

DIGITAL EVALUATION PLATFORM PROPOSAL

KÜPA KÜME MONGEN

Diagnosis:

The learning process is organized based on a curricular planning that includes the Teaching/Learning of contents established by the pedagogical authority, the traditional control implies global exams whose results are expressed with a qualification (which can be quantitative or qualitative) this measurement throws processes that allow measuring the quality of education and acting on the diagnosis generated. The elaboration and correction of the measuring instruments are developed and applied by the teaching team. At present we find that the improvement in the quality of education comes from the hand of significant learning and the personalization of teaching, the processes of continuous measurement through controls and generation of progress maps, the implementation of reinforcements and the integration of the entire educational community in the learning process, in short, the application of feedback and feedforward processes.

Beneficiaries:

Managers, teachers, technical team, students, parents and / or guardians, the educational community and society as a whole.

The challenge:

Improve the quality of education in the schools of the community, through meaningful learning and more personalized education, improve the performance of standardized tests, build public policy proposal based on reliable and systematized information, obtaining maps of student progress, courses, institutions and sectors. Replicate the experience in other places. Finally, integrate technological tools to the learning processes.

Conceptual Framework and Proposal:

The Chilean Educational Reform, is present in all levels of education, takes into account the social and cultural conditions that frame and give meaning to the educational task. On the other hand, they allow to have a clear and organized direction, establish norms and evaluate the teaching-learning processes.

It is relevant for our Foundation, that all the levels that make up the educational establishment know and participate in the evaluation process, as well as assume a commitment to the guidelines given by said evaluation, so that the teacher has the facility to classify the learning styles of their students in the different areas that correspond; verbal linguistic, logical mathematics, corporal, kinesthetic, musical, interpersonal, naturalist, managing to develop an assertive and dynamic planning in which students enjoy their learning.

On the one hand, the incorporation of Markqual Class, a tool designed for the evaluation of the learning process, the control of the curricular progress, self-evaluation and the generation of early alerts. A small test of a few questions at the close of a thematic block allows us to assess the level of understanding of our students, boost the curriculum and apply the necessary reinforcements to achieve meaningful learning and better teaching for each of the students.

Students can perform self-assessments, respond anonymously or nominally, discuss the answers in class, all with a friendly and simple interface from a smartphone or tablet, creating an environment conducive to sharing and discussing.

The Educational Institution may verify compliance with the content program by establishing a chronological match and evaluating understanding and thematic assimilation. An early warning system allows for better decision making in the educational community. On the other hand, support to the teaching task with a team of specialists that develop the measuring instruments, evaluate the results, propose forms of reinforcements that will be implemented and work on the improvement of the curriculum mesh supporting the educational activity.

Overall objective:

Promote and strengthen the lines of action that the Educational Center will develop, to consolidate the technical - pedagogical, social, academic and value process of the students, through the renewal of the evaluation processes, as main educational tools, consolidating aspects, cognitive and affective, according to their particularities, to contribute to their integral development, with the permanent and active participation of students, teachers, parents, guardians and all the educational agents involved in the teaching - learning process.

Strategic objectives:

Project skills and potentialities in students in an environment of equality and equity that allows them to develop fully through systematic self-assessment of their learning processes.

The use of ICTs as an element of the current context, favoring the teaching-learning process in students.

Generate instances and strategies where a good development of classes is worked on and promoted, in such a way that the teamwork of teachers and students is valued.

From the Foundation we bet on the improvement of the capacities and potential of our people, we are convinced that the implementation of projects that improve education will result in more and better opportunities for our children, the systematized and orderly information of the results of this process will help to raise public policies based on concrete data. Only education guarantees social mobility, equalizes opportunities and consolidates growth.

Santiago, August 2019