Perspectivas de la formación permanente de los docentes de educación superior

Perspectives of the Permanent Training of Teachers in Higher Education

Perspectivas da formação permanente dos docentes da educação superior

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Resumen

La formación permanente de los docentes universitarios se ha convertido en una preocupación latente de las instituciones de educación superior. En pleno siglo XXI, en el que la incursión y constante evolución de la tecnología son innegables, resulta imperioso formular planes de acción para desarrollar las competencias docentes que demanda la era digital. En el presente artículo se abordan varios aspectos relacionados con la formación de los docentes universitarios, tal y como las características de la función mediadora, su relación con el empleo de la tecnología en el aula, las estrategias de enseñanza y de evaluación que emplean, la investigación de su práctica y su papel en la sociedad de la información y el conocimiento. El objetivo es evidenciar la importancia de la formación permanente de los docentes de educación superior, percepción que se obtiene mediante la aplicación de una encuesta a un grupo de docentes, datos recolectados a través del formato entrevista y la información recabada por medio de la revisión de la literatura existente relacionada con la temática planteada.

Palabras clave: calidad educativa, formación de docentes, función mediadora, tecnología.

Abstract

The permanent training of university teachers has become a latent concern in higher education institutions. In the 21st century, in which the incursion and constant evolution of technology are undeniable, it is imperative to formulate action plans to improve teaching competencies for the digital age. This article addresses several aspects related to the training of university teachers in topics like the characteristics of the mediating function, the use of technology in the classroom, teaching and evaluation strategies to be employed, research of the teaching practice, and the teachers' role in the so-called information and knowledge society. The main objective of this research is to show the importance of the permanent teachers training at higher education, perception that is gained through a survey applied to a group of teachers, collect data through a survey format and information gained through the existing literature review related to the theme raised.

Keywords: educational quality, teacher training, mediating function, technology.

Resumo

A formação permanente dos docentes universitários tem-se convertido em uma preocupação latente das instituições de educação superior. Em pleno século XXI, em que a incursão e a constante evolução da tecnologia são inegáveis, resulta imperioso formular planos de ação frente as competências do professor na era digital, justamente neste momento em que seu papel tem mudado ou reconfigurado: deixando de ser um transmissor do conhecimento para ser um mediador entre o currículo e o processo de ensino-aprendizagem. Em termos de qualidade, o desenvolvimento profissional é um dos indicadores a ser avaliado pelos organismos credenciadores e, por isso, as instituições devem contemplar toda a carreira docente dos profissionais, os quais devem incluir também a formação em outros tipos de competência, dentre elas se destaquem: trabalho em equipe, criatividade, comunicação efetiva e pensamento crítico, indo dessa maneira além das atualizações importantes na sua área do conhecimento. Em conjunto com as competências digitais, como seu uso e apropriação no desenvolvimento do ato educativo, o presente artigo aborda vários aspectos relacionados não apenas à formação dos docentes universitários - como as características da função mediadora -, mas também apresentam relação com o emprego da tecnologia na aula e as estratégias de ensino empregadas agregadas a essas facilidades; por fim, relaciona-se à

investigação de sua prática e seu papel na sociedade da informação, dando-se a devida importância ao conhecimento digital do qual a educação não é alheia, tampouco a detentora de sua totalidade, mas intermediária na utilização daquilo que lhe for propício à transformação do saber humano. O objetivo da pesquisa é evidenciar a importância da formação continua dos docentes do ensino superior, alvo que se alcança através da realização de um inquérito a um grupo de professores, dados coletados no formato de entrevista e informações coletadas através de revisão da literatura existente relacionada à questão levantada.

Palavras-chave: qualidade educacional, treinamento de professor, função mediadora, tecnologia.

Introduction

This article shows the results of an investigative work on the importance of permanent teacher training in teachers who are dedicated to providing their services at the higher education level, particularly in a master's degree in education taught in virtual mode. To carry out teacher training processes, several aspects must be taken into account that aim to strengthen pedagogical practice and the qualification of teachers, which results in the improvement of educational quality in any institution. The research is carried out from the literature and studies carried out in the last five years. The results obtained after applying a survey to a group of teachers of a master's degree in education from a private institution in Colombia are also taken into account to find out their perception on the subject of teacher training, as well as a series of interviews with managers who lead the training process in the aforementioned institution.

The authors referred to as theorists are experts in the field and have dedicated their professional lives to researching and writing about concepts related to teacher training and the actions that are undertaken around this process. Likewise, the article contains specific sections in which a reflection and an analysis of the implications of a teacher training process in higher education institutions is made: how it is conceived, who are its protagonists, who are responsible for carrying it out. Afterwards, to monitor and evaluate it, what benefits it represents in terms of quality for the institutions and how the incursion and appropriation of technology influence the training of these teachers.

For a broader understanding and analysis of the subject, it is reviewed how permanent teacher training is important for an institution and its academic community; the interference of the teacher's mediating function between the curriculum and teaching; the relationship between the teaching process and the use and appropriation of technology in the learning environment; the role of the institution and its commitment to teacher training; the challenges that the teacher faces in the dynamics of their exercise, and, finally, the evaluation of their performance.

The article ends with the conclusions reached after the corresponding review of the available literature and the results of the survey applied to the group of professors of the aforementioned academic program and the interviews carried out.

Why is the permanent training of teachers important? What role does the institution play? How to understand the mediating role of the teacher? What are these essential competencies to exercise the teaching role? For these and other questions, a series of approaches is presented from a perspective of quality improvement in the teaching, learning and evaluation process that teachers develop, particularly in higher education.

Method

To search for the information and data that support the research, a review of the literature of the last five years is carried out. It is an analysis of textbooks and scientific articles that resulted from research on teacher training at the university level. Based on this review, a reflection is made on the aspects that are considered essential when undertaking university teacher training processes and the way in which institutions incorporate this concept into their development plans.

Likewise, the results of a survey carried out on a group of professors who work in a master's degree in education at a private Colombian university are included. This survey investigates aspects related to teacher training, from their own conception of the term, the institution's responsibility for teacher training, the periodicity of the training and the general contents that it should have. Interviews with managers are also taken into account.

The objectives of the research served as the basis for defining the conceptual categories found in this article and were the support to re-signify the importance of permanent training for university teachers, who day after day face new challenges imposed not only by market demand, but rather by the incursion of technology in education and by state policies that seek

to improve educational processes in terms of teacher training. For the Colombian case, specifically reference is made to decree 1330 of 2019 (Republic of Colombia, July 25, 2019). Based on this qualitative methodology, the results obtained from the applied instruments are presented. And in the light of these, the different defined categories are analyzed. Finally, in the discussion section, a series of proposals are made regarding training strategies for teachers who work in higher education.

Results

The survey made to the group of teachers who provide their services in the master's degree in education in virtual mode, 52 in total, was done using an online form, whose questions were previously validated by experts in virtual education and with experience in teacher training. On the other hand, the deputy director general of teaching of the university institution was interviewed, who responded to a series of questions on the subject addressed. Answers are included throughout the article.

Faced with the question of whether today the teacher fulfills a role of transmitter of knowledge, a mediator of the teaching and learning process or both, the surveyed teachers answered as follows: 85% a mediator of the teaching and learning process and 15% a transmitter of knowledge and a mediator of the teaching and learning process. None were inclined to the answer that the 21st century teacher is only a transmitter of knowledge, reflecting the change in mentality regarding the role of the teacher in the digital age, which is essentially considered a mediator between the curriculum and the own teaching.

Under this panorama, other factors come into play that were not taken into account before because they simply did not interfere in the teaching task. According to Castillo (2017), "the quality of a university educational institution depends fundamentally on the human, pedagogical and scientific quality of its teachers, which is why the preparation and training of their teachers has been a constant concern of universities" (p. 67). Just to mention a few, there is the fact that the teacher must function today in a digitized world. Indeed, education is not alien to the technological innovation processes that have taken place in recent years; Rather, it uses technology to bring people closer together so that they can study even without having to move from one place to another.

Now, when faced with the discussion of whether a teacher training plan should be related to the curriculum, with the interests of the management or with the interests of the

teacher, of the total of those surveyed, 85% consider that with the curriculum, 10% with the interests of the professor and 5% with the interests of the management. In this sense, it is considered that the plan must be consistent with the organizational culture of the institution and its projection in the educational field.

As mentioned above, a training plan includes several actions aimed at strengthening teaching practice and improving the quality of education. In this regard, 100% of the teachers surveyed agree with including topics related to their discipline and pedagogy. This blunt statement coincides with the fact that 85% of the respondents consider that a teacher training plan is useful to keep the teacher updated in their specific knowledge and pedagogy and 15% to meet quality indicators.

When inquiring about the concept of teacher training, these are some of the definitions presented by the participants:

- It is this permanent process of searching for knowledge that allows strengthening teaching practice and responding with quality to the educational demands of new subjects. This is recognizing that the teacher is the "eternal learner" and assuming that it is the institutions that must promote all these training processes.

- Permanent process of both the teacher and the educational institution that keeps the educational and research processes theoretically, methodologically and pedagogically updated, which results in the training of their students and contributes to the institution and the country.

- Action of personal and professional qualification with the aim of optimizing teaching work, which in turn will result in the training of better professionals and programs.

- Process of continuous research, exploration and creation guided by an expert to think and develop other forms of teacher and professional development.

However, taking into account the dynamics of education in the 21st century and the perspectives in this field, where the presence of technology increases as time passes, the types of training are constantly reconfigured. In this regard, Yadira Sánchez Velandia, deputy director general of teaching at the Minuto de Dios University Corporation (Uniminuto), states: "Higher education teachers must qualify in aspects such as disciplinary deepening, pedagogy, didactics and curriculum, ICT management and a second language "(personal interview, February 25, 2020). In short, talking about a traditional type of training is an

understatement. Instead, it is interesting to mention a disruptive type, which allows doing different things; a humanist type, that gives importance to the formation in values; another may be a technological one, where there is pedagogical mediation in the appropriation of technology; and finally, a conservative type, capable of accepting other forms, but maintaining the normative and regulatory.

The role that the teacher represents in the educational process is leading and fundamental, it constitutes the basis for the development of the educational process, due to the responsibility it has to educate, not only thinking about training professionals, but also training people, which it wants say that their work is not limited. Currently, the teacher defines himself as a mediator of the teaching, learning and evaluation process who appropriates the educational discourse and materializes it in knowledge management: he gives his students the task of learning and putting what they have learned into practice. "The role of the teacher of the knowledge society is no longer that of one who 'dictates his class', but is a guide who teaches and shows the way for the student to learn" (Castillo, 2017, p. 68).

Finally, in the teacher training process there are several factors to take into account. The monitoring that is done before, during and after the training to evaluate the corrective actions and strengthen those that are required is essential. Imbernón (2017) mentions that "teachers know that they must be in constant change and renewal, and that uncertainty has long been part of their professional environment" (p. 22). Motivation is key in training because it creates the necessary empathy to obtain good results with the student body. The support from the institution to the autonomous training carried out by the teacher, and that contributes to the improvement of the quality of education in its immediate context. Likewise, teacher mobility is a factor that affects teacher training, in order to facilitate exchanges for the development of inter and transdisciplinary projects.

According to the methodology used for the research, the following categories of analysis were identified: 1) specific training in a field of knowledge; 2) the role of the teacher in the learning environment; 3) the mediating role of teaching; 4) the appropriation of technology within the educational act; 5) the commitment of the institution; 6) the challenges for a digital world, and 7) the evaluation of teaching.

It is extremely important that higher education institutions always consider investment in teacher development in their development plans, both disciplinary and in other skills, in accordance with current needs and contexts. This helps to improve the quality of teaching

and, consequently, the preparation of future graduates of the programs where teachers teach their subjects.

An important aspect to review is the need for teacher training for those who are initially linked as higher education teachers. Normally, professionals from different areas are identified but without sufficient or sometimes null pedagogical preparation to assume the task of teaching at the higher level. In this sense, it is a challenge for higher education institutions to train these professionals who, although they have the skills and knowledge in their disciplinary area, require solid pedagogical training that prepares them to assume the teaching and learning process in University.

Teaching understood as a vocation is recognized in the exercise itself, therefore, it is pertinent to investigate the motivation that leads a person to become an educational professional. And in this field are those who studied to be teachers, professionals from different disciplines who discovered their livelihood in teaching and those who became teachers because they realized that they had the passion to teach and share with others. In any of these three scenarios in which a teacher can be found, a permanent training plan is required both in his discipline and in competencies according to the context in which he operates and the necessary conditions for him to carry out his work successfully.

This concern of higher education institutions has led to the creation of permanent training programs, including training centers dedicated to teacher development, which through specific actions and specific topics offer this type of training based on the particular needs of each university and context. The main objectives of these programs are to reflect on classroom practices, promote networking and generate strategies to adapt changes in higher education that are related to the teaching function.

Discussion

Education in the 21st century poses new challenges for teachers not only in acquiring knowledge in their area of performance, but also due to the fact that their role has changed: they went from being the teacher who had all the knowledge and transmitted it to being a guide to the teaching and learning process, which also means a change in the way their trade is evaluated from the student's perspective. "Evaluation is an opportunity to clarify what is wanted from the teacher and define what are the necessary conditions that could make possible the fulfillment of their work" (Rueda, 2018, p. 157).

Permanent formation

In higher education there are professionals from an area of knowledge who decided to dedicate themselves to teaching; Others have prepared themselves to fulfill their work as teachers, that is, they have as a base the pedagogical competencies necessary to assume this role. Faced with this panorama, both for professionals and educators it is necessary to have the permanent updating of their knowledge, and although the theoretical bases have not changed, regardless of the area of knowledge, the dynamics of education have, to a large extent Due to the technology that advances and evolves every day and permeates the teaching, learning and evaluation processes. In this sense, Vergara (2017) says that "teacher training has an innovative purpose. It is not only intended to update the teacher on the content of his subject, but also on the mastery of the methods and techniques to be used "(p. 47).

Training teachers implies, for higher education institutions, specifying action plans in the short, medium and long term, this with the aim of being constantly updated in their disciplinary knowledge and in teaching strategies according to the conditions of the same learning environments and the type of students with whom it is shared. As Imbernón (2017) says: "All of this must contribute to a future where permanent teacher training is a true tool for improvement, development, innovation and exchange among teachers" (p. 78).

Now, regardless of the study modality, face-to-face or distance, the permanent training of teachers must be a constant because it is always necessary to improve the quality of teaching, and this can only be achieved if a joint work is done between those involved and responsible for educational processes, therefore, investment is necessary. In this regard, Santos (2017) maintains the following:

> The improvement of the quality of teaching and the professionalization of teachers requires organizational conditions that make the transformation and improvement of rationality and justice of educational practice feasible at least and if possible easy. (p. 51).

Although today there are online trainings, many of them at no cost, with which teachers can update both in their specific knowledge and in teaching-related topics, it will always be necessary to go to other face-to-face training possibilities, with subject matter experts who prepare teachers to face the complex and changing world of higher education.

Training does not stop, it advances at the pace of the evolution of education and trends in order to be at the forefront, to offer a world-class service to people who are increasingly integrated and connected by making use of technology and its advantage.

The mediating function

The figure of the teacher had always been seen as the transmitter of knowledge; With the advent of the Internet, this changed and he assumed a role as mediator for it. The fact of finding information everywhere and at a click: the possibilities are endless; but not all sources are reliable. It is at this point where the teacher enters the scene: by mediating he helps to select and filter useful information. According to Castilla (2018), "the role of the teacher of the knowledge society is no longer that of one who dictates his class, but is a guide who teaches and shows the way for students to learn" (p. 68).

That is why the figure of the teacher is important in education, even if self-learning is used, because behind the curricular designs has been a person with sufficient preparation and skills in the development and implementation of any course, thus the prestigious universities put to online training available for those who want to learn about a topic or want to update their knowledge.

When referring to a mediating role of the teacher, it includes a series of characteristics that identify it as such, which leads the teacher to become an architect, builder, bridge, motor, transformer, adapter, amplifier, trainer, philosopher, therapist, guide, manager, launcher, compass, chef, doctor, Samaritan, director and actor, as stated by Tébar (2017, p. 7).

This mediating function of the teaching and learning process requires the permanent training of teachers, especially in digital skills, to prepare them to make effective and reliable searches on the Internet, the management of technological tools and the formation of networks and alliances as communities of practice or learning that facilitate the management of knowledge and information. "The teachers themselves are one of the most important factors influencing the question of how to teach. Directing student learning at any level is a personal undertaking" (Eggen y Kauchak, 2015 p. 33).

The teacher, in his mediating role, contributes with his knowledge and experience to the development of the teaching, learning and evaluation process, and goes beyond a simple transmission of knowledge, as it traditionally was; He is an active participant together with his students in everything that the educational act implies.

Teaching and technology

With the appearance of the Internet, the world changed, and education also began to do so gradually, incorporating technology into the teaching and learning process. Along these lines, the teacher training plans in the different higher education institutions have included digital skills programs. And it is necessary for institutions to do so, as digital culture is increasingly imposed.

> Technology is leading to huge changes in the economy, in the way we communicate and relate to each other, and increasingly in the way we learn. However, our educational institutions were largely created for another era, around an industrial activity rather than a digital age. (Bates, 2017, p. 21).

There are several examples of universities that offer online programs, virtual courses and a whole range of possibilities that only require an internet connection and the participant's autonomous learning. But behind all this work are instructional designers, pedagogues, communicators, graphic designers, web programmers, copyeditors, a whole interdisciplinary team that develops the content and makes it available to those interested.

The relationship between teaching and technology demands a change of mentality from the protagonists of the educational act. Teachers must bear in mind that they are no longer the only ones who have the information, but that it is everywhere, just a click away, that is why this role of transmitter of knowledge is revalued; Now, as we have indicated, he is a learning mediator, a guide, a companion, or if you want to call him, a mentor who is next to the student and who learns with him. In this regard, Yadira Sánchez Velandia, deputy director general of teaching at Uniminuto maintains:

> Technology is the tool that can facilitate learning processes, and to the extent that it is appropriated by students and teachers, mediation processes of greater impact can be generated. The virtual methodology requires a mastery of technologies, since it is through these that autonomous learning and access to science and innovation can be promoted (entrevista personal, 25 de febrero de 2020).

On the other side of the desk is the hyperconnected student who develops daily in a digital world, so his educational process must be aligned with technology. The example of cell phone use in a class is common: some teachers see it as an enemy, others see it as an ally of the teaching-learning process. It is, therefore, about using and appropriating technology to

be close to students and make them partners in their own learning. "Technology can replace text and change ways of learning, but it will hardly completely replace teachers, helping them learn to separate the wheat from the chaff" (Imbernón, 2017, p. 44).

One aspect also to take into account is the role of the teacher as a pedagogical innovator; It requires being in continuous training on educational trends, teaching methodology, evaluation strategies, research management and aspects related to the internationalization of the curriculum that allow them to share their knowledge with others and enrich themselves through collaborative work.

The institution

And what is the responsibility of the institution in teacher training? In general, the institution considers issues related to the training of its teachers in its development plans. And it must do so, because it needs to guarantee and maintain the quality of the teaching that is imparted within its classrooms, whether material or virtual, and this can only be achieved if it invests in its human capital; the institution that does not do so runs the risk of falling behind the others. Investing in physical infrastructure and technology without investing in teacher training is useless, since it takes their talent to operate and make appropriate use of both. "The institution must develop policies and mechanisms to attract, develop and retain human talent in accordance with its mission" (Republic of Colombia, July 25, 2019).

In this order of ideas, the same decree says:

> The institution must establish in the program the strategies for training in research creation that allow teachers and students to be in contact with disciplinary and interdisciplinary developments, artistic creation, technological advances and the most up-to-date disciplinary field, in such a way that critical and / or creative thinking develops (República de Colombia, 25 de julio de 2019).

From the normative perspective, the institution would be the only one responsible for the issue of teacher training; but there is also concern on the part of these, and that is that they assume it as a personal challenge. This is evidenced in a survey applied to a sample of 24 teachers of a virtual master's degree from a private institution in Colombia, which is part of the present research: 90% consider that the responsibility of teacher training is a shared theme among the institution and the professor, and the rest, 10%, which corresponds

exclusively to the professor. As can be seen, none considered that it was the sole responsibility of the institution. These data demonstrate the collaborative work that exists between the institution and the professor, two actors who consider it important to do so.

The training initiative can come from the beneficiaries, that is, from the teachers themselves, or from the management. The key is to ensure the quality and relevance of these processes, all of which results in benefits for the teaching, learning and evaluation process of the students. Therefore, the competences that the teacher develops or strengthens must be related to these three components. "The teacher's willingness to learn constitutes a principle without which any attempt to offer training to teachers would be in vain, it is essential that this interest exists" (Cipagauta, 2017, p. 50).

With the particularities of each institution, a constant training of teachers is required, since it is these, ultimately, who put into practice the actions defined in the learning environments and establish the relationship with the students, the first and direct beneficiaries . In this regard, Parra (2014) states that "strengthening the professional performance of the classroom teacher in his role as mediator in the teaching and learning processes is of great importance because it allows him to facilitate and promote the student's potential" (p. 178) . In line with the above, in the case of Uniminuto, the General Subdirectorate for Teaching guides the policies and guidelines for teachers; specifically, it promotes teacher development as an accompaniment strategy for teachers during their career in the institution to guarantee their integral development, this implies their personal, professional and pedagogical dimension. Finally, in terms of training, the commitment is shared.

> The active participation of all the actors in the teaching-learning process is needed, where each one assumes their role and interprets it in the best way: that the directors with a great identity for their school, as well as effective leadership, direct the their teaching bodies to form a staff that works collaboratively to achieve the same objective, for this it must be recognized that there are problems within the institution and then develop a strategic plan to counteract these problems, involving students, parents, community in general, and government of the different levels (Martínez, Guevara y Valles, 2016 p. 132).

Challenges for the teacher

Teacher training represents both for the institution and for the teacher himself a permanent challenge due to the same dynamics imposed by the academy. For teachers specifically, being up-to-date both in their discipline and in pedagogical strategies and didactic techniques, as well as in the use and appropriation of technology, represent the greatest challenges. As Glogger, Herppich and Seidel (2018) state: "Today we face the need to link professional knowledge with the actions of teachers in the teaching process" (p. 176). A first step for the teacher is to be aware that he must be at the forefront of educational trends, as well as to recognize that he is serving as a mediator between the teaching and learning of people who will then come out to face the complex world of work, increasingly global, borderless, digital and hyper-connected. The teacher must be that companion who helps the information to be processed properly, in such a way that it facilitates the management of knowledge in the different disciplinary areas.

> Teaching methods are needed to help develop and transfer specific skills for both development and dissemination of knowledge, and at the same time prepare professionals to work in a knowledge-based society (Bates, 2017, p. 20).

Another key factor in the role of the teacher in the teaching-learning process has to do with the investigation of their own practice within the classroom. They must evaluate their pedagogical work and, based on the results, design improvements for the quality of their own performance, which results in the strengthening of their work. "The quality of a university educational institution depends fundamentally on the human, pedagogical and scientific quality of its teachers, that is why the preparation and training of their teachers has been a constant concern of universities" (Castillo, 2017, p. 67).

Thus, the teacher must not only comply with accompanying the student, but also has a commitment to evaluating their learning process: obtaining feedback from their work that highlights strengths, weaknesses and areas for improvement, not simply assigning a grade. In this aspect, the role of the teacher is complemented by the evaluation process carried out. "The last key and' fundamental 'process of teaching and learning is evaluation and innovation: evaluating what has been done, and then finding ways to improve it" (Bates, 2017, p. 425).

The teacher, being an active, participatory and innovative agent, starting from the fact that he meets these characteristics in the exercise of his teaching function, shows these qualities precisely in the teaching, learning and evaluation process that he develops with his students. "Effective teachers are those who manage to promote learning among their students" (Elacqua, Hincapié, Vegas and Alfonso, 2018, p. 6) In this sense, incorporating new didactic techniques, being disruptive, creative and co-designer of the contents promotes the development of pedagogical practices that generate an impact on learning, which translates into the generation and management of new knowledge.

In the XXI century, where the role of the teacher is reconfigured and becomes a mediator of learning, there are other competencies that must be strengthened in their work, because the dynamics of education is different, access to technology, its use and appropriation demand a teacher with skills that respond to these new challenges, but also a teacher with strengthened social skills, since the relationships that are established in the educational act are equally different. "Re-outline the role of teachers under a different relationship with knowledge. A different relationship than the one they had traditionally had (and under which many of us were trained)" (Cobo, 2017, p. 19).

The evaluation of teaching

Teacher evaluation in higher education institutions is part of the processes inherent to academic activity and all those of quality that are implemented. "That is, the evaluation of the teaching staff is useful to provide information that favors the professional improvement of the teacher and the decision-making at the administrative level" (Márquez and Madueño, 2016, p. 58).

Although the institutions include in these processes the self-evaluation of the teacher's performance and the co-evaluation, that carried out by the students is fundamental because they are the direct beneficiaries of the work that their teachers carry out. "Teacher evaluation is characterized by evaluating in some cases from the satisfaction of the students, the performance of the teachers, their abilities, the use of psychopedagogical resources, learning and research strategies, to their adherence to institutional policies" (Flores, Gatica , Sánchez and Martínez, 2017, p. 97).

According to these authors, teacher evaluation integrates several aspects to take into account. The performance of this can be seen from different angles and depending on where

you look at the perception changes. Thus, if only the opinion of the student body is taken into account, "the faculty equates it to a sword of Damocles that any student can qualify badly, without a compelling justification" (Arbesú and García, 2017, p. 172).

Seen in this way, the meaning of a transparent evaluation for the teacher is lost, therefore, a first challenge for the institution is to design strategies that allow a fair evaluation, where there is no room for subjectivities when applying instruments that allow collecting the perception of the students regarding the performance of their teachers, but also to ensure their training so that they fully fulfill their role in the teaching and learning process. "In short, teaching must be evaluated assuming its complexity, degree of suitability and the relevance of the actions carried out" (Guzmán, 2016, p. 294).

It is not about having teachers who only know about their area of knowledge, but that, through continuous training, they are able to face the challenges of a dynamic and changing education in terms of teaching methodologies, ways of evaluating and treating with their students, even involving them in the design of the instruments. This is what Arbesú and García (2017) say: "Experts and managers agree that teachers should be considered in the design and implementation of teacher evaluation processes" (p. 173). Once this happens, the institutions would have a more democratic and participatory evaluation that could include aspects not taken into account until now in accordance with the traditional way of doing the process. "The evaluation of teaching activity, like that carried out to institutions, programs or processes, is not exempt from carrying out its own evaluation process and permanent improvement of teaching work in the university context" (Ramos, Ruiz, Pulido and Marín, 2019, p. 28).

Thus, teacher evaluation constitutes a priority issue on the agendas of higher education institutions; Giving its rightful place and involving all those involved is a priority task if one takes into account that the quality with which this process is carried out redounds to benefits for the entire educational community. "The quality of higher education depends, among other factors, on the quality of teaching and, this, in turn, is strongly influenced by the quality of the teacher" (Moreno, 2018, p. 88).

Table 1 summarizes the perspectives proposed for the permanent training of teachers who provide their services in higher education based on the sources consulted and analyzed.

Tabla 1. Perspectivas en la formación de un docente de educación superior

Categoría	Descripción
Formación permanente	Los docentes de educación superior requieren estar actualizados en su saber disciplinar y en otras competencias para afrontar las dinámicas educativas.
Función mediadora	Ser mediador del proceso de enseñanza aprendizaje significa asumir un rol activo para generar aprendizajes significativos en los alumnos.
Tecnología	Usar y apropiar la tecnología como aliada en el propio acto educativo brinda otras posibilidades de avanzar y evolucionar dando paso a una auténtica gestión del conocimiento.
Papel de la instituciones	Los programas de formación docente requieren del apoyo de las instituciones y de un seguimiento continuo por parte de estas.
Retos de la docencia	La dinámica de la academia invita cada día a enfrentar nuevos desafíos en una era como la digital, y todo lo que ella implica en formación docente.
Evaluación	La evaluación permite crear espacios para la reflexión y el mejoramiento continuo de cualquier proceso.

Fuente: Elaboración propia

Conclusions

Teacher training must be a constant in higher education institutions whose purpose is to improve the quality of the teaching, learning and evaluation process: teachers must be up-to-date both in their specific knowledge and in pedagogy issues. In this sense, training is defined as work of mutual interest in which the institution together with the teachers define the route to follow, depending on the needs and the educational context. This is evident in the perception that the surveyed teachers have on training issues.

The research carried out shows that developing a teacher training plan that includes qualification programs, as a permanent process that is related to the curriculum, mission and vision of the institution, promotes actions that really correspond to the projection that the institution has in the present and future.

One of the fundamental topics to include activities related to teacher training is, without a doubt, technology, because it is here to stay and its constant evolution is not alien to educational processes, therefore, the 21st century teacher is the teacher that moves digitally, that appropriates and incorporates technology into the teaching process, that, finally, makes it its ally and takes advantage of it for the benefit of knowledge management and meaningful learning for its students.

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