



ORIGINAL ARTICLES

From Klinberg to date: higher education and the demands on evaluation

De Klinberg a la educación superior actual, exigencias a la evaluación

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ABSTRACT

Introduction: in the process of evaluating learning, the need for a developer and integrator character has been implicit in both national and international spheres.

Objective: to establish methodological recommendations based on an integrative conception of the evaluation of learning from the subject General Pedagogical Training.

Development: in order to move toward excellence in the direction of the Learning Space in the Pedagogical Process, it is necessary that the creation to be a motivation in all the factors that intervene in the educational system. Teachers and students are the direct protagonists



of the evaluation process, other external evaluators are farther away from the process, and many times theory takes precedence over practice and vice versa. The idea is to fulfill this principle (practice-theory unit) and that the act of learning evaluation potentiates the pedagogical processes of excellence and quality, which will contribute to effective educational institutions and systems.

Conclusions: the interlink of the evaluation of learning in methodological work is a need for the evaluators and the one who is evaluated, where the evaluator must begin by resizing the functions of teaching in searching of an integrative conception that leads to the accomplishment of methodological recommendations from their dimensions and indicators and that manifests the unity of the affective-cognitive-value in the actions of those evaluated.

MeSH: HIGHER EDUCATION; COMPETENCES; EVALUATION, TEACHING; LEARNING

RESUMEN

Introducción: en el proceso de evaluación de los aprendizajes, ha estado implícita la necesidad del carácter desarrollador e integrador tanto en el ámbito internacional como en el nacional.

Objetivo: establecer recomendaciones metodológicas a partir de una concepción integradora de la evaluación de los aprendizajes desde la disciplina Formación Pedagógica General.

Desarrollo: para ir hacia la excelencia en la dirección del Proceso Pedagógico Áulico, es necesario que creación sea un incentivo en todos los factores que intervienen en el sistema educacional. Los profesores y estudiantes son protagonistas directos del proceso de evaluación, otros evaluadores externos están más alejados del proceso y muchas veces la teoría prima sobre la práctica y viceversa, de lo que se trata es de cumplimentar este principio (unidad teoría práctica) y que el acto de evaluación del aprendizaje constituya un potenciador de procesos pedagógicos de excelencia, de calidad, lo que tributará a instituciones y sistemas educativos eficaces.

Conclusiones: la imbricación de la evaluación de los aprendizajes en el trabajo metodológico, es una necesidad de evaluados y evaluadores, que debe partir de redimensionar las funciones de la enseñanza en pos de una concepción integradora que conduzca al cumplimiento de las recomendaciones metodológicas desde sus dimensiones e indicadores y que manifiesten la unidad de lo afectivo-cognitivo-valorativo en el accionar de los evaluados.

DeCS: EDUCACIÓN SUPERIOR; COMPETENCIAS; EVALUACIÓN, ENSEÑANZA; APRENDIZAJE.

INTRODUCTION

When we talk about "teaching", we cannot limit the concept to "instruction" with verbal means, because teaching includes all the actions coming from the educator, for the development and conduction of the learning processes. From the theoretical point of view, if one analyzes the functions of the teaching proposed by Klingberg, L,⁽¹⁾ one would have three essential functions in teaching: teaching is to impart; teaching is to help learning; and teaching is to direct the teaching-learning process.

This would facilitate, in a contextualized, objective and dynamic view in the pedagogical university, a more developmental approach to functions: teach to learn, teach to learn by learning, and teach to build meaningful learning.⁽¹⁾

In the instant when teaching process is being taught, the teacher is not the one who imparts the subject, but the one who sets the student in contact with the subject, so that the student

deals with the subject and vice versa. The teacher determines the subject for the student and the student for the subject, but a determination on an affective rather than a demanding ground. Therefore, teaching is not only a superficial, mechanical "transmission", it is to produce and direct the activities and the necessary actions for students to assimilate a given subject, since the process of assimilation has to be developed by the student himself/herself.⁽¹⁾ In this sense, support the conception of competence on the understanding of the words of González Rey ⁽²⁾, it is presented as an alternative:

"The personalization of certain content presupposes its integration in the personality system, which represents the active action of the individual in the process of individualized configuration of this content, process by means of which this content is integrated in individualized systems of information, functional and structural configuration, becoming an element in self-development within the personality system".

The teacher must ask how to link the student and the subject, so that the learning actions (oriented to an objective and adapted to the subject), are accomplished by the student, that is to say, they are significant learning activities. This achieves the second function of teaching: to help learning or to teach learning by learning. The teacher cannot replace students in learning, but can and must help them in the process of assimilation, exercising them in the way of rational and successful learning. This requires the student to become familiar with the means and methods of work and necessary learning, doing and working, by relying on their knowledge and skills. ⁽²⁾

The contextualization of the functions of teaching, in search for an integral and developing conception of the evaluation of learning, is timely. For this purpose, the authors propose to establish methodological recommendations based on a comprehensive conception of learning assessment, from the subject General Pedagogical Training (GPT), in Pinar del Río province.

DEVELOPMENT

"(...) how new reflections are generated by the young person, how transcends what is accumulated to develop creative personal searches, and how this relates to personality indicators that transcend the teaching situation, is something that remains outside the awareness of researchers." ⁽³⁾

The teacher must not only teach how to learn, but also teach the student how to learn by learning. Teaching process is more than an aid to learning; it is also how the student outlined the own learning strategy, and in this sense, how the student oriented it, so as to not to fall into the extreme of psychologically figure out teaching (in the sense of the theory "from the child"). Learning must be addressed and conducted through teaching. ^(4, 5)

The conductive function of teaching in the construction of the student, from the own "concept maps", is the decisive point for a didactic determination of the function. The leading role of the teacher in the classroom is based on this leading role of the teaching process to face learning. ⁽¹⁾

Only if the teacher sees in the student something more than an object of instruction, the teacher will be able to lead the learning process, because it is based on the independence of the students. In this aspect rests the didactic (and dialectical) relationship between the leading role of the teacher and the conscious and increasingly creative activity of the students in the class.

The leading role of the teacher is more than an aid to learn-learning. This role is not used-up in the teaching of the learning techniques, the leading of the class that assumes the

spontaneous pupil, promotes and stimulates the self-activity, which is of crucial importance for the achievement of a significant learning.

The conductive aspect of teaching is, therefore, the decisive one, because through the didactic leading, the learning process is united with the educational objective and with the social demands set out during the teaching process. Teaching is addressed towards learning, but its influential orientations are received thanks to the objective-content relationship of the class.

The role of the teacher in all times has had a singular value. Today, more than ever, teacher's work has great significance, since, in the difficult conditions of the development of the nation, he/she is the main responsible for the teaching process and education of students.

The quality and improvement of all school work requires first and foremost of the teacher, of his/her cultural level, of the status of scientific knowledge, pedagogical ability and ideological political grounding. Therefore, in order for the teachers work to be efficient, the educator must be able to accomplish the social objectives of education, for which the pedagogical groundwork must be constant.

Among the essential characteristics of a teacher, pointed out by himself/herself and by the pedagogical practice, are: love and interest for work as well as for the students, the capacity to comprehend or understand, have a high general culture, solid knowledge of school programs, abilities to develop the subject, skills and abilities to make students build knowledge by their own, abilities to teach how to learn by learning, among others.

However, the most general and important skill that a teacher should possess is the one of directing the Learning Space in the Pedagogical Process (LSPP), in correspondence with the end pursued by society and the state in the formation of new pillars. Solid knowledge, together with fundamental elements of Psychology and Pedagogy, give the possibility that the teaching content becomes a real asset for the student.

As to the significance of the degree of grounding of the teacher in the search for the master's degree, Makarenko⁽⁶⁾ points out that "the master's degree of the educator is a specialty that must be studied".

There are different ways for the preparation and improvement of teachers, within them deserve to be highlighted (used in Cuba): undergraduate, self-improvement, methodological groundwork and improvement, meetings and exchanges of experiences, the study of advanced pedagogical experiences, the study of methodological orientations, the improvement provided by the mass media, seminars, methodological and scientific workshops and postgraduate.

Although it is true that the methodology of the subjects orients the teachers and provides them with procedures and ways of using them, the task of the teacher is not trouble-free, because on the parameters learned the teacher must apply them according to the tangible conditions of the student and succeed in awakening interest in the intellectual work in them, directing the work to the search for the teaching material, its analysis and understanding of the relations between phenomena, generalization and transference.

Hence the need for a pedagogical mastery, this is understood as an elevated art to teach and educate, in constant dynamism and improvement and that is given to those pedagogues who work by vocation and who love students. A characteristic feature of pedagogical mastery is the ability to guide, always with the hallmark of the teacher.

Pedagogical mastery is acquired in practice, because, although the teacher prepares him/herself in a pedagogical school and uses all the above-mentioned ways of upgrading, the direction of the teaching-learning process in an accurate and efficient way, the ability to apply in a creative way the methods and procedures, the ability to go throughout the spiritual world of students, can only be obtained by means of individual work.

This reaffirms the importance that for every teacher of the self-improvement, upgrading, scientific understanding of the school process and psychological knowledge concerning children and adolescents development.

Contemporary pedagogical practice increasingly demands a high level of teacher grounding, both theoretical and scientific. If teachers were motivated by the study of scientific subjects such as Pedagogy, Psychology, School Hygiene, Theory and Methodology of subjects, among others, the first part of the battle to achieve excellence in the quality of education would be won.

But this self-educating work needs to have a direction; in this sense, the directive of the centers, methodologists and inspectors must provide the conditions.

In order to move towards excellence in the direction of the Learning Space in the Pedagogical Process, it is necessary that creation to be a motivation for all the factors that intervene in the educational system. Thus, human development is understood as the gradual, orderly and continuous renovation of the human being, not only as an organism, but as a conscious and social being, expressed in the biological, psychological and social sense. ⁽⁷⁾

The social device that society generates to optimize and normalize this development with universal character, is the Learning Space in the Pedagogical Process because society uses multiple devices, but it is concretized, in a special way given its organized and planned character in attainment with the social objectives, in this process. ⁽⁸⁾

A "growing" teaching process that promotes "growing" learning and the term here, according to the pedagogical paradigm that sustains it "Learning to Learn", addresses the methods and resources that are used to teach, the practical functions (socio-practical) of what is appropriate for the individual (learning).

An effective LSPP must promote the development of the student, since it allows him/her to face the task of the own self-development. Therefore, a significant role in this process is played by the teacher as a personal component, the student as a subject who learns, and the rest of the non-personal elements that, in an articulated manner, as a system, integrate the variables to address how to evaluate the effectiveness of the LSPP, by adding communication and motivation for its meaning in the collaborative work to obtain learning from current subjects.

Emphasis is placed on problem-solving teaching and its fundamental categories (problem-solving situation, problem, task, and question) because of the characteristics of the type of task that best integrates these components.

The problem as a task, learning content, element of the system, a process that allows the relationships among students along with teachers, and that they have maintained as invariant throughout the process. ⁽⁹⁾

The effective LSPP will always be that which has the broadest socio-functional significance, both at the scale of the social objectives of education and at the scale of the needs and experiences of the individual.

Socio-functional meanings should be regulated by educational authorities, normative documents, and curricular models, among others. It is up to the teacher to direct the process of their acquisition from the interpretation given by their pedagogical and general culture, methodological-psychological scientific grounding, among others, to bring to the different forms of organization of the designed Learning Space in the Pedagogical Process, the mechanism of the meanings that the students, from their needs and interests, internalize.

Problem-solving teaching is a type of teaching that tends to the development. An analysis of the distinctive features or particularities of problem-solving teaching would reaffirm such an assertion; the intellectual activity of the student in the process of independent assimilation, through the solution of teaching problems, allows the development of thinking, intuition, the need to operate with knowledge, to order it, to look for different ways in an individual and dynamic way conditioned by the problem-solving situation or the problem itself leads to an active mental activity. In problem-solving teaching the cognitive and creative activity of the students is superior, and this is related to the sensory emotional sphere. Everything is conditioned by its fundamental categories: the problem-solving situation and the teaching problem, the task, as well as the problem-solving question. ⁽¹⁰⁾

It is evident that problem-solving teaching based on its distinctive features is a developmental teaching:

"(...) where the students' systematic research activity is combined with the assimilation of the previously arranged conclusions of science, and the system of methods, is structured taking into consideration the assumption of the objective and the principle of problem-solving activity, the learning oriented towards the formation of the students' communist conception of the world, their cognitive independence, stable study motives and mental abilities (including creative ones) during the assimilation of scientific concepts and modes of activity, which are determined by the system of problematic situations".⁽¹¹⁾

The very distinctive features of problem-solving teaching are presented as enhancers of cognitive-affective activity in the LSPP. Teaching and learning activities with their functional, independent structure occur in problem-solving teaching as a process of interaction and interrelation from the principles of this type of learning.

The structuring of the methods, when considering the assumption of the objective, propitiates the interaction with the teaching of a problem-solving condition. The setting of a problem-solving, the statement of assumptions and hypotheses, their foundation and demonstration is a mental work that, under the guidance of teacher, guarantees the development of an active intellect and a communist consciousness.

All cognitive activity is linked to the affective motivational sphere of personality and the problem category, present in problem-solving teaching, which is in charge of giving a special degree to this unity.

The process of training this personality emphasizes the conception of the world, which is nothing more than the system of convictions that must guarantee a problem-solving learning, in addition to concepts and representations, this links with Rubinstein's ideas:⁽¹¹⁾ *"Convictions, in addition to knowledge, are also feelings and emotions and more precisely the unity of understanding, and a particular attitude towards it a conclusive reflection of reality".*

The authors, taking as a reference the current context of the functions of teaching and the resize carried out by them; develop a methodological proposal in which the operational ability of an integrative conception of the evaluation of learning is visible from a pedagogical conception for the evaluation of the didactic competence of the professional of the educational sphere.

Methodological recommendations based on an integrative conception of the evaluation of learning from the subject of General Pedagogical Training.⁽¹²⁾ What will be evaluated? It is the question of the teaching professional that occupies these authors:

1- Specify the phases and dimensions of the evaluation of learning, their dimensions and indicators. A project phase is proposed, as this is understood as the phase in which supervisors and the supervised plan foresee the actions to be developed by both, so that the evaluation of the teaching-learning process (ETLP) takes place before, during and after, in close correspondence with the aims for the training of the learners.

A decision-making phase was determined, consisting of the process of the actions foreseen in the project phase, starting from the interaction of the psycho-didactic categories in a process of interrelation of the personal elements, which is characterized by a group of indicators. A control phase that is established based on the evaluation of what has been projected and implemented in terms of the improvement of the process and the self-growth of the subjects involved in the supervision.

The determination of the precise dimensions and indicators in each one of the phases, constitute an essential step of this proposal. It may happen due to the dynamic and dialectical character of the functional approach of these phases, the actions perform for one of them may also be of the others; even though each one of them has its own identity with specific indicators (they are explicit in the sixth recommendation).

2- To make use of the lines of scientific research to evaluate the learning: responds to: how? This is the core of this proposal, but it would be a non-systematic and fragmented if we did not start from: for what and the what, to enter to the how and later to support the system with whom and when. If we want to evaluate learning centered on the actions of the teacher and the student, as it is previously indicated by the what (content in dimensions and indicators), in which all the components are integrated on the same, that are anticipated from the objective; the ways, forms and procedures, it must be comprehensive, flexible, in terms of adequacy.

Until now, methodological aids, specialized or integral inspections are viable for the application of the proposal. Application of scientific research channels to evaluate lessons learned when determining real problems of evaluation, propose hypotheses and different alternatives that lead to their solution. The use of scientific methods (for their rigour and precision), reflection and criticality as qualities of the thought of the supervisor and the supervisee, respect, flexibility, use of the logic of scientific thought, are essential elements in any action to evaluate effectiveness and competence.

Within the techniques or instruments can be used: colloquium, panels, forum, round tables, debates and seminars, group dynamics (critical analysis of such participation), practical activities, questionnaires to evaluate the state of feelings, motivations, personal satisfaction, interviews, ideopolitical projections, for study, for your life project, mixed tests (closed and open questions), realization of contests of knowledge, realization of competences and Olympics of knowledge (questions, exercises or problems elaborated by the students under the direction and help of the teacher), preparation of diaries by students and teachers where the progress achieved and difficulties are registered in each one of the developed aspects, exposition of works carried out by students and teachers on certain subjects, exercises of revision of the work of the companions carried out by teachers and students from the collective revision that leads to exercises of self-review and reflections on the quality and relation with the effort carried out projects. In this way, the less evaluated phases of the PPA (before and after) will be promoted.

3- To study and adapt the criteria of the context in which the learning will be evaluated (contextualization), answers the question where. It is significant in any context the study of the particularities where the state of something is going to be subjected to evaluation, especially if the process of evaluation of a student's learning is limited to its history, culture and especially a culture of evaluation. The institutional diagnosis of the pedagogical faculty and of the students will be an important element that will allow an adaptation of the criteria for evaluating learning.

4- To reduce to the maximum the incidence of subjective socio-personal factors in the evaluation of learning (multi-factor character), answers the question of who and has to do with the characteristics of the evaluator and the person evaluated. It is important to know at what moment the learning processes are evaluated, the degree of acceptance or rejection, the agreement or not to accomplish the act of evaluation.

The implications for the ones evaluated, for obtaining rewards or punishments, are essential elements that require grounding of the one who evaluates, credible control, flexibility, persuasion, humanism, intransigence; combined in such a way that the incidence of subjective socio-personal factors in the evaluation of learning is reduced to the maximum, facilitated by the action that control this proposal (the application of scientific practice).

5- Establishing the links of the evaluations of learning carried out by the FPG subject (association between subjects and profession) (system character) answers the question when and has to do with the periodicity or frequency of the evaluations carried out by the FPG subject (collective of year, profession and subjects) and the types of control carried out.

To determine the main strengths or weaknesses of the evaluation carried out prior to the learning practice, to design the current evaluation of this process, to verify the given follow-up, to discover the types of relationships between the a variety of evaluations of the learning carried out (subordination, linear, biunivocal relation) and those that occur involving the forms of evaluation to be conducted (oral, written, practical, corporal or combined).

6- Evaluation of the correspondence between the phases of projection, execution and control of the evaluation of learning, allows feedback of the process while evaluating the behavior of the evaluation in each of the phases and in an integral way. It compares what has been executed with what has been projected and determines the system of corrective measures.

Teachers and students are direct protagonists of the evaluation process, other external evaluators are farther away from the process, and many times, theory prevails over practice and vice versa. The main content is to comply with this principle (unit of theory-practice) and that the act of evaluating learning constitutes promoting the pedagogical processes of excellence, of quality, which will contribute to effective educational institutions and systems.

As a result of the foregoing, the following categories and indicators have been established for the evaluation of learning in a comprehensive and developmental manner (according to its three phases).

Dimension 1: disposition before the tasks to be carried out.

Preparatory phase:

Indicators: level of commitment to the activity they carry out, expectation of satisfaction, mastery of conceptual prerequisites.

Dimension 2: personal qualities.

Preparatory phase:

Indicators: ability to communicate with others, knowledge of oneself and of the collective, significance of the contents for personal development, ability to self-regulate one's performance.

Dimension 3: perspective of the possible effectiveness of the psycho-didactic categories.

Preparatory phase:

Indicators: point of reference towards the orientation and understanding of the objective, planning of content from the problem-solving tasks, execution of teaching methods and procedures that lead to the strategy learning to learn, complement of evaluation towards co-evaluation, hetero-evaluation and self-evaluation.

Dimension 4: quality of the deployment of effectiveness in implementation.

Accomplishment phase:

Indicators: personal qualities, levels of communication among the members, levels of satisfaction with the expectations of the objectives of the activity, levels of satisfaction with the expectations of the objectives of the activity, disposition in the completeness of tasks, expressions of high levels of self-esteem, degree of visible awareness regarding the role they play in their actions, effective deployment of psycho-didactic categories, orientation and understanding of the objective, treatment of the content, use of means according to the other components (video-class, educational software, textbook, program of freedom , graphic media, among others). The form of organization of the activity favors affective relations among the members.

Dimension 5: reflections of correspondence between what has been proposed and what has been done.

Control or feedback phase:

Indicators: functional character of the project and decision-making correlation, levels of control of the task and perspectives of use, levels of self-evaluation, according to the methods used to obtain information.

Dimension 6: use of scientific research methods to obtain information.

Indicators: presence of suitable methods for obtaining information, use of processes according to the methods used; determination of the results when taking into account the steps to evaluate the effectiveness.

Dimension 7: existence of an algorithm for the evaluations of learning.

Indicators: evaluation of learning per phases. Categories and indicators are established for the evaluation of learning, different methods are used to obtain information, the context is taken into account to evaluate learning, objective and subjective factors that influence the evaluation of the effectiveness of learning are controlled, links are established between the evaluations carried out and the learning, the evaluation is based on the comparison between the project and its implementation in a way that allows the feedback of the process.

CONCLUSIONS

In the process of evaluation of learning, from the beginning of its history, the need for a developing and integrated character has been implicit in both the international and Cuban spheres, but with different degree when emphasizing the leading role of the students, in which the concepts of meta-cognition, developing and cooperative learning are taken as reference points. The interlink of the evaluation of learning in the methodological work is a need for the ones who are evaluated and the one who evaluates, who must start by resizing the functions of teaching in pursuit of an integrative conception that leads to the accomplishment of methodological recommendations, from their dimensions and indicators, putting into practice

the unity of the affective-cognitive value in the actions of those being evaluated. The contextualization of the functions of teaching in pursuit of an integral and developing the conception of learning assessment as imperative, competent, and valid, when considering the methodological recommendations for their implementation, when verifying the tools and methods applied, as well as the effect of them in the assessment of learning processes.

Conflict of interest

The authors state that there is no conflict of interest.

Authors' contribution

The authors contributed equally to the design of the study.

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