the sample to be investigated is large and specific data are needed in the face of some concerns.

Field note: This instrument constitutes a tool that allows the researcher to collect clear data and the transition from the field phase to the preparation and theoretical confrontation of the final document¹³

The two instruments constructed (questionnaire and interview) were arbitrated by experts from:

- i. The Fluminense Federal University. Brazil.
- ii. The University of Chile. Chile
- iii. Unihorizon (Pilot Test). Colombia.
- iv. Thesis advisor.

A pilot test was carried out using the questionnaire and the interview with students, teachers and directors of Unihorizonte (Institution D) (Bogotá, Colombia) as instruments to make the adjustments that are considered pertinent for the study and understanding of the instrument when your application.

Results

Analysis by categories

The first category: identifies the dynamics of institutional evaluation; question from one to five: Category one: three actors - Teachers, students, managers

The teaching evaluation is limited to qualifying the fulfillment of academic process requirements by evaluating actors who do not know the evaluation criteria, most of the results depend on the subjective opinion of the students, which may be influenced by non-performance criteria teacher's professional. Institutions are still anchored in the

use of very traditional forms of evaluation in which what is said by the student who evaluates from empathy prevails, without having knowledge of pedagogy or learning concepts. This type of teacher evaluation is clearly quantitative, as recognized by Minami and Izquierdo, so it is necessary to generate alternative strategies based on communication through dialogue or conversations, in which motivation is an important factor for feedback and the improvement of the teacher's own skills. In addition to the above, on many occasions teachers work and study, which makes it even more necessary to establish effective teaching strategies so that they can connect with their students.

The socialization processes, changes and frequencies of the evaluation, feedback; questions 6 to 9: 2nd Category. Three actors

The teacher evaluation does not experience a feedback based on the results, it is an evaluation linked to the visualization of the student's grades, no significant changes are perceived and it is carried out through a questionnaire that is done at the end of the semester, the questions are extensive and its tendency is somewhat punitive; elements of personal or professional growth are not included. It is clear that there is no evaluative culture and in many cases the guidelines are not clear. The extension of the questionnaire is still an element against, since the students tend to fill it out quickly without really attending to its content, many times they carry out the evaluation routinely, without it being an exercise in reflection and aimed at a true improvement in the teaching quality. In this same sense, Fernández and Coppola¹⁵ they consider that evaluation systems are imitations of foreign models and are not their own creations consistent with the contexts in which they are developed, which makes them adaptations that are not consistent with the needs of the institutions.

Finally, the third category: questions 10 to 15 contemplate the alternative evaluation proposals including the recreational process. 3rd category: three actors

The teaching evaluation as far as possible should not be boring, on the contrary, it should arouse interest and innovation, implemented in two moments of the semester and through instruments such as interviews, photo galleries, recordings; but, above all, it must promote dialogue and go beyond the hackneyed questionnaire, either through software or on a platform; The purpose of teacher evaluation is to weigh their work, assessing their quality, their communication with the student, with the intention of improving their professional performance, allowing them to get involved proactively and efficiently in the institution in which they work.

Final proposal: pedagogical principles

(Figures 2&3).

Pedagogical principles of the play proposal

The principles arise from analyzing the answers to the questionnaires, the interviews and the field notes, as well as from the analysis of the photographs of the participating actors; carrying out an analysis of their perceptions about each of the three established categories. The reader can find more information on the subject in the doctoral thesis that this chapter generates. The first principle is focused on a dialogue evaluation that is within the framework of conversation and consensus, since the students manifest in their responses that the current teaching evaluation is reduced to the questionnaire found on the platform; It is necessary, then, to find innovative and creative alternatives to the current assessment that foster the conversation between teachers and principals, mediated

by the quality process, to reach agreements to improve teaching in aspects as important as empathy, to the which students very frequently allude to as non-existent between teachers and students. This is why the dialogue-discussed evaluation must become the opportunity and the possibility of improving the current evaluation processes to free it from the punitive and punitive sense.



Figure 2 Pedagogical principles. Source: Own elaboration, 2017.

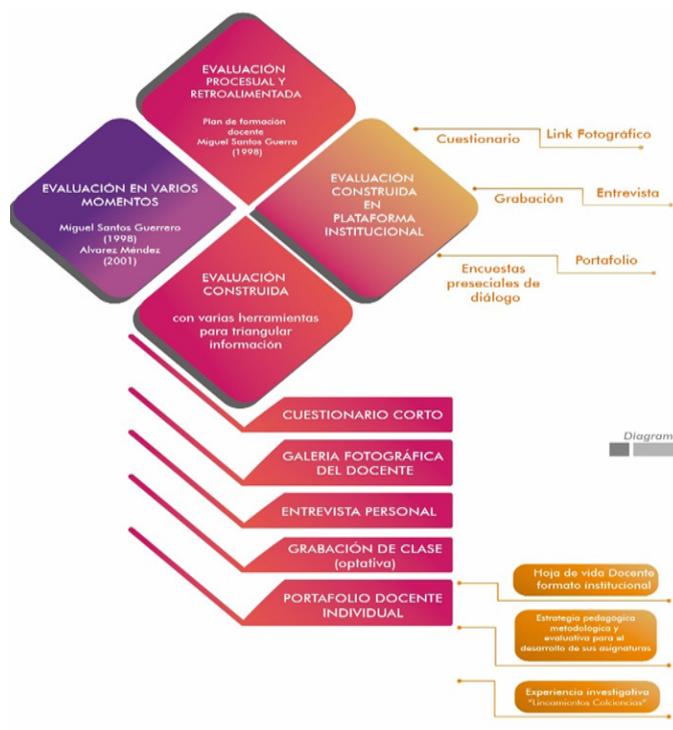


Figure 3 The evaluation. Source: Own elaboration, 2017.

The dialogue evaluation constitutes the most important emergent element of the research since, although there are communication mechanisms in the evaluated institutions, said communication is carried out impersonally and not in person through the use of scaled questionnaires, which constitute the tool most frequently used assessment tool. It is true that not all the evaluated actors dislike the use of this tool, however most consider it pertinent to find an alternative that does not limit communication and allows improving the current tool. The second principle of this playful proposal is contextualized

evaluation, that is, the evaluative activity carried out in institutions should not be limited to compliance with a quality standard, such as ISO 9000 or another of an administrative or company nature, As is currently the case according to what teachers have stated, there must be coherence with the constructivist model developed from the Institutional Educational Project and with the competency-based approach.

The third principle is the evaluation oriented to the teacher and to his best performance, the teacher of technical and technological training is oriented towards the development of competences for doing, it is evident that for this teacher the domain of disciplinary knowledge is essential as the own lexicon of the programs it guides; This was a forceful finding in the conceptions of the evaluative actors.

The fourth principle is motivated and socialized evaluation: One of the aspects evidenced by the evaluation actors was the little information they have before, during and after the teacher evaluation process. In effect, they state that they do not know the criteria with which they are evaluated or the objectives of the dynamics, so that they carry them out systematically because it is a regulatory norm, without clearly understanding their meaning; it is reiterated that there is no evaluation culture. Faced with this panorama, the same subjects evaluated express the need for this to be a socialized, known, oriented process, so that the exercise is a natural process of assertive communication between equals, that is constructive and allows improving the teaching process and, equally, The fifth principle of the playful proposal is innovative and creative evaluation. The results about the perception that the evaluating actors have show that the current evaluation is oriented to the monitoring of the compliance by the teachers of academic processes and schedules in a systemic and evaluative way; reason for which the evaluation is presented as a monotonous activity, which has not shown significant changes in the last years. Currently the students are digital natives with a possibility of globalized information and with critical capacity against the evaluation process, which they carry out every six months; The research allows us to see the need to improve the current evaluation, establishing an innovative and creative one, proposing novel ideas for its implementation.

A sixth principle is that of playful evaluation, comprised of well-being and assertive communication. Regarding this principle, evaluative actors have a wrong conception regarding the ludic concept, assimilating it with play; this is a simplistic and reductionist vision of this term; However, a positive response was found to the proposal of a new approach to understand that playfulness goes beyond a tool, constituting a path articulated with dialogue, conversation, joy and agreement within a group of subjects, which tends to improve that learning relationship in the classroom and with evaluation mechanisms closer to the real, to the visible, to the significant and authentic that, at the same time.

Methodological principles for a playful evaluation proposal

The first methodological principle of this proposal is the evaluation carried out on several occasions and moments, not only on one occasion, this element becoming a fundamental factor in evaluative practice, which does not occur very frequently at present, and is essential for achieving a more balanced and profitable process for the teacher. Based on the results of the conceptions of students and teachers about the evaluation in technical and technological training institutions, it has to be carried out only once in each academic period, so the improvement processes are designed for the period Next, since it is very difficult to carry them out with the same students, sometimes

not even with the same subjects, there is no training process, only regulatory and compliance.

The second methodological principle is the procedural and feedback evaluation. This element is very important since it is not frequently applied in the survey about how teaching work is experienced, that is, the analysis of how teaching work is carried out in most cases is presented in a single moment and not in several, making it very difficult to triangulate or show the improvement and effectiveness of the socialization of elements to be improved. As a consequence of the socialization of the teacher evaluation expressed by students, teachers and managers in the field phase, a feedback process is not feasible either, defined as the possibility for the evaluated teacher to review the observations made by their students about the process develops in the classroom at a certain time.

The third principle of playful evaluation is that oriented towards building on the institutional platform. Although the objective is true is to generate a transition from a traditional evaluation to a more qualitative and formative one, elements such as existing technological resources are preserved, so the concept of innovation allows improving the current evaluation through the use of already established inputs, such as the virtual institutional platform which must continue to be used, supported by other elements that help its improvement, as long as the instrument currently applied is restructured, which students and teachers describe as extensive, cumbersome and unclear.

The fourth principle consists of triangulated evaluation through the use of various tools, that is, the result of the evaluative concept is nourished by various elements. This principle establishes that to evaluate the teacher, the platform questionnaire is not the only way, it is necessary to accompany the process with additional elements, such as the discussion or dialogue with the teacher, the personal interview, the photo gallery, the recording (Optional), the construction of the teaching portfolio and participation in the institutional teacher training plan.

Discussion

The educational orientation on the pedagogical is well documented from the conceptual point of view, with authors who have supported their theories during the development of history. The development of this research has leaned towards the postulates of Pablo Freire and Henry Giroux, oriented towards the socio-critical and the emergence from the conceptions of the evaluation actors, alternating with the evidence of gaps in the evaluative practice of the teachers and relating these theories to the development of dynamics in the classrooms with the students; therefore, the aim is to define educational orientations based on the learning subjects and the evaluation actors so that, starting from a critical perspective, they identify the elements to improve the evaluation process of their teachers, after carrying out an analysis from the conceptions of the evaluated actors, the following pedagogical principles emerge as the basis for a playful evaluation: the first one focused on dialogue evaluation; the second, a contextualized evaluation; the third, a teacher-oriented evaluation and its best performance; the fourth, a motivated and socialized evaluation; the fifth, an innovative and creative evaluation, and the sixth principle, a playful evaluation comprised of well-being and assertive communication, which were explained in the results.

Conclusion

Investigating and analyzing the conceptions of the evaluation actors allows us to propose the methodological and pedagogical principles to

elaborate a proposal for teacher evaluation focused on play pedagogy, based on the concept of understanding the subject who is involved in the evaluation and beyond Simplistic concept of playfulness, so that dialogue constitutes a mediator of the evaluative process; the actors subject to evaluation have the same conditions, without establishing hierarchies of power that often tend to generate reluctance towards the process. A review of the behavior of the technological and technical evaluation in Mexico, Chile and Brazil finding which continues to be a process linked to the traditional, thus generating Opportunity spaces to promote positive changes in the evaluation. It was based on the perceptions of the evaluation that the evaluation actors have, determining some emerging principles for a ludic proposal, more participative, coherent with the institutional educational projects and with the modality of learning by competences, which is one of the objectives of the training at this level. Finally, the construction of the playful proposal is made from the concept of a dialogue, understood, procedural and feedback evaluation.^{15, 16}

After the presentation of the thesis, talks are held with the participating institutions, delivering the results to determine if the resulting proposal is effectively articulated with the current evaluation systems; In the same way, students of master's degrees in higher education are taken to know the dynamics of teaching and research in technical and technological training institutions and to propose ideas for the solution of other problems that concern this type of technological higher education, such as For example, explore how its operation is currently standardized. The possibility of implementing these constitutive elements of evaluation in other institutions is considered to rethink their current ways of evaluating teachers. Dialogue pedagogy has been studied in primary and secondary education in Colombia at the Méran Institute, but there is no documentation of dialogic evaluative practices consistent with said pedagogy; in the same way, there are dialogue theories of evaluation but no experiences of the evaluative practice discussed in educational institutions that really support what is currently being done on the subject, which makes this proposal novel and interesting.

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Conflicts of interest

Authors declares that there is no Conflict of interest.

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