Directive management: From the perspective of e-learning evaluation tools

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ABSTRACT

The objective of the study was to know the directive management in the schools of Chile in relation to the use of e-learning for the application of evaluations to the students, through a descriptive quantitative investigation through a questionnaire, where data was collected from 30 school principals. Once the data was analyzed, it was determined that the directors affirm that e-learning is a tool to evaluate the students but that the teachers are not trained to offer a variety of evaluations, concluding that the directive management must ensure the training and implementation of tools in schools.

Keywords: Evaluation; Directive Management; E-learning; Education.

Introduction

Globalization and technological advances have allowed changes in the management of learning. Thus, innovations have been made in the administration of content, in the monitoring and evaluation of learning and in the exchange of information between teachers and students, improving teaching and feedback in class. Thus, the installation of ICT in

teaching is a procedure that has come to stay, promoting self-taught learning and improving the educational environment. It should also be mentioned that management does not seek to replace the teaching work with the use of virtuality, but relies on it to promote decision-making and the protagonism of everyone inside and outside the classroom, supported by active training processes for the effective migration from traditional to virtual classes.

Virtual education and the use of e-learning resources are processes that involve the physical and geographical separation of students and teachers while maintaining synchronous or asynchronous contact in classes, at the same time students manage their learning with the help of teachers as facilitators and it is up to the management to ensure the effectiveness of teaching, providing the appropriate tools to each of the actors involved in the process and promoting actions to show the advantages of technologies in learning.

E-learning refers to the process of using digital technologies to deliver educational content and facilitate learning. This can take many forms such as online courses, virtual classrooms, webinars, among others. E-learning has become, every day, more and more famous in education since a few years ago, given the convenience, the accessibility it offers and after the Covid-19 pandemic, it was validated as a mechanism in knowledge and teaching.

For the research, not only e-learning is considered in general, but its implementation in the evaluation of students in various Chilean schools, seeing the virtual assessment as a cause in which students can strengthen their knowledge and as a space where teachers can estimate whether the objectives proposed in each subject are being achieved, this must be guaranteed by school principals through a control and monitoring of the processes at all times.

Development

Executive Management

The research was based on the comments of Atencio et al, (2020), who emphasizes that this represents a good scenario to promote skills and attitudes through the leadership qualities possessed by the principal, which is why it is necessary to potential institutional design, curriculum and school culture. A directive management in the current educational context is necessary because the work of the principal allows the achievement of the achievements and compliance with the institutional educational project; giving special emphasis on the behavior of students and teachers, it also requires communication skills and effective planning for the migration to virtuality to be seen in the best way.

To go deeper into directive management, we have the research of Sagredo and Castelló (2019), who emphasize that leadership in directive work has a fundamental role in the creation of a positive work climate, which will maintain a positive relationship between directive management, commitment and motivation of teachers, In support of this position is the research of Sotelo and Figueroa (2017), for whom good learning is based on the degree of satisfaction they have in the teaching process, therefore, if managers are comfortable with the migration to virtuality and promote e-learning evaluations in a friendly way, both teachers and students will follow them in the process and adapt to the changes.

Other researches that refer to directive management are those who state that this management is the key factor for educational innovation and educational quality, which translates into the improvement of educational centers, i.e., if teachers and students feel motivated by school management, then they will follow and support the improvement proposals that they deliver. Likewise, management leaders must develop competencies that guarantee a good development of educational activities, so they must be committed to the staff by providing an adequate regulatory framework for the migration from traditional education to virtuality.

E-Learning

In recent years, virtuality has taken an important place in society and in the educational system, providing great contributions allowing its validation at the educational level, which years ago had not been foreseen, which is why it is relevant to investigate e-learning in management.

Thus, it is necessary to highlight that e-learning, according to Seoane and García-Peñalvo, 2010, quoted by Ortiz and Sánchez (2021), is defined as the "adequacy and direct relationship of technical, human and technological resources, methods and tools used in the virtual teaching and learning process, according to the needs and expectations of students to ensure the optimization of the learning process" (p. 156). This term is again better known internationally and is related to distance learning, in which flexibility and connection facilities are provided for access to classrooms.

There are researchers who support distance education such as Rocha, and Santos (2021), and Rodovalho, and Peres, (2022), who in their studies highlight the contributions of this educational modality and the importance of the teacher as facilitator in this modality to keep students motivated and in constant communication.

It should be noted that although many researchers have validated virtual education, there is still resistance from some managers and teachers who are reluctant to consider it as an effective system in educational processes, which is why Diaz (2016), contributes with a set of aids in the management of virtuality: "Permanent accessibility to countless resources, multimedia and information, openness to different environments, levels and styles of learning, attenuation of what for many may involve peer pressure, stimulation of self-learning, among others" (p. 5).

In reference to the evaluation of learning, it can be said that it is often seen as a quantitative assessment of learning, rather than as a means for seeking feedback and improvement in educational praxis. The idea is to strengthen evaluative procedures and to generate a component of transformations. The evaluation should be permanent, where a better communication between the students and the teacher is established. Assuming, that the ideal is that the students from the beginning, which are the judgments they will receive for the execution of the assessment in which the educator must be a facilitator, be an excellent mentor of all these procedures.

The help that can be given to the students at the moment of the evaluations in the virtuality, has to be centered in the preceptor and disposition, in function of deepening in the achievements incorporated in the knowledge and delivering a good feedback. As Flores and de los Ángeles (2017) point out:

> In recent decades, the concept of assessment has undergone a profound transformation, also significant in the field of teaching and learning. From the traditional conception of assessment, situated as a final act, it is now recognized

that it is neither a final act nor a parallel process, but something necessarily immersed in the learning process itself. (p. 272).

Hence, e-learning provides important contributions, but this is subject to the performance of the teacher and the pedagogical tactics he/she delivers, since an effective and collaborative feedback is sought intrinsically in the interaction environments provided by e-learning. Similarly, it can be said that evaluations in virtual education allow the student to play a leading role and take control of their evaluation for the development not only of soft skills but also competencies for adaptation in the work environment.

There is a lack of astonishing and international approaches that respond to mechanisms to solve all virtual difficulties, as is the case with the teacher and the face-to-face assessment. What is possible is careful planning to minimize the consequences of problems that may arise. This study has tried to know the clairvoyance of the students according to the praxis of the classes in the online specialty. It shows which mechanisms, such as: immediate messages or video calls, are more appreciated by students in providing feedback, both to the didactic answers and to the emotional and social components.

E-learning evaluation

Strategies must be sought to ensure that the learning objectives are met, that the evaluation criteria are clearly stated, i.e., teachers must provide clear and specific instructions on what is expected of students, and employ a variety of assessments such as online quizzes, online assignments, discussion forums, videoconferences, and proctored online exams, which will help students demonstrate their understanding of the material in different contexts and formats.

In addition, the evaluation in this system should provide constructive feedback, in which teachers include more in-depth comments and aspects that need to be optimized, and suggestions on how to improve future work should be constructed with academic integrity; ensuring that the work presented by students is original and should be flexible, as students manage to overcome challenges encountered online, such as inconveniences when connecting to the Internet or obstacles to harmonize work and private life.

In summary, varied section questions, short answer questions, essays and other forms of questions can be included.

Homework: these can be written assignments, oral presentations, research papers, and other forms of work that students must complete to demonstrate their understanding of the material. Projects: are a more extensive form of homework that involves research and presentation on a specific topic.

Peer assessment: involves students evaluating the work of their peers. This technique can encourage constructive feedback and help learners develop comprehension and critical thinking skills.

Rubrics: are assessment tools that relate the judgments that will be used to evaluate student assignments. These can be useful to ensure consistency and objectivity in assessment.

On the other hand, in virtual education, at the same time the evaluation instruments mentioned above, there are some specific tools that are used to evaluate online learning, so it is important to know them in order to select the appropriate evaluation tools in occupation with the purposes of training, the type of content and the requirements of the online course, such as:

Online quizzes: they are of a common way of assessment in virtual instruction. They can be multiple choice, true/false, or open-ended questions. They can be created using learning management platforms and can be automatically graded. Discussion forums: are a tool used to provoke learner collaboration and assess their ability to communicate and collaborate online. Teachers can assess the quality and frequency of student contributions.

Online assignments: may include essay writing, case analysis, problem solving, and others. Students can upload their assignments to the learning management platform and teachers can evaluate them and provide feedback.

Videoconferencing is a useful tool in assessing learners' cooperation in real time. Teachers can adjust learners' competence in communicating and collaborating online, as well as their ability to present ideas effectively.

Gamification activities: can be a suitable tool for assessing online training. Teachers can assess learners' progress through participation and performance in gamification activities.

E-learning has been gaining ground because it combines various virtual elements with new learning proposals to make the system more flexible, which makes it possible to

affirm that it supports the actors involved in the course of training and teaching, and it is the director of each institution who must monitor the performance and progress of the various tasks involved in the day-to-day classroom. Some of the specific responsibilities of directors in virtual education include:

Program planning and development: Principals are responsible for planning and developing the virtual education program, in collaboration with the teaching team and technology specialists. This may include selecting platforms and the tools used for online training, defining the purposes and study patterns, and defining program procedures and policies. Teacher coordination and support: Principals should work with and provide support and guidance to teachers in the implementation of the virtual education program.

Evaluation and continuous improvement: Managers are responsible for evaluating the effectiveness of the virtual education program and taking steps to improve its quality. This may include assessing student performance, evaluating the safety of online teaching strategies, and making adjustments and improvements to the program.

In summary, managers in virtual education have the responsibility to lead and manage a successful and effective e-learning education program. Educational advancement requires a change in the mindset of the entire school community involved and, in particular, of the teacher".

It is important the search for strategies that allow teachers to go beyond specific knowledge and this is possible through the use of digital and specialized mechanisms that support meaningful learning properly managed by managers of schools and MINEDUC, work that has been developing the Ministry of Education of Chile during 2011 with the publication of the CE-ICT, consigned to the initial instruction of the educator and that defines 5 components:

Didactic (DP): to compose ICT to the methods of wisdom and advancement of student learning.

Technical (TD): to incorporate ICT with adequate equipment, learning and technologies, providing familiarity in the handling of ICT.

Management (DG): involves the dependent activities performed and the competent/teaching functions in an educational center with ICT management.

The research was developed based on a descriptive quantitative perspective, with a non-experimental model, taking as population and sample 30 Chilean school principals, 22

of which belong to municipal schools and 8 to private schools, schools that have implemented e-learning evaluation systems over the last 3 years for the delivery of their classes to the students that make up the educational center. The selected sample was surveyed through a questionnaire designed by Google form. The questionnaire consisted of 6 items and was validated by 5 experts. It was written on a Likert-type scale with 3 alternatives: Strongly Agree, Somewhat Agree, Disagree.

Once the questionnaire was validated, it was subjected to a reliability analysis with Cronbach's alpha, obtaining a value of 0.89, which indicates that the questionnaire has good internal consistency and was converted into Google form and sent to the directors of various Chilean schools and high schools, the reason for the use of virtuality is that the individuals of the unit of analysis are located in various regions of the country.

As mentioned in the previous section, descriptive statistics were used for the presentation of the results and their respective analysis, which has generated the replications shown in Figure 1, where most of the respondents provide evidence that they are in complete agreement with the statements made and that have to do with elements that allow inquiring whether the e-learning evaluation tools effectively measure learning, It is also related to knowing if the teachers handle the virtual evaluation tools and if these evaluation tools are implemented in the institution where they work to evaluate the competencies required in each subject, among other aspects.

It should be added that the answers given are not affected by the type of institution where they work, because similar results were given for municipal and private institutions, but it is important to know the type of school or high school to rule out that the type of educational center interferes in the results obtained, which would be the subject of another research in the future. At the same time, in item 4, which has to do with whether the teachers handle virtual evaluation tools, the directors are divided in their opinions, with 16 of them indicating that the teachers do, but 12 of them emphasize that some do and others do not, and 2 directors clearly indicate that their teachers do not have these skills (see Figure 1).
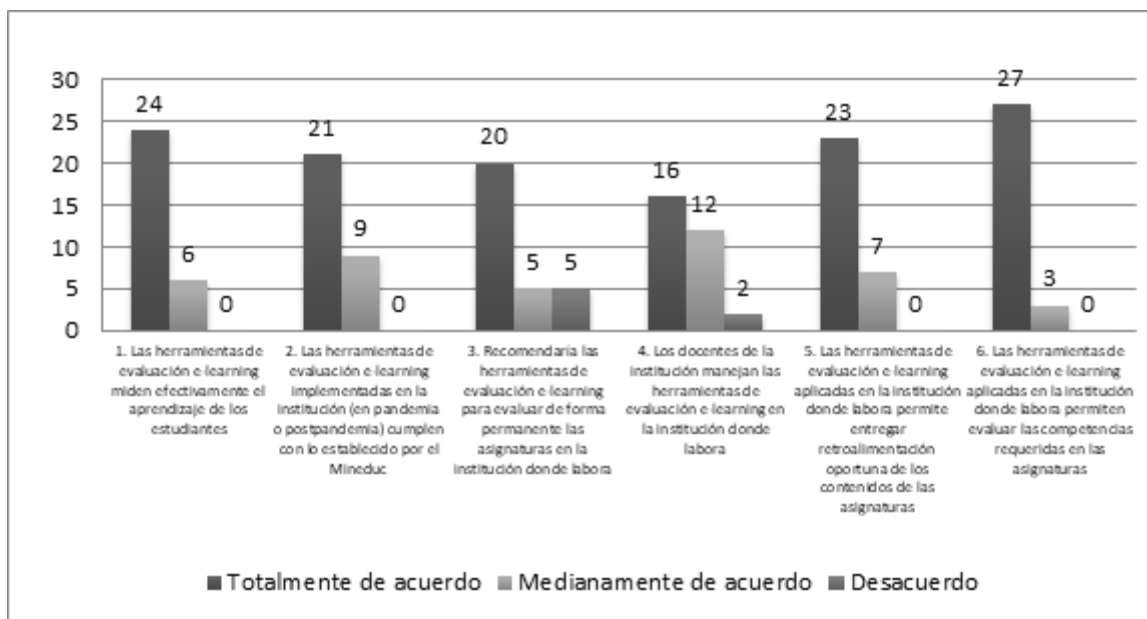
Figure 1: Results of the application of the instrument

Once the results have been presented, it can be said that virtual education has spread with the passing of time and even more in the last 3 years, giving individuals the idea that the world would be complex without ICT both at the educational and work level, an idea that is reflected in the new generations where it is the students who demand changes in pedagogical practices and it is the teachers who have had to assume these demands with the guidance and sponsorship of the Ministry of Education and the directors of the educational institutions.

The focus should not only be on teachers and managers, but also on the impact of school learning and the correct feedback given by teachers to students in educational centers, a challenge that is becoming more difficult every day given the technological advances and the little information provided at the central level for the alignment of the school community in terms of ICT.

Likewise, the little training that some teachers have, the directors of the educational centers are responsible for managing adequate training for the management and implementation of virtual education in an efficient way where teachers can validate the evaluations before being applied to the students, in this way the learning processes will be linked to the evaluations in virtual mode and they will even be able to deliver feedback through the use of ICT.

Conclusions

As a conclusion of the research and in response to the stated purpose, the principals agree that it is necessary for teachers to have knowledge of ICT to be able to take better advantage of these digital tools and use them in the evaluations in such a way that they have a good command of the technologies and make the best use of the activities, being able to perform a self-evaluation and detect elements for improvement.

For the delivery of recommendations, in addition to the delivery of trainings that help teachers to improve the use and management of virtual tools where they highlight that in some educational institutions the tools and strategies used should be reconsidered to ensure that the contents are delivered in the right way, which can be transferred to the current research highlighting that for the design of the evaluations it is important that the directive management takes into account the existing methodologies and virtual environments before their implementation to maintain the quality of the education delivered.