

LEARNING OUTCOMES: FRUITS OF QUALITY

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Summary: This article addresses the generic concept "Learning Results", its applicability, its scope and its influence on the labor framework. Likewise, its importance in the qualification of the student and its contribution to the curricular design of the institution of higher education.

Keywords: Learning outcomes, pragmatics, competencies, learning objectives, promise of value, quality.

Introduction

Reflect on the quality of education, the achievement index, the projected learning and comprehensive training; We allude to an educational revolution starting from a set of elements to arrive at a generic concept such as learning outcomes (AR) within higher educational institutions (HEI). Learning outcomes are statements that specify what the learner will know or what he will be able to do as a result of a learning activity. *"The RA concept is fundamental in the design of the quality program because it looks at the set of what should be learned and how learning should be acquired"* (Guy Haug 2020)

The main intention of said term (RA) is to increase the efficiency and effectiveness of higher education. One of the main peculiarities of this process is the need to improve traditional forms by establishing common or existing standards and methods to ensure quality and differences between institutions. According to Guy Haug (2020), the RA (Learning Outcomes) are different learning that are set as objectives (in terms of knowledge, abilities, aptitudes, capacities, skills) of a certain training program and then to verify their effective acquisition by

learners. For this reason, we speak of education based on results (outcome-based) or competency-based (competency-based).

On the one hand, competencies are related to learning outcomes; They are acquired during the long-term learning process by the student in a certain subject, according to the knowledge, skills and attitudes that he has developed in the educational process; The student will learn if he assimilates prior knowledge, integrates it, experiences it as relevant throughout his personal and professional life, uses it to identify and solve problems. Therefore, learning outcomes (RA) is an oath of value, standards, higher educational model in which they focus on the specific, observable and measurable actions that students are capable of taking given the instructional process; However, expectations and behavior are given preeminence, linking an entire community,

" The promise of value of each HEI reflects its profile (or its DNA) so that more and more numerous and more different learners can be cared for, it is essential that HEIs differ in terms of their orientation, priorities, programs, methods, audiences, among others "Guy Haug (2020).

Now, the learning results must be in accordance with the need, profiles, utility, characteristics and interests of the audience for the diversity of learning, updating of innovation in technology, didactics and educational management in different areas; throughout life, competitiveness and peace, strengthening of the educational institution, modernization of context-space and participatory vision. "The *impact of new educational technologies (open online courses, internet search, mooc, micro-credentials, digital games, social networks) and advances in dual and alternating models; they explain the importance of RA today and the change that didactics requires. " Haug (2020).*

As I mentioned, it is linked to elements, articulated, interdependent, dynamic attributes, built by the academic community as referents and that respond to social, cultural and environmental demands that play a fundamental role when assessing learning outcomes. Said attributes

They allow the institutions to make internal and external evaluations, in order to promote their transformation and the permanent development of their training, academic, teaching, scientific, cultural and extension work.

Therefore, the Ministry of Education in Decree 1290 of 2009, a standard built, provides evaluation and the quality of learning for all actors in the educational process: students will be beneficiaries of an evaluation process consistent with the training received, parents Family members will be actively involved in the construction of evaluation and promotion criteria, educational establishments and their actors will responsibly demonstrate the maturity acquired from the school autonomy granted by the General Education Law.

The purpose of learning assessment, as a generic activity, is to assess learning in its process and results. The purposes or ends mark the purposes that this evaluation signifies. The functions refer to the role it plays for society, for the institution, for the teaching-learning process, for the individuals involved in it; For this reason, it is insisted that quality is not a solid concept, nuances are needed in its definition and a degree of differentiation between HEIs; a fingerprint or DNA of each institution must be generated. Hung (2020) recommends that "learning outcomes should be few and significant enough not to be forgotten and eloquent". They must be achievable and not absurdly many or little considering a broad vision,

On the other hand, the Ministry of Education decrees and conceptualizes in article 1330 of 2019 the Quality Assurance System for Higher Education. It is the set of institutions and entities defined by the current regulatory framework, which are articulated through policies and processes designed, with the purpose of ensuring the quality of the institutions and their programs. This system promotes opportunities to acquire knowledge, develop the skills and values necessary to live, coexist, be productive and continue learning throughout life.

Therefore, the evaluation is carried out with the collaboration of academic peers and advisory and support organizations, the System evaluates institutions and programs

at the time of creation, to obtain or update the qualified record; periodically during its operation. Likewise, they seek high-quality accreditation, the latter has become a tool for self-evaluation, self-regulation and improvement of continuous human and intellectual talent management of programs and institutions, as well as the starting point to strengthen autonomy, effectiveness and social responsibility in HEIs, carrying out purposes and objectives that they have declared to have and aims at the recognition of global excellence.

In short, the difference between objectives, competences and learning outcomes is not enormous; on the contrary, they are intrinsically related in the intention of educational quality. The objectives express the expected results of the students as a consequence of the training process. They are obtained from the competences, and their purpose is to facilitate didactic planning. Thus, Competences describe a series of skills and prior knowledge that the learner develops and invigorates throughout his life. Finally, the learning outcomes collectively represent those capacities, knowledge acquired in learning, contextualized competence and objectives achieved for usefulness in society.

Webgraphy

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APPROACHES TO THE EVALUATION OF THE HIGHER EDUCATION

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Summary: This article addresses evaluation as a process of educational quality, the types of evaluative tests that are applied at different levels of education, the added value of icfes to institutions and the measurement of the quality of higher education. Keywords: Quality, Added value, skills and accreditation.

Introduction

In the first instance, the main approach to the term evaluate could be to produce a judgment about the value or merit of something. Now, the reform and innovation or the revolution of technology in Higher Education and the virtue, spirit and vocation of teachers, we are trying to introduce changes in our methodologies in the classroom, through them trying to make learners acquire certain types of learning and competences and then take a self-evaluation mediation both in the guidelines and the methodologies implemented during a phase.

From this perspective, the evaluation of superior quality is defined as a continuous process where evidences are collected, competences are computed and what must be learned is combined, not only in their academic work, but also professional and work in order to answer these two important questions What do you know and how are you doing it in your context? We must bear in mind that specific knowledge is not measured; on the contrary, it is generic and holistic, therefore, Mónica Ospina (2020), director of Icfes affirms that, *"The evaluation should focus on the elementals that are not susceptible to change in the short term (generic competences) as a person must perform in the system working with various activities based on the pedagogical interpretation of the results (qualitative and quantitative) to see that it is really developing in competition from the score "*.

Therefore, the agreement 02 of 2020 proposed by the system of the Ministry who is defining references, policies and purposes of what you want to evaluate; emphasizes on quality assurance of higher education in accreditation and the department of Icfes are the requirements to enter higher education, level of quality accreditation, be informed of the added value. Dr. Mónica Ospina (2020) explains the previous items as follows:

" Generic competencies: They are totally transversal necessary for the work, academic and civic performance of every citizen, regardless of their occupation, profession or trade -specific competences: considered fundamental for the performance of future graduates of higher education training programs. It is related to decisions at the curricular level and finally, the Added Value as the relative contribution; Colombia is the only one of the few countries that have this applicability ".

Therefore, those mentioned are very important; It could be said that it is the scanner of each of the students of what they learned during their instance at each school level by academic performance; In other words, both generic and specific competences that the student is able to demonstrate as a reflection of their learning. Currently, standardized measurements of students, upon entry and exit from HE, allow estimating the added value, thus generating indicators for decision making.

However, to identify successful training experiences, which universities are more effective in educating students, it is necessary to design quality indicators that measure the effect of the university, controlling for the level of ability with which students arrive at the university by The Icfes is an evaluation prior to the competences of higher education; the T&T and Saber Pro as an optical reader exam developed from logical reasoning to citizenship skills; The performance levels are intended to complement the numerical score given to students. Similarly, they allow students to be grouped into levels; therefore, each performance level includes a qualitative description of the skills; skills that must be developed for productive utility " *Objective of the state exam contributes to different factors "(Ospina 2020).*

Ultimately, the learning outcomes process should also involve the teaching of self-assessment in the different exams to the degree that students have to finish (what skills and level I have been able to develop). In addition to, it allows estimating indicators such as added value, quality at the level of other institutions and Comparisons of methodology, at the level of students, community, institutions and educational sectors. " *the design of the Icfes, TyT and Saber Pro; it is focused on evidence and that guarantees that they are valid and reliable between what is being asked and what is being evaluated is what is being evaluated. For this reason, the committees and technicians of the areas provide support during the process* "(Ospina 2020). For this reason, the scan of aptitudes, skills, competences, abilities and learning must be with a qualitative and quantitative pedagogical approach, gathering evidence and applying criteria for improvement.

Webgraphy

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