

ASSESSMENT OF TEACHER'S COMPETENCES IN TEACHERS OF THE UNIVERSITY

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ABSTRACT

In the context of current higher education faculty are required to possess and implement a variety of teachers competences, currently the role of university professor has changed its direction, from the transmission of knowledge to the role of guide, counsellor of the teaching process facilitator of learning and the acquisition and development of core skills and professional students, this does not mean that the teacher ceases to be the cornerstone in the training process, but will change its functions and performance in the classroom to apply the teachers competences required in each course or academic program. The main objective of this research is to evaluate the teacher's competences of full-time faculty of social sciences division.

ASSESSMENT OF TEACHERS

The evaluation of university teaching has had different developments in countries like Mexico, Brazil, Chile, Spain, France, USA, among others. These developments converge on the need to understand and reflect on the teaching university, while the evaluation promotes or enhances a teacher or a model of teaching, whether deliberately or not, at the same time are assigned specific roles both teachers and students (Rueda,2006). Furthermore, these studies are conducted to improve the quality of university teaching.

In the context of current higher education faculty are required to possess and implement a variety of teaching skills, now a university professor's role has changed its direction from the transmission of knowledge to the role of guide, counselor of the teaching facilitator of learning and the acquisition and development of core skills and professional students, this does not mean that the teacher ceases to be the cornerstone in the training process, but it changes functions and performance in the classroom to apply the teaching skills required in each course or academic program. This is why many studies have focused on analyzing the teaching skills of university teachers. (Zabalza 2002,2007; ANUIES 2000, UNESCO 2001, Rodriguez and Espinar 2003). However, each work on teaching skills that a particular frame of reference such as in the European Higher Education Area (EHEA) or in Latin America, Caribbean Area, and European

Union (ALCUE) that are unfortunately outside the University Sonora, but certainly these studies are a guide to the possible identification of the particular teaching skills of teachers in the division of social sciences that are the subject of this study.

Context and problematic

The University of Sonora, which the Institutional Development Plan (2009-2013), the institution serves 28.2% population of higher education in the state. In that same document in the political section mentions that it is essential to strengthening the faculty, and lists strategies for compliance with this policy, the most important and how to justify the relevance of this work, the first is to perform studies prospective diagnosis and defining the required qualitative and quantitative growth of academic staff and the second drive in the institutional regulations, provisions aimed at developing the functions of teaching, research, extension and linkage with a more balanced, so consider the above the study as an approach to compliance with university policy and the need to assess the competence of the teacher to make a diagnosis of the skills of teachers and determine the level of teaching skills that describe a quality teacher and establish qualitative and quantitative , then propose training programs for teaching regarding areas where competence is low, but before it is essential to identify what competencies of teachers should be evaluated in the context of the educational programs of the University of Sonora, especially the social sciences division.

Currently in our institution there is no one model of teaching skills, there is no assessment of these skills, and then we cannot provide an assessment of a quality teacher, and not established that teaching skills should be a professor at the University of Sonora.

According to the model curriculum of the University of Sonora (2006) mentions that the central agent of any policy reform or improvement of an educational model and curriculum in any institution will remain teaching in that it is responsible for promoting and guiding the acquisition and the development of learning in students. Moreover, the Secretary of Public Education (2007-2012) in the Education Sector Program, referred to as objective to improve the quality of education for students to improve their level of educational attainment, have the means to access higher welfare and contribute to national development, relates that to improve quality among other things, required the evaluation will be a key tool in analyzing the quality, relevance and appropriateness of the design and operation of public policies in education. The assessment should be viewed from three dimensions: as an exercise in accountability as a tool to disseminate results to parents and as support for the design of public policies. The indicators used to evaluate should be relevant and lead to proposals for improvement. For the above, the Secretary of Education intends to take actions such as public performance profiles set of teachers in service in order to guide the training to developing the skills needed to meet the challenges of education in the XXI century, Implement a training program for teachers for the proper care of curricular innovations, management, and especially the educational use of information technologies and communication. Establish tools to provide information on the performance of teachers in different ways and allow them to identify areas of opportunity. Establish a certification scheme teaching skills on the consideration of the purposes of such educational training. To systematically evaluate the performance of the faculty of the schools on the standards defined in the certification scheme of Teaching and the above is that the study is focused on improving the quality of university teaching through evaluation of educational skills.

Theoretical framework

There are many studies on teaching skills that serve as a framework for this study, which only describe what I consider most relevant and which could serve as a basis for the

definition of teaching competencies of teachers of social sciences division.

Let me start with what they are teaching skills that ANUIES (2000) defines them as specific professional skills of education and occupy a central place in the formative process. Meanwhile Frade (2007) defined as the set of knowledge, skills, attitudes, values, beliefs, intuitions, perceptions and practices that enable them to promote their students to develop their own learning skills, basic and for life. In its publication ANUIES performance appraisal of academic staff (2000) makes a collection of teaching skills from the viewpoint of several authors such as Garcia (1998) that lists the teaching skills as follows:

- Mastery of the content of the teaching field
- Good preparation before class or sessions
- Order in the presentation of the themes
- Follow a logical sequence in the order of the agenda
- Linking new knowledge we have already seen
- Preparation of summary or summaries of what has been reviewed and what will explain
- Checking the level of understanding achieved by pupils at the end of the sessions
- Clarity
- Using various means to support learning

Meanwhile Tejedor, Castro and Garcia (1988) mentioned five dimensions to identify the skills Teachers:

- I Subject Mastery
- II. Motivation and Participation
- III. Suitability Assessment
- IV. Attendance and Organization
- V. using teaching-learning resources

Similarly Zabalza (2007) lists 10 teachers with the skills which we can evaluate the teacher:

- Plan the teaching and learning.
- (Teaching skills): Select and present content discipliners.
- (Communicative competence): Providing information and explanations understandable and well-organized.
- (Technological competence): Management of ICT training.
- Design of work methods and organization of teaching learning tasks.
- (Communication skills) interact and communicate constructively with students.
- Mentoring and coaching of students.
- Assessment of students.
- Reflect on teaching and research.
- Identification with the institution and capacity for teamwork.

On the other hand Garduño (2004) defined as the practical way in articulating the body of knowledge, beliefs, skills, abilities, attitudes, values and strategies that have a teacher that determines the mode and the results of psycho educational interventions.

As these authors describe the teaching skills, there are many, but I think these contributions only apply to certain contexts that are alien to the University of Sonora, as mentioned above one of the objectives is to identify the skills teachers should be evaluated teachers in the social sciences division. Therefore the frame of reference will only support and confirmation at the time of identifying own teaching skills of teachers of the University of Sonora.

IMPLICATIONS FOR THE FUTURE

This study is intended as a contribution for the entire Sonora society, especially for the highest seat of learning of the state of Sonora, also this study will be methods and steps for the construction of assessments for other universities, both national and international context will be the great task, each evaluation at the university where teaching need to be tested. Because it will be suitable to obtain reliable data.

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