

The exercise of power from the evaluation: a field of inquiry for the evolution of the colombian university

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Historically, the classic space of formation (the classroom) has been exposed to the learning of content through the use of daily semantic memory, prevailing then the traditional learning about meaningful learning (De Posada, 2002, p. 101), the reflection in relation to these contents has been practically null due to obstacles, such as the use of simplistic methods by the teacher for the learning of concepts with a higher complexity rank and also the apathy from students to engage with the autonomous development of knowledge, a situation that finds an explanation for the addiction from the student to his/her previous ideas, the lack of motivation and positive attitude and the lack on empathy between the student and the teacher (p. 102).

Starting off the lack of empathy between teachers and students, has been generated a great investigative interest on the evaluation of learnings in superior education, its methods, the importance that teachers and students give and the exercises of organization and control of which education is object.

In a study made by the Universidad de Sevilla, Spain in the period 2009-2010 Padilla Carmona, Gil Flores, Rodríguez Santero, Torres Gordillo y Clares López (2011), they proposed to establish the current status of the regulation of the regulation in terms of evaluation and how it is planned and implemented in the Universidad de Sevilla, despite its implications on the development of knowledge in the student, taking as samples three programs from different areas that would allows them to analyze a variety of practicals; these programs were: Bachelor's degree in psychology, Bachelor's degree in chemistry and diplomature in tourism. With the idea of getting a deep analysis from diverse optics of education starting up from different knowledge areas and curricular heterogeneous structures, also, the evaluation on subjects was further investigated, with dissimilar contents spread along the three previous mentioned programs, along these, there were academic spaces such as personality theory, social psychology, thermodynamic chemistry, analytical chemistry, marketing structures, marketing basics, among some other subjects. This investigation established that even though the learning plans are based and written under the focus of learning based on competences as an effect of the "Acuerdos de Bolonia", when evaluating this focus disappears almost completely, to give a step to the fully-quantitative evaluation, where an arithmetic valuation is assigned under the teacher's judgement, a valuation that requires

no clarification at all. This study also demonstrated that, though the rules from Universidad de Sevilla, the attendance to class is not mandatory, the permanency of and inside the classroom is actually a requirement to be assessed, especially in the practical aspects of the subjects that were exposed to the analysis, generating a gap among the class rules and the institutional laws (Padilla Carmona et al., p. 10).

Apart from these elements, the Spanish researches made it to determined, that there is a diversity of evaluation instruments, however, the written exam persists, delimiting that this is the most meaningful in the whole amount of subjects. The weight of the written evaluation on the analyzed subjects possess different ways to be considered, is ranged between the 70% and the 100%, in the Bachelor's degree in Chemistry. For the Bachelor's Degree in Psychology's program, a protagonism was observed in regards to written exams, the same as the Tourism program, with weights that go between the 60% to the 80% of the total amount of grades. Only in a 33% of the subjects that were evaluated, the weights found were different to the previously mentioned.

Another example of this situation would be the one inquired by Ottena, Bleiler-Baxterb, and Engledowl (2017, p. 123), who in a study about mathematics teaching in universities from the United States established that the power performed by the teacher lies on a ritual from the master, validating the test by a contrast of similarities and by the experience on the resolution of the empirical problem, not necessarily by creativity, conceiving a notorious dependency to the written exams of just one type, tradicional in mathematical teaching and that are dormant as well in the superior education in Colombia.

One of the main findings from the research made in the University of Sevilla is that evaluation is not an existing factor when there is an active participation of the student, only in one of the subjects that requires evaluation it is contemplated a self-evaluation, even though there is an acknowledgement of the work the student does voluntarily (Padilla Carmona et al., 210, p. 11). However the study allowed to determine some strengths, it also established that it was required to amplify the use of other evaluation methods and a recognition to the performance of the student while outside the classroom, which directly tends to a reduction of the hegemonic role of the written test as a normalizer device for the formative practice and a reducer of autonomy (Foucault, 2009).

In Padilla Carmona's study et al. (2011) an acceptance from the written test as a main instrument of evaluation is evidenced, which points out to establish an hegemonic role of the teacher and its knowledge inside the classroom, which is why the objective of education is forgotten; the learning, the students look for an accomplishment of the requirements imposed by the evaluation, they are no longer worried about real learning, powered by the pression made by the discourse the teacher uses and also by the evaluation. According to Torres and Cárdenas (2010, p. 145) the most notorious goal of the evaluation, along the educative system is actually the grading, sanction grading type. However, the importance of the written test is recognized and a bond of power is generated on itself, not just because of the dependency to this device, but also because of its traditional construction and its poor context, just as the case of the research made by Chi-Jung & Chuan-Ta (2012, p. 1845) about the systems of evaluation from English Language teachers in China, where it was stated that those proves made harder

some aspects of learning by having no contextualization at all in regards to the country's culture, which obstructed heavily the performance of the students in matter of the evident cultural differences when grappling really hard to the standards, turning the written test into an evaluation with punitive nature.

It is for the evaluation with sanctioning and restrictive purposes that a concern has been generated by the exercise of power through it, which is why, that from the University of Guadalajara, the professor Sanchez García proposed to herself since 2004 to analyze the exercise of power and knowledge in the university classroom. Through a study qualitative and ethnographic, the mexican researcher made it to establish the existence of a relation of knowledge-power where the knowledge is transformed into an instrument of power, which takes the teacher away from that role in where it is in charge of the magisterial class, a cathedra that this mexican researcher calls "vertical", where the "knowledge and the competences of students has few or no relevance at all" (Sanchez García, 2005, p. 26). The research about knowledge-power made it to establish that the teacher and the student develop changing relationships, in some situations, the use of power is focused and tight, in other aspects such as when it decides to develop a negotiation, a motivation and a process of problems is generated (Foucault, 1996; Deleuze, 2013), an open and movable relationship. It was proved that when domination exercises are made by the teacher, some bumps or obstacles are generated, reproduction of knowledge is evidenced, and no critic analysis are seen (Sanchez García, 2005, p. 27).

This social and scientific process could establish that this relation knowledge-power finds a maximum expression of authoritarianism in moments related with the evaluation. The teacher made contact with the students through content only, through a protocolary discourse, showed the evaluation as something mandatory for knowledge, which generated conflicts for the teacher, which is why the teacher avoided the topic in an authoritarian way through the imposition of the traditional methods. By the time to democratically establish the evaluation methods and their weight, it was found that in most cases, the teacher developed a space where the making of agreements and conjunct decisions was simulated, the relevant points of the evaluation were not negotiated and the teacher was always the one who decided over them in an autonomous way (Sanchez García, 2005, pp. 24-25).

It is because of the previous reasons that the professor Sanchez García concluded that the teacher's concern was not the learning from the students, in the bottom, what the teacher pretended was to organize to control, the motivation and stimulation actions were nule, the threat and the control were more remarkable, she determined that from the same discourse used along the classes, to the evaluation as a definitive moment, a relation of domain was caused by the teacher, where the written test was constituted in an element that was legitimizer of actions and that never was understood as a way of highlighting the the learnings and the improvement of themselves (Sanchez García, 2005, p. 24). Starting from the exercise of power by the subjects from the educative system, Hernández Méndez and Reyes Cruz, they mention that the students also possess and exercise of power inside the academic life, collecting testimonials of teachers in Mexico 2009, established that the students utilize also instruments of power, such as the union of the group; where they meet in some spaces different from the classroom to promote some point that was regularly imposed by the teacher, the relationship of cordiality with the teacher; where the students identify a way to evaluate likes and they get more participative in class, even though it is recognized that the goal of this conduct is to obtain better grades, the apathy; which is

generated in a conjunctive way to destabilize the teacher inside the classroom, among other topics that the authors match with the daily exercise of power in the educational institutions (Hernández Méndez y Reyes Cruz, 2011, p. 167).

This kind of demonstrations is shown in an analysis, in which the use of ethos-stetic criteria as the perception of popularity, affects the moods as well as the interaction methods inside the classroom, allowing so an exercise of power more dynamic and and also demonstrating that nowadays the teacher faces different conduct guidelines from the students, just like in the case of Ramos-Vidal (2016, p. 121), a clear example of that is that many students are not prepared to the critics of their equals, nor from the teacher, when evaluation methodologies that orientate in that way are used, showing that the argumentation and the public expression require much more that a learning activity (Yee, Boyle, Yi-Yin, & Bleiler-Baxter, 2018, p. 159).

In the researches about evaluation and knowledge-power is elucidated a series of tensions that are present in the relationship teacher-student, tensions that are generated during the entire educational process, however, its biggest expression is the evaluation, mainly in the written test, which constitutes the maximum expression of “the breach between the saying and the making of the evaluation” (Torres y Cárdenas, 2010, p. 157). These questionings about evaluation and its real implications in the processes of learning, by the academy itself through research, they show a crisis in the evaluation methods, this situation is damaged by a discourse elaborated about evaluation and its meaning for the teachers as well as for the students inside the educational institutions. It is necessary to evidence that at a global level situations about the exercise of power over the teacher are presented and those promote in an indirect way the standardization and the normalization behind the process of crediting and recognition from institutions, which is an objective that ends up channeling through the teacher’s process and that also ends up with an standardization of the processes of teaching and evaluation, this is something that happens in Colombia, but it is not something specific from the country itself.

To illustrate this concept, it is necessary to bring up to topic some studies such as the ones from Bourke, Ryan, & Lloyd (2016, p. 7) who, after a research about the concomitance between the discourses from teachers and the australian public politics, focusing on that quality of the speech would be covered with the lexicum of those who are part of the academic community, without measuring the concrete quality of learnings, allowing that the institutional discourses to be more focused on the rhetoric about the quality of teaching and learning, and not on the defence of learning and the necessary procedures to itself, this is an aspect that is part of the politic environment, which interfere with the rhetoric of the teacher and ends up guiding classes and building discourses in students.

In the area of university education at a national level, there have not been developed a variety of inquiries about power in the classroom and evaluation of learnings, the most meaningful inquiries about evaluation in ibero american superior education are found in Mexico and Spain, in Colombia, those inquiries are an almost fully unexplored field. The researches made in Mexico and Spain mainly, most of them vinculated to the formation and the development of competences and abilities for science and philosophy (Bachelard, 2000), show the tight relation there is between evaluation and the exercise of power in the classroom, from teachers as well as from students, which is why an analysis of the exercise of power through evaluation in the university classroom is necessary.

The reflection and research around the use of academic evaluation as a device of power established the existence of a field for the development of educational research in the country, which, remarks the importance of observing critically the agreements of Bolonia, the operative rules of teaching from the institutions of superior education, as well as the relation of the curricular models with the didactic guidelines and the evaluation processes, not with purposes of qualification and understanding of the academic status, but the comprehension of formative processes. It is also imperative to bond the evaluation with the dynamics of the so well called generic competences every time general order learnings and from comprehensive nature, communicative and from contextual analysis find avail, not like isolated elements but as integral parts of the formative process with metacognition and argumentation purposes as professionals, human beings, scientific people and citizens.

The current editorial is not more than a checking of certain records about how the world is facing a problem that contextualizes and makes more contemporaneous the occupation of the university teaching, since as established in the italian context Giuria, Munari, Scandura, & Toschi (2018), its required that the university includes all of its missionaries aspects from a more holistic dynamic and not from differential perspectives in each one of its missionaries aspects, the research and the teaching are the bases of the university as an illustrator axis, but only in the citizenship formation and the impact on the communities is where the university meets values in the drowned societies of the inequality and the post-truth, in which the education is not stage for the blind exercise of power, but an element that forms from critics to the dominant structures of the alignment.

Interests conflict

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