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## EVALUATION OF LEARNING IN VIRTUAL ENVIRONMENTS. THE EXPERIENCE OF TEACHERS AT THE EBA-UAQ DURING THE PANDEMIC (COVID-19)

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**Abstract:** The 2020-2022 school period was modified due to the COVID-19 pandemic by moving face-to-face classes to virtual environments, which implied the adaptation of teaching work on the development of teaching-learning processes, as well as the evaluation of learning. . The present research was carried out with the objective of analyzing the learning evaluation process used by teachers at the High School of `` Universidad Autónoma de Querétaro` (EBA-UAQ) during virtual classes in the 2020-2022 school period. The question The research question proposed was: How was the learning evaluation process developed during the COVID-19 pandemic? The methodology used was qualitative with the use of the virtual forum and zoom sessions to learn about the teachers' experience regarding the evaluation of learning. A total of 32 teachers were heard, who stated that the change from face-to-face to virtual environment was complicated in the teaching-learning and evaluation processes; In response to the national request to accredit all students, it was limited to the use of automated exams and qualification of activities; However, they used extra strategies, techniques, and instruments that included a more formative approach to evaluation. Finally, they conclude that the pandemic favored summative evaluation with the delivery of products and exams.

**Keywords:** learning evaluation, pandemic, virtual environments

## INTRODUCTION

Learning evaluation is a continuous process that is developed throughout the teaching-learning process with the purpose of assessing the learning achieved by students, as well as obtaining useful information to adjust teaching activities to the learning needs of the students. and the students and monitor the progress of the group, therefore, the evaluation of learning is based on the permanent work of

teachers and students with the use of various methods, techniques and instruments that allow this process to be carried out. Currently, our country was affected by the COVID-19 pandemic, which brought with it adjustments in the teaching-learning processes, such as the transfer from the classroom to virtuality, which involved raising the following research question: How Was the learning evaluation process developed during the COVID-19 pandemic?

In this article, a justification and theoretical foundation is developed with the purpose of arguing the experience of teachers in the development of the evaluation of learning in the face of the pandemic; The methodology and results are described, from which it is concluded that the evaluation process used by the High School School of `` Universidad Autónoma de Querétaro`` (EBA-UAQ) demanded much more from the teachers in a framework of uncertainty, but that At the same time, it has allowed them to be more strategic when generating, adapting, and systematizing various forms of evaluation from virtuality.

## JUSTIFICATION

It is important to show in this research the development of the evaluation process carried out during virtual classes due to the COVID -19 pandemic, from the perspective of the EBA-UAQ teachers with the intention of knowing and analyzing their performance, through reflection, allowing you to promote decision-making that leads to better evaluation during the teaching-learning process.

## THEORETICAL FOUNDATION

The evaluation of learning is traditionally carried out through standardized tests expressed through numbers and is quantified in results that can be compared with each other; Its function lies in controlling presence in the system and selection. (Santos Guerra;

2000). Currently, along with the teaching-learning process, evaluation has evolved and seeks for the teacher to use strategies, techniques, methods and/or previously designed and planned instruments that generate understandable information for issuing a value judgment and making decisions about student learning.

## **TYPES OF LEARNING ASSESSMENT**

Rodríguez (1998) explains that in the teaching-learning process, the three types of evaluation must be applied with an active methodology and constructivist approach: diagnostic, formative and summative. Emphasis is placed on formative evaluation, since it provides didactic advantages; However, every teacher must have two complementary alternatives: A numerical evaluation (quantitative) and another descriptive (qualitative). The first with instruments improved through reliability, validity, etc. techniques, and the second with other instruments and techniques that allow reality to be described within the social context in which it occurs (Nadal, 2005).

## **LEARNING EVALUATION STRATEGY**

Evaluation strategies are the set of methods, techniques, and resources that the teacher uses to assess evidence of student learning (Díaz Barriga and Hernández, 2006). While for Bordas (2001) it is necessary to use strategies in which the student feels like an active agent and learns to evaluate his or her own actions.

The methods are the processes that guide the design and application of strategies, the techniques are the specific activities to evaluate and the resources are instruments or tools that allow both teachers and students to have specific information about the teaching process and learning, examples of this

are: observation guides, portfolios, rubric checklists, diaries, questionnaires, exams, interrogations (Pérez, 2006).

Finally, evidence is the products that the student provides during the training process and that allows verification of learning achievements. which can be knowledge, performance and attitudes.

## **HIGHER SECONDARY EDUCATION 2019 VIRTUALITY**

The evaluation of learning in upper secondary education is based on a competency approach and is considered integral as it is part of the teaching-learning process; It takes into account all aspects of competencies (knowledge, skills and attitudes) as well as the development of emotional skills. The strategies used to provide information about student performance are done with authentic and formative evaluation to describe the achievements and difficulties of the students and at the same time assign a grade (SEP, 2011; Agreement 05/12/2018).

In the global situation, the construction of the new normal was developed in various ways and in the case of Mexico, strategies were implemented to accompany teachers and managers, these tools include:

- Webinars and programming of Learn at Home II – Youth on TV,
- Resources from the Constrúyete Program and the Jóvenes en Casa Community.

Faced with virtual environments, teachers had to become familiar with the use of platforms, type of connection, involvement and reception of information from students, etc.

Thus, at the EBA - UAQ, teaching material was developed with weekly activities, a weekly quiz and partial exams (bimonthly) generated by the collegiate work of the academies.

## **OBJECTIVE**

Analyze the learning evaluation process carried out by the EBA-UAQ teachers during the COVID-19 pandemic period.

## **METHODOLOGY**

The methodology was qualitative, information was obtained from virtual forums and zoom sessions that allowed teachers to share their experience.

## **RESULTS**

Information was collected from 32 EBA-UAQ teachers, 21 women and 11 men ranging from 24 to 70 years old, of which 18 had an honorary contract, 13 free time and 1 full time.

All (32) of the teachers agreed that they had used the methodology suggested by the EBA-UAQ, that is, the use of the teaching material prepared by the corresponding academy and hosted on the virtual campus consisted of the development of an activity by week evaluated with a rubric or checklist; application of an automated quiz and a partial exam (bimester), which in some subjects was also automated.

The teachers expressed that they considered the process complicated and tiring due to the self-regulated training in the use of platforms such as zoom, meet, virtual campus, little control of communication with students through WhatsApp, Messenger or emails. Regarding student participation,

they comment that it was reduced and only the students expected grades for submitting activities and exams.

Likewise, teachers express that the delivery of activities and exams was not enough, so they used other strategies, techniques and instruments to evaluate other skills and learning, such as Drive, Google-Forms, Canva, YouTube, etc.

## **CONCLUSIONS**

The evaluation process used by the virtual EBA-UAQ demanded much more from teachers, but it has also allowed them to be more strategic. The type of knowledge that was evaluated was essentially cognitive, it was based on aspects written by automated written-virtual tests. Teachers were forced to rethink and restructure the evaluation processes; it was necessary to establish techniques, instruments and tools with which the evaluation process could be facilitated or enriched.

Finally, EBA-UAQ teachers consider that the evaluation of learning, at the institutional level, focused on summative with the purpose of obtaining a grade with the delivery of activities and the application of online exams. Among the useful instruments that teachers mention were the rubric, checklist, evaluation targets, diaries, anecdotal records, observation guides, portfolios, etc. Without leaving aside the use of technology, which for two years has been the resource with which we have worked.

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