

<https://doi.org/10.23913/ride.v14i28.1852>

*Scientific articles*

## **La evaluación curricular como objeto de estudio en la investigación educativa**

***Curricular evaluation as object of study for education research***

***Avaliação curricular como objeto de estudo na pesquisa educacional***

**Celia Carrera Hernández**

Universidad Pedagógica Nacional del Estado de Chihuahua, México

[ccarrera@upnech.edu.mx](mailto:ccarrera@upnech.edu.mx)

<https://orcid.org/0000-0002-2444-2204>

### **Resumen**

La evaluación curricular es un área de estudio que ha recibido escasa atención en la investigación educativa, lo que ha resultado en un desconocimiento de las corrientes teórico-metodológicas desde las cuales se aborda. Por eso, el propósito de la presente investigación consiste en detallar la producción académica y examinar las perspectivas teórico-metodológicas en torno a la evaluación curricular desarrollada por investigadores de Chihuahua, México, y publicada entre los años 2007 y 2021. La metodología empleada se sustentó en un enfoque cualitativo, enmarcado en un paradigma hermenéutico-interpretativo. Se analizaron 15 productos académicos, incluyendo ponencias, artículos, tesis doctorales y libros. Se observa una predominancia de enfoques técnico y práctico, los cuales se centran en la rendición de cuentas, la medición de indicadores de rendimiento, el seguimiento de graduados y la descripción del perfil de egreso. A partir de estos hallazgos, se infiere la importancia de fomentar una mayor investigación en este ámbito con el fin de contribuir a la mejora de la educación, la práctica docente, los programas implementados, la formación de investigadores, y al enriquecimiento del debate teórico-metodológico en el campo del currículo.

**Palabras clave:** currículo, conocimiento, evaluación, hermenéutica, investigación.

## Abstract

Curricular evaluation is a study area which has received little attention in education research, this has provoked a misinformation about the theoretical and methodological schools of thought that approach curricular evaluation. This paper has the goal of explaining in detail scholar production and analyze the theoretical and methodological perspectives used by researchers found in Chihuahua, Mexico, who published between the years of 2007 and 2021. Our research method was based on a qualitative approach, framed by a hermeneutical-interpretative paradigm. We considered 15 research papers which included presentations, articles, doctoral dissertations, and books. The study found that there is a predominance of technical and practical approaches centered around accountability, performance indicators, graduate monitoring, and the description of graduation profile. From these findings, we can infer the importance of encouraging more research in this area with the goal of bettering education, teaching practice, deployed programs, researchers training, and the enrichment of the theoretical and methodological debate in the subject of curriculum.

**Keywords:** curriculum, knowledge, evaluation, hermeneutics, research.

## Resumo

A avaliação curricular é um objeto de estudo pouco abordado nas pesquisas educacionais, porém, desconhecem-se as tendências teórico-metodológicas a partir das quais é abordada. Diante disso, o objetivo desta pesquisa é descrever a produção e analisar as perspectivas teórico-metodológicas nas pesquisas curriculares realizadas por pesquisadores de Chihuahua e divulgadas durante o período 2007-2021. A metodologia é qualitativa a partir de um paradigma hermenêutico-interpretativo. Foram avaliados 15 produtos, entre apresentações, artigos, tesis de doutorado e livros. Constatou-se que predominam as tendências técnicas e práticas orientadas para a responsabilização, a mensuração de indicadores de aproveitamento, o acompanhamento dos egressos e o perfil da graduação. Conclui-se que é importante ampliar as pesquisas que abordem esse objeto de estudo, a fim de melhorar a educação, a prática docente, os programas que são implementados, a formação de pesquisadores e enriquecer o debate teórico-metodológico no campo do currículo.

**Palavras-chave:** currículo, conhecimento, avaliação, hermenêutica, pesquisa.

**Reception date:** September 2023

**Acceptance Date:** February 2024

## Introduction

This research was developed using a qualitative methodology, in which dialogic hermeneutics was adopted as an interpretive theoretical framework. This choice was due to the need to analyze production in the field of curriculum, specifically in relation to curricular evaluation, an area that has been poorly developed from a theoretical point of view, but that has gained relevance in educational practice, especially in program monitoring. The absence of studies on the state of knowledge has prevented the identification of the theoretical-methodological trends of research in relation to curricular evaluation as an object of study. Therefore, it is expected that this work will provide knowledge to students, teachers and the community in general to guide the research work carried out in various institutions where educational research is carried out in the entity.

By virtue of the above, the general objective of this work is to describe the production and analyze the theoretical and methodological perspectives from which curricular evaluation is approached as an object of study in educational research carried out in Chihuahua between 2007 and 2021. The methodology used It consisted of content analysis, for which the information was recovered through files prepared during the review of 15 dissemination documents, such as presentations, articles, doctoral theses and books. The information collected was oriented towards the analysis of the reviewed theory, the methodological approach and the objectives of each investigation.

Among the main results, it stands out that the predominant methodological trend in educational research on curricular evaluation in Chihuahua is quantitative in nature, with a technical approach that focuses on accountability. However, the presence of works with qualitative methodology is also observed, from interpretive and even critical approaches, which show the influence of educational policies such as the evaluation of teaching performance in the work of teachers, an aspect that recognizes the subjectivity of the subjects investigated.

Due to the aforementioned, there is a need for studies on curricular evaluation to transcend mere accountability and reporting, and seek new methodologies that allow for the construction of scientific knowledge about this object of study. This implies the use of more participatory methodologies that capture real experience in the curriculum design, development and evaluation process. That is, it is proposed to carry out studies on the curriculum evaluation process itself, which would contribute to expanding the field of knowledge of the curriculum. In addition to this, the state of knowledge of this object of study must be delved into in depth to identify pending agendas in educational research and redirect the focus of research in Chihuahua.

## **The state of knowledge in the international and national context**

The results of research on the state of knowledge of the curriculum have contributed significantly to the expansion of the conceptualization and understanding of its historical development, as well as to its theorization and methodological approach. Since the 1960s, the field of school curriculum has experienced notable growth. Initially, the term *curriculum* was used in a restricted way in specific academic areas, such as the design of study plans. However, pedagogical literature related to this topic has proliferated considerably.

The discussion around the curriculum has included the analysis of the educational policy that permeates its development. In this sense, the new educational reforms have put study plans at the center of attention, and research related to the pedagogical models used to implement the formal curriculum has expanded, including aspects such as pedagogical practices, study materials, the evaluation of programs and actors, as well as the influence of ideology and practices that are not explicit in the program, but that affect the achievement of its results (Terigi, 1997).

As a consequence of the above, research on curriculum has diversified in terms of the objects of study, and scientific production in this field has increased significantly. However, reflection on the theoretical and methodological perspectives from which this construct is constructed still requires a broader and more detailed analysis. Therefore, previous works on the state of knowledge in the field of curriculum, such as that carried out in the 1980s in Mexico, have been very useful by providing a broad and detailed overview of each of its subareas, which has highlighted the theoretical approaches identified, the methodology used and, above all, the findings and challenges encountered in said research.

As a result of the research carried out between 1980 and 1990, it is observed that the conceptual and methodological production was abundant, although with a limited impact in the field of intervention and planning of teaching practice. Even so, it is highlighted that changes in educational policies influenced the strengthening of research on evaluation, institutional management and academic leadership.

Furthermore, it was found that studies related to educational guidance are scarce, as is theoretical-conceptual research, given that it is a relatively recent field. In fact, during the 1980s, various currents of thought were identified that shared theoretical elements derived from reflection on academic work and focusing on topics linked to the curricular field (Díaz-Barriga, 2003).

Therefore, a growth in production in this field is recognized during the aforementioned decade, but at the same time a lack of articulation between academics who carried out curricular

research was evident. This has generated difficulties in integrating a coherent current of thought from the formation of a community of researchers in the field of curriculum.

Later, during the 1990s, the state of knowledge project in the field of curriculum was also carried out, which contributed to stimulating curricular debate in three main areas. The first of them is related to the emergence of what is known as the new sociology of education, which, according to Young (1989), had a significant impact on the curricular discussion from this perspective. During this decade, curricular research was carried out mainly from a technical perspective of the curriculum, adopting rationalist theoretical-methodological approaches that were strongly influenced by the functionalist vision of education.

The second axis is made up of studies that used the qualitative approach in their research, which favored the expansion of knowledge and the exploration of new objects of study, as well as the introduction of new topics and innovative pedagogical practices. The third axis includes more recent studies in the field of curriculum that focus on the analysis of new perspectives in curricular research, considering a critical look at education.

Therefore, this research is oriented towards the change and transformation of the students' reality, the role of teachers and pedagogical practice. In this sense, it is relevant to highlight that in this axis studies related to the link between the school and the community emerge, where the curriculum is mediated by the sensitive and conscious interpretation of the teachers, with a marked social and cultural influence of the environment where it occurs. develop pedagogical processes.

In the state of knowledge about the curriculum carried out during the period between 2002 and 2011, the absence of consolidated groups of researchers or individuals who continue working in the field over three decades is observed. This lack of continuity has resulted in the lack of a body of knowledge in areas such as evaluation, which makes it difficult to meet the needs of the educational system in this regard. However, competency research and the implications of large-scale assessments are highlighted as distinctive themes of the decade.

Furthermore, a methodological poverty was perceived in the evaluative studies of the curriculum, characterized by the use of approaches and models from previous decades, as well as the predominance of the use of surveys for accountability purposes or reports with quantitative data, with emphasis on the Descriptive statistics.

Likewise, an increase was observed in academic production related to basic and upper secondary education, although the higher level continues to predominate. However, the need to carry out curricular research that achieves changes and transformations in the educational system is recognized, directed towards the actors of the curriculum to influence decision-making, in

projects for the formation of educational policies and in curricular management processes. . To address these needs, new researchers must be trained in the field of curriculum, who can develop solid, consistent processes with conceptual and methodological rigor.

Now, in the entity referred to at the beginning of this document, a previous study was carried out on the state of knowledge that analyzed production in the field of curriculum during the period 1997-2007. As a result of this research, the need to carry out studies on the curriculum linked to ICT in education was identified, as well as its implications for the training of researchers in that area of knowledge.

The state of knowledge, by its nature, is considered a meta-analysis, which implies that developing a state of knowledge refers to a meta-research whose purpose is to evaluate, from a delimited theoretical platform, the existing production in a field of knowledge during a period of specific time (Weiss, 2003). In this case, the field referred to is the curricular evaluation subarea in the curriculum area, since the production in this area in recent years is unknown. Therefore, the following research question arises: what are the theoretical and methodological perspectives of educational research in Chihuahua regarding curricular evaluation in the period from 2007 to 2021?

## **Curriculum evaluation**

Evaluation in the educational field has been the subject of debate due to its complex and controversial nature, since its practice continues to generate resistance among those evaluated. In fact, it is sometimes perceived as a strategy aimed at conditioning and controlling, instead of seeking to transform and provide feedback to educational processes and teaching practice. However, in recent decades, evaluation has gained importance in the accreditation of study plans to meet the demands of entities such as Conacyt , which consider it as a mechanism to access financing sources.

Therefore, instances dedicated to the evaluation of study plans and programs have emerged, and the dissemination of knowledge about methodologies for curricular design and evaluation has increased, which refers to the review of both the structure and content of the plans and programs as well as their implementation and the results obtained. This subarea of study includes works related to methodologies for evaluating programs, analysis of the graduation profile, evaluation of teaching performance and evaluation of learning.

Brovelli (2001) emphasizes the importance of considering curricular evaluation as a means to begin the process of improving both the curriculum and educational institutions. For this reason,



it proposes moving it from the role of control and efficiency parameters towards an approach focused on change and transformation.

Based on the previous perspective, in this research, curricular evaluation is conceived as a process intrinsic to the curricular process, where the evaluation practice must be coherent with the theoretical-methodological aspects and the conceptions or foundations on which it is based. In other words, curricular evaluation is understood as a process that involves contextualized activities, with an axiological character and ethical-political practices, from its organization to its development, which is why it must be carried out in an investigative manner, with a clearly defined methodology. built collectively and developed with the participation of those involved in the process.

## Methodology

The research was based on the hermeneutic/interpretive paradigm, which - according to Bisquerra (2014) - focuses on understanding and interpreting educational reality, including the meanings attributed by people, their perceptions, intentions and actions. Specifically, this research seeks to analyze those meanings and intentions reflected in scientific production in the area of curriculum. That is, there is no attempt to generalize results, but rather to critically interpret the content in a dialectical relationship between the researcher and the authors of the identified texts to find the meaning and theoretical-methodological orientation of the research. Therefore, the reality studied from this paradigm is characterized by being divergent due to the multiplicity of meanings it has, in addition to being dynamic, constructed and subjective.

On the other hand, the research approach adopted is qualitative, which—according to Rodríguez , Gil and García (1996)—is developed in an inductive and holistic manner. Likewise, the method of dialogic hermeneutics was used, which implies recognizing that the truth in the text does not always reflect the understanding of the interpreter and the intentions of the author ( Álvarez-Gayoy , 2003). In other words, the truth is considered a revealing introspection that is found in reading rather than in the text itself, for which the interpretation of the text is carried out considering the context in which it originated, although it is not intended to achieve a total interpretation.

From the perspective of Álvarez-Gayou (2003), the fusion of horizons is a crucial aspect to achieve a successful interpretation, which highlights the importance of dialogue as a central concept in hermeneutics and discourse analysis. According to Gadamer (1993, cited by Bolívar , 2020), language reaches its maximum expression through dialogue, which occurs in a context that must be taken into account to understand the discourse.

To carry out the critical analysis of the discourse and interpret the text, a descriptive sheet was used that recorded the information recovered from books, presentations and articles. This was prepared by a state team in charge of carrying out the states of knowledge and agreed on the required information, such as title, type of document, place of dissemination, authors, objective, object of study, theoretical review, methodological strategy, results, conclusions and references used.

The information recovered in the sheet was used to describe the production and to interpret the qualitative data. In addition, a digital file was integrated with the identified production. The inclusion criteria were the following: that the authors were from Chihuahua and that the production had been disseminated in international, national and state conferences, such as the one organized by the Mexican Council for Educational Research, the International Congress of Curriculum and Evaluation organized by the University of Tlaxcala, and the conference organized by the Educational Researchers Network of Chihuahua, AC, as well as in recognized magazines and books with ISBN. In total, 15 documents were reviewed.

## Results

The results are presented in two stages. On the one hand, the production is described and, on the other, the interpretation of the texts is presented. In the descriptive stage, it was found that 100% of the research is oriented to different educational levels, although with greater emphasis on the higher level.

**Figure 1 .** Participants in research on curricular evaluation



Source: self made

According to Figure 1, the informants in the research were mainly students of basic and higher education (81%). Basic and higher education teachers made up 13%, while 6%



corresponded to graduates of four higher education institutions. In other words, a gap was identified in research in the field of upper secondary education.

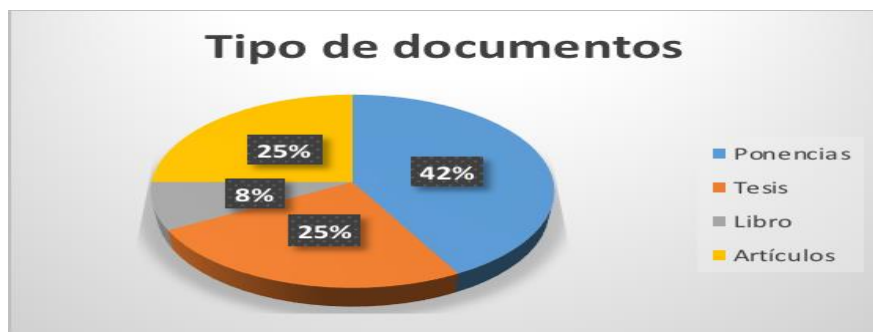
**Figure 2 .** Way in which research is developed in the curricular evaluation subarea



Source: self made

Figure 2 shows that evaluation research is mostly carried out individually, with 70% of researchers working independently, while only 30% work in small research teams.

**Figure 3 .** Type of documents identified in the curricular evaluation subarea



Source: self made

According to the review of the type of revised production presented in graph 3, 42% correspond to papers published in conference proceedings, 25% are doctoral theses, and another 25% correspond to articles published in various journals. , in which the authors are from the entity and also carried out the research in one of its regions. 8% of the production are books, which highlights the importance of researchers getting involved in this task.

**Figure 4 .** Researchers in the curricular evaluation subarea by sex.

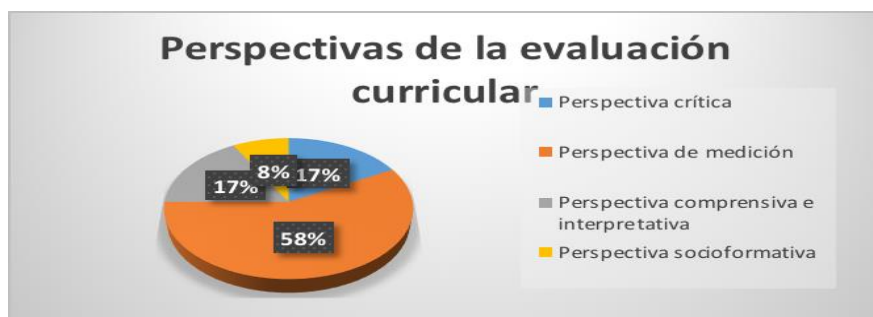


Source: self made

According to the information presented in graph 4, research on curricular evaluation in Chihuahua is carried out mainly by women (57%), while 43% are men. In individual investigations, women predominate.

Regarding the temporality of production, it is observed that the year in which the results of research on curricular evaluation were most published was 2015 (23%), while in the years 2013, 2017 and 2018 they represented 15%. In the years 2019, 2020 and 2021, research on curricular evaluation was very scarce due to the influence of the pandemic.

**Figure 5 .** Theoretical trends identified



Source: self made

Graph 5 shows that in 58% of the reviewed production, a tendency towards measurement or technique in curricular evaluation is identified, as well as an interest on the part of researchers to guide curricular evaluation towards a comprehensive and critical perspective, although the latter is less predominant. On the other hand, the socio-formative perspective is identified in 8% of the reviewed production.

**Figure 6 .** Research approaches in the curricular evaluation subarea



Source: self made

The research approach that predominates in the investigations of the curricular evaluation subarea is the quantitative (50%), followed by the qualitative approach (33%), and the mixed approach (17%) according to the information presented in the graph 6.

**Figure 7 .** The research techniques used in the curricular evaluation subarea



Source: self made

The information in graph 7 shows the most used research technique in the curricular evaluation subarea, which is the survey (67%), especially questionnaires with closed and mixed questions. Subsequently, 25% of the studies evidence the use of interviews (in-depth and semi-structured) and content analysis was used in 8% of the production. In the interpretive stage, the results are presented in the following categories:

### **The methodology to evaluate intervention programs and proposals**

It was found that evaluation research focuses mainly on accountability before government agencies and with a quantitative approach, where measurement is prioritized. An example of this is the work carried out by Covarrubias (2016), who evaluated a program to care for outstanding children using a mixed approach that involves primary education teachers.

On the other hand, Tapella and Rodríguez (2014) recognize the importance of systematizing intervention experiences with the purpose of offering an empirical basis for the conceptual and

methodological reflection that supports said interventions. They argue that these experiences should be used to expand understanding of the action and generate knowledge that can be applied in future interventions. Learning derived from action is considered the fundamental part of the intervention, since it promotes a participatory process of reflection on the experience, which contributes to the generation of new actions to improve the development of interventions aimed at solving the problems raised. .

The learning-oriented program evaluation approach has been applied in various Latin American contexts using different methodologies. However, when talking about systematization of experiences, we are referring to a methodology that involves an evaluation exercise supported by dialectical materialism. Unlike most evaluations carried out on intervention projects of government programs, which focus on measurement and accountability purposes to assess the fulfillment of goals and objectives, systematization seeks to understand the implementation processes through reflection. and participation of the different actors involved.

In the case of research in Chihuahua on methodologies to evaluate intervention programs defined and guided by government spaces, a predominant orientation towards accountability is observed. Therefore, it is necessary to promote systematization exercises of intervention practices in various programs designed in educational institutions, organizations and government agencies. These exercises must have a participatory nature and be mediated by an open dialogue between participants with the objective of understanding reality and generating knowledge.

### **The design and validation of instruments and achievement indicators**

A topic of interest for evaluation scholars is the design and validation of instruments used in research, as well as indicators for the achievement of competencies, due to the strong influence of this approach during the decade from 2010 to 2021. A An example of this is the work of Ortega (2015), who designed an instrument to analyze teaching practice in multigrade classrooms in rural and indigenous environments in which teachers and students participated.

The study was developed using a quantitative approach, in which a validity procedure was carried out for the construction of the instruments through a factor analysis of each one separately. For that, the author used the principal component extraction method with the varimax rotation method . From this analysis, three factors were identified in the scale used (traditional, multigrade and constructivist). In this way, Ortega (2015) demonstrated that there is an evident predominance of traditional teaching in the pedagogical model of multigrade schools.

On the other hand, the evaluation of the practice of teachers who work in multigrade schools, as well as teachers in general, in terms of parameters is necessary, since it provides a broad overview of the educational reality in the psychopedagogical field. However, understanding teaching practice in multigrade schools demands a sociological vision due to the system of intergroup relations and the influence of the context on pedagogical processes. According to Vera and Domínguez (2005), the practice of teachers demands both the actions of organization and development of the teaching and learning processes and the connection with the school community and the environment where the school is located, hence they are also factors of evaluation.

The evaluation of teaching practice involves the development of a participatory methodology that comes from the experience of those involved to recover valuable information about the problems they face and seek solutions with the intention of understanding and improving educational reality.

In recent decades, evaluation has focused on teacher performance in various contexts, in line with educational policies. During this period, instruments have been designed to investigate teaching practice, and research has been carried out using qualitative, quantitative and mixed approaches. The main findings highlight the persistence of a traditional educational approach, highlighting the evident need for research that involves both teachers and students in the search for solutions for individual and social transformation.

On the other hand, between 2000 and 2015, educational research was oriented towards the evaluation of the competencies of both teachers and students. In this sense, González (2010) carried out a study to analyze the competencies of teachers and validate an instrument intended to evaluate the competencies acquired by postgraduate students in three institutions.

For his part, Márquez (2013) proposes a model to evaluate basic university competencies using a pencil and paper instrument with the purpose of facilitating students' mobilization and application of their cognitive resources to face specific situations, analyze them and propose innovative solutions. valid and functional for everyday contexts.

In another sense, Parra *et al.* (2012) investigated the evaluation of competencies in order to determine the levels of achievement, scope and limitations in the training of doctors. Additionally, they analyzed the implementation of the competency-based curricular model at the Autonomous University of Chihuahua.

Likewise, López *et al.* (2017) were interested in designing an indicator of academic achievement called ILA (indicator of academic achievement). An important finding is that, despite

the results, the recognition that students receive is based on their achievements, which influences the improvement of self-esteem and equal opportunities.

From the analysis carried out in the production on achievement indicators, it was found that the evaluation is carried out from a technical theoretical perspective, since it seeks to measure the achievements and competencies of the students to control the forms of behavior and the development of teaching practice in order to be accountable for the effectiveness of actions and programs.

### **The evaluation of the programs from the monitoring of graduates and the analysis of the graduation profile**

In postgraduate programs, it is very common to carry out studies on the follow-up of graduates, while in undergraduate programs they focus on evaluations of the graduation profile, since it is sought to be relevant to the needs of employers. In other words, it is considered that vocational training must be aligned with labor and market demands, which is due to the results found when analyzing the production of graduate monitoring and the review of the graduation profile.

In accordance with the above, González (2018) sought to identify the professional and personal factors that influence students to decide to take a specific program. The author argues that studies on graduate monitoring are very useful for establishing links between higher education institutions and the business sector, which impacts the development of communities.

Regarding the graduation profile, Carrera *et al.* (2018) delved into the graduation profile with undergraduate students, specifically their subjectivity without necessarily seeking relevance to the demands of employers. This approach yielded interesting results using a qualitative methodology. The participants evaluated the achievement of the graduation profile expressed in general competencies of the program and identified the competencies that they did not achieve, in addition to offering important suggestions. These aspects were very useful not only for the researchers, but also for the institution. Furthermore, the authors highlight the importance of recognizing that the training of professionals is determined by the curriculum prescribed and put into action, mediated by students and teachers, which is why they emphasize the need to generate spaces for dialogue about the curriculum and its relationship. with today's society.

Based on the above, it can be stated that the topic of curricular evaluation as an object of study is very relevant, since it contributes to identifying gaps, needs and problems in professional training processes. Therefore, the monitoring of graduates and the evaluation of the graduation



profile must be carried out from the subjective perspective of the actors involved to identify areas of improvement and possible necessary adjustments in educational programs.

### **Teachers before the results of their students**

Educational research on teachers' expectations regarding their students' results has aroused interest among scholars such as Meléndez and Barrera (2015), who identified the factors that influence student learning. These authors discovered that in schools located in vulnerable contexts, good results were attributed to the organizational and management capacity of school staff, based on teachers' positive beliefs and perspectives about their students' potential for success.

In contrast, when teachers have low expectations of their students, they do not encourage improvements in academic performance or seek to improve their own teaching practice. Their approach tends to be individualized, and they do not participate in school management projects that involve the educational community. Therefore, teachers' expectations are considered to be decisive in student achievement, even when the socioeconomic environment is not favorable.

### **Teachers facing educational reform**

The educational reform implemented during the previous government generated great discontent among teachers, since it was considered to violate their labor rights. In response, a series of investigations were carried out from a critical perspective with the aim of revealing the manifestations of teachers' resistance and the effects that this policy had on teachers and teaching practice, especially in relation to the evaluation of the teaching performance.

Juárez (2019) conducted a study on teacher evaluation in which evaluation is recognized as an instrument of power that promotes individualism and does not contribute to improving education. Instead, it is perceived as a mechanism to maintain control over education, without taking into account the development of both students and teachers in terms of their training and their fight for human dignity within a framework of respect for the person.

## **The balance of research on curricular evaluation**

The theoretical trends identified in the analysis of production are technique, practice and criticism. Although the first two predominate, there is an interest in conducting research from a critical epistemological position, which is manifested in reflective participation and a contextualized analysis of the objects that are addressed. Regarding the technical perspective, there are studies on validation of instruments, achievement indicators, evaluation by competencies, monitoring of graduates and graduation profile.

Likewise, from a critical perspective, studies on teachers' resistance to educational reform aimed at evaluating their performance are recognized. The evaluation of teaching performance and its influence was deeply addressed, for which an improvement-oriented approach was proposed instead of focusing on measurement and accountability. That is, it was proposed to study the phenomenon from an ethical-political position as researchers.

## **Discussion**

The research results reflect a predominantly technical-practical trend in curricular evaluation, with methodologies based on the positivist paradigm. In fact, it is observed that very little attention is paid to the subjectivity of the participants in the research. Furthermore, research from a critical perspective is practically non-existent.

Therefore, it is considered that pending in the research agenda is the development of projects that address curricular evaluation from a cultural, historical, ideological and pedagogical-participatory perspective, which transcends the subjective and seeks action and collective transformation for the benefit of educational centers, teaching practice and student learning.

In this regard, Brovelli (2001) points out the need to consider curricular evaluation as a means to improve both the curriculum and educational institutions, which is why he proposes a processual, continuous and situated evaluation based on educational research and characterized by an open methodology. , participatory and collaborative. In this sense, coincidences are identified in the results of the studies, despite the fact that they were carried out in Argentina, which highlights the relevance and interest of this research.

## Conclusions

This article presents the interpretation of the production related to curricular evaluation during the period 2007-2021. In this regard, it is concluded that theoretical and practical trends prevail, since the evaluation is approached mainly from technical and practical approaches with the objective of measuring or rendering accounts, without moving towards a critical approach that promotes reflection and participation of those involved. from a humanizing perspective in the classroom and school, so it is recommended to encourage participatory research projects in this sense.

Likewise, it can be stated that curricular evaluation as an object of study has been little explored in educational research, hence it is crucial to promote its study in postgraduate courses from various epistemological and methodological orientations.

The topics that have not yet been addressed include the evaluation of the design, development and evaluation processes used in the curriculum, explored with qualitative methodologies from the practical and critical paradigms. Therefore, it is important to investigate these aspects to better understand how curricular evaluation is carried out and how it influences educational practice.

Furthermore, it is considered relevant to investigate the state of knowledge and metatheoretical analyzes on the topic, since they provide a detailed vision of what has been studied in a given space and time, which is useful to detect the objects of study, the trends theoretical and methodological approaches. In other words, this can serve as a basis for future research.

Finally, while this research achieved its objective and answered the research question posed, it also suggests new questions and areas of work. For example, research experiences in relation to curricular development could be explored in the context of the new curricular policy, or the methodologies of collective curricular design could be studied to generate school projects that promote the autonomy of educational institutions in curricular matters.

## Future lines of research

The study of curricular evaluation in educational research must be continuous and systematic, given that it is a little explored but priority area in the field of education. Through these studies, both undergraduate and graduate students, as well as professors, will be able to access reliable information about the various fields and areas of knowledge that they can address in their research projects.

Furthermore, it is crucial to approach curricular evaluation from a critical perspective that includes the evaluation of learning, study plans and programs, educational materials, pedagogical processes and teacher performance. Going deeper into curricular evaluation is essential to better understand how it influences the quality of education and the development of students.

## References

- Àlvarez-Gayou, J. (2003). *Cómo hacer investigación cualitativa: Fundamentos y metodología*. México: Paidós.
- Bisquerra, R. (2014). *Metodología de la investigación educativa*. (4a. ed.). España: La Muralla.
- Bolívar, A. (2020). La escritura de un buen artículo científico en educación y el entrenamiento de profesores universitarios en el discurso académico. *Paradigma*, 222-250. <https://doi.org/10.37618/PARADIGMA.I011-2251.2020.p222-250.id875>
- Brovelli, M. (2001). Evaluación curricular. *Fundamentos en Humanidades*, 2(4). <https://www.redalyc.org/articulo.oa?id=18400406>
- Carrera, C., Lara, Y. y Madrigal, J. (2018). Análisis curricular del perfil de egreso desde la experiencia de los usuarios. *Boletín REDIPE*, 7(10).
- Covarrubias, P. (2016). Propuesta metodológica para evaluar programas educativos. *Revista Electrónica Científica de Investigación Educativa*, 3(1).
- Díaz-Barriga, A. (2003). El currículo. Tensiones conceptuales y prácticas. *Revista Electrónica de Investigación Educativa*, 5(2).
- González, A. M. (2010). Situaciones de docencia: una alternativa para evaluar competencias en posgrado. RECIE. *Revista digital REDIECH*, 2(3), 75-91.
- González, K. (2018). *Seguimiento de egresados del programa ingeniero técnico minero* (tesis doctoral). Instituto de Pedagogía Crítica.
- Juárez, O. (2019). *La evaluación docente, entre la dominación neoliberal y la resistencia de los maestros* (tesis doctoral). Instituto de Pedagogía Crítica.
- López, J., Parra, H. y Tobón, S. (2017). *Indicador para el logro académico*. XIV Congreso Nacional de Investigación Educativa.
- Márquez, A. (2013). *Diseño y validación del instrumento para evaluar competencias básicas universitarias* (tesis doctoral). UACH.

- Meléndez, P. y Barrera, P. (2015). *Paradigmas de los profesores sobre los resultados escolares*. XIII Congreso Nacional de Investigación Educativa.
- Ortega, F. (2015). *Estrategias docentes en aulas multigrado; diseño y validación de un instrumento para valorar la práctica docente*. XIII Congreso Nacional de Investigación Educativa.
- Parra, H., Vázquez, A., y Del Val, N. (2012). *Evaluación del currículo por competencias. Perspectivas de los estudiantes y los docentes*. Editorial Académica Española.
- Rodríguez, G., Gil, J. y García, E. (1996). *Metodología de la investigación cualitativa*. Granada, España: Ediciones Algibe.
- Tapella, E. y Rodríguez, P. (2014). Sistematización de experiencias: una metodología para evaluar intervenciones de desarrollo. *Revista de Evaluación de Programas y Políticas Públicas*, (3), 80-116. <https://revistas.uned.es/index.php/REPPP/article/view/13361/121>
- Terigi, F. (1997). Aporte para el debate curricular. El curriculum en la era de las políticas curriculares. *Novedades Educativas*, año 9, n° 78, junio de 1997.
- Vera Noriega, J. Á., & Domínguez Guedea, RL (2005). Práctica docente en el aula multigrado rural de una población mexicana. *Educação e Pesquisa*, 31 (1), 31-43. [fecha de Consulta 11 de marzo de 2024]. ISSN: 1517-9702. Recuperado de: <https://www.redalyc.org/articulo.oa?id=29831103>
- Weiss, E. (2003). Introducción. En E. Weiss (coord.), *El campo de la investigación educativa* (pp. 35-46). SEP/COMIE/ESU.
- Young, M. (1989). *Knowledge and control: New directions for Sociology of Education*. London: Collier Macmillan.