



Title: Theoretical reflections on curricular evaluation from a critical perspective

Authors: LARA-GARCÍA, Yolanda Isaura, CARRERA-HERNÁNDEZ, Celia, MADRIGAL-LUNA, Josefina and MELÉNDEZ-GRIJALVA, Perla

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RINOE - Mexico

Park Pedregal Business. 3580-
Adolfo Ruiz Cortines Boulevard –
CP.01900. San Jerónimo Aculco-
Álvaro Obregón, Mexico City
Skype: RINOE-México S.C.
Phone: +52 1 55 1260 0355
E-mail: contact@rinoe.org
Facebook: RINOE-México S. C.
Twitter: @Rinoe_México

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Introduction

The research evidences in a theoretical-practical and argumentative way the evaluation of the curriculum on: training and action to investigate processes that refer to and provide bases for questioning, analyzing and reflecting on challenges, difficulties, setbacks and vicissitudes to consolidate the conceptual structure that trains the researcher. This work is carried out by the 90th Academic Body of the Universidad Pedagógica Nacional (UPN) of Curriculum and Educational Innovation to assess the Doctorate in Education program and submit it to possible academic reorientation.

The product of this research is aimed at clarifying those difficulties and/or potentialities that students face when proposing, developing and explaining the research project with the support and tutorial accompaniment that later becomes the knowledge product to be socialized as a thesis.

The evidence produced in this object of inquiry provides details on the theoretical-methodological process for research training given its systematic complexity. The evidence reports concretize the references of experiences arisen and provided by each student during their transit and journey in the training of the Doctorate in Education program during the last year of curricular training.

Methodology

From the theoretical assumption of Díaz (2018), the implementation of content analysis is potentiated as a method for the review, analysis and reflection of the empirical evidence provided by the participating students with their information, all of them are students who are in the last semester of the Doctorate in Education program, located between the fifth and sixth semester of their academic training.

Among their training profile, supposed truths are coined from the peculiarity of their professional training characteristics that differentiate them and that emerge in the course of the in-depth interview carried out with each one. Each student decides to participate voluntarily and openly to provide information about their life experiences to train as researchers in the field of education.

This research approach is reported as a theoretical and methodological support for the analysis of the situational and contextual reality from the coherent explanation of the discourse expressed and experienced by each of the seven students.

To complement the methodological space, a focus group is implemented in which eight other students participate, to complement the phenomenon of investigating the reality that was being investigated, by assessing each of them their level of progress with reference to the curricular structure, the established contents, the sequence, progress and development achieved at the end of each semester.

Results

The construction of the results is presented in three categories whose analysis facilitates reflection based on the arguments expressed by the participants, in addition to the conceptual support that promotes the constitution and evaluation of the evidence, based on: *The epistemological formation infrastructure of the process of investigation; Investigative action in light of the construction of theoretical-practical tools; The capitalization of the time and the effort allocated to the training processes within the tutorial.*

The constitutive role of theory cannot be ignored as the articulating axis in the formation of research, in the same way, the construction of categories and concepts in addition to the possible scaffolding that enables the logical and coherent explanation of the doing of science. The students report having these epistemological precisions about the generation of knowledge. Then, consolidating that clear epistemological and conceptual formation on knowledge makes it possible to discriminate between what happens, between what is thought and felt in reality itself and reality in the other or for the other.

The program that is being evaluated exemplifies, in the research training process, two versions of generating scientific action; one as a methodological option based on an ontological and epistemological orientation in an implicit assumption, as indicated by De Miguel (2000), that based on each methodological version, there is a theoretical substratum that clearly emerges.

It is relevant in the work and space to promote research when it is recognized that paradigmatically there is no paradigm as superior to another, simply the fact of conceiving reality in a different way makes the way of investigating be located or positioned differently. No paradigm is more important than another, only the way in which science is carried out and knowledge is constructed or generated matters.

Results

The investigative action in light of the construction of tools for the capture of information.

90 percent of the interviewees suppose that they have chosen a conceptual support referring to their research object since the very moment of inquiring, posing the question or questions that generate research or, at the moment of structuring the accurate approaches in the design of their protocol for the gather of information.

For the participants in the research, the act and effect of appropriating and feeling their research is no other feeling than appropriating reality through the construction of the object that is being known, therefore, each student demands a related formative action with skills and tools that combine the work of their tutor with him or her as an apprentice to investigate, or between pairs of newcomers researchers.

The students in the focus group specify and ponder that the permanent and pressing activity for the training of students in and for research is established with the communication between the disciplinary knowledge of various computer programs for the process of analysis and systematization of the information that coins the construction of scaffolding, concepts and categories which are constructors of scientific knowledge.

Capitalize the time and effort in the training processes within the tutoring.

More than 75% of the students participating both in the in-depth interviews and in the focus group argue that the possibilities to increase investigative work require the constitution of academic networks in order to promote processes of inquiry and generation of knowledge for individual, personal and professional growth as students.

Conclusions

It is urgent to expand the accompaniment processes to expand the feedback in search of enrichment and professional improvement in research processes and products, which come together in a desired terminal efficiency. Since there is not a high degree rate, it is barely close to 30 percent.

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