

Feedback in formative evaluation: Challenges and Challenges

Retroalimentación en la evaluación formativa: Retos y Desafíos

Date of receipt: 2024-05-05 Date of acceptance: 2025-01-28 Date of publication: 2025-05-10

Marleny Maribel Welson Vda. de Calderón¹

Universidad César Vallejo, Perú

mwelsonwe17@ucvvirtual.edu.pe

<https://orcid.org/0000-0001-7646-4715>

Iran Aparicio Castañeda Castañeda²

Universidad César Vallejo, Perú

iacastanedac@ucvvirtual.edu.pe

<https://orcid.org/0009-0002-9380-3322>

Hilda Chuquinaira Sama³

Universidad César Vallejo, Perú

hildachu@ucvvirtual.edu.pe

<https://orcid.org/0009-0000-6185-581X>

Abstract

Evaluation as a process of continuous training, has the purpose of identifying and responding to the acquisition of knowledge of students, in order to make improvements for the development of learning, having feedback in formative evaluation as its main tool. The type of research is basic, carried out the "PRISMA" systematic review method, and the technique of searching primary research within the databases of Scopus, Dialnet, Scielo among others, with a time of no more than equal to five years of publication, using the connectors and logical algorithms "AND-OR-NOT" and keywords, subsequently data from primary sources was selected and compiled on topics related to the comments during

the evaluation phrases to improve learning, as a student training process. The selected studies converge that feedback is essential within formative evaluation, highlighting its positive impact on the development of teaching-learning, highlighting the need and importance of adapting feedback to challenging tasks or goals, focused on correcting errors and highlighting achievements. at the same time adapting feedback to emerging technologies and virtual learning environments.

Keywords: Learning, assessment, strategies, feedback

Resumen

La evaluación como proceso de formación continua, tiene como propósito identificar y responder a la adquisición de conocimientos de los estudiantes, con el fin de realizar mejoras para el desarrollo de los aprendizajes, teniendo como herramienta principal, el feedback en la evaluación formativa. El tipo de la investigación es básica, llevada a cabo el método de revisión sistemática "PRISMA", y la técnica de la búsqueda en investigaciones primarias dentro de las bases de datos de Scopus, Dialnet, Scielo entre otros, con un tiempo no mayor o igual a cinco años de publicación, empleándose los conectores y algoritmos lógicos "AND-OR-NOT" y palabras claves, posteriormente se seleccionó y recopiló datos de fuentes primarias en temas relacionados a los comentarios durante las fases de la evaluación para mejorar el aprendizaje, como proceso de formación del alumno. Los estudios seleccionados convergen que la retroalimentación es esencial dentro de la evaluación formativa, destacando su impacto positivo en el desarrollo de la enseñanza-aprendizaje, resaltando la necesidad e importancia de adaptar el feedback en tareas o metas desafiantes, centrados en corregir errores y destacar logros, al mismo tiempo adecuar la retroalimentación a las tecnologías emergentes y entornos de aprendizaje virtual.

Palabras clave: Aprendizaje, evaluación, estrategias, retroalimentación

Introduction

Within the global educational context, formative assessment is focused on monitoring meaningful learning, helping students to learn actively and consciously, with the support of teachers, structuring their learning in a systematic way (Bizarro et al. 2021a). This perspective underscores the need to review and refine the methods of continuous assessment in students, promoting a solid effective and high quality education (Beriche & Medina, 2021a).

Indeed, teachers should provide some continuous feedback to students in order to discover their outstanding skills and opportunities for growth in learning, aiming to generate development, convictions, stances and understanding (Holz & Poblete, 2018a). Likewise, in Denmark, for the learning of students between 6 to 15 years old, an assessment methodology based on "individual student plans" is used, which allows continuous and focused assessment to achieve specific educational objectives in all subjects (Holz & Poblete, 2018b); in Finland, assessment and feedback within its curriculum, focus on constructively guiding students, helping them to reflect on their learning and motivating them to develop holistically (Rodes, 2020).

The assessment of student performance by teachers at the end of a lesson is subjective and depends on the performance and evidence obtained in class (Moreno, 2019). On the other hand, evaluation is not only used to rate student performance, but also to provide timely and constructive feedback that promotes growth and continuous improvement (Rodriguez et al. 2022). In this sense, Mella and Calatayud (2023) point out that it is essential to make use of feedback, insofar as it favors true evaluation in the processes that are carried out to assess student learning.

Peruvian education is undergoing a transition towards the implementation and application of new perspectives in evaluation with a formative approach (Cruzado, 2022a). These approaches are still not adequately considered by teachers, who tend to evaluate more to grade the teaching received by students, despite the fact that the Ministry of Education establishes rules to provide online subjects and orientations.

In this sense, teachers still face limitations in their implementation in the classroom, which is detrimental to learners in their knowledge acquisition path (Ministry of Education, 2022a).

Feedback tends to become powerful opportunities within the assessment process, improving student learning and refining teachers' planning of their curricular activities (Cifuentes, 2021a). Similarly, Cruzado (2022b) points out that there is a drawback in how teachers conduct evaluations, following a traditional and cognitive approach that does not take into account the different multiple intelligences of students. The educational process, especially in basic education, depends largely on how teachers provide feedback to improve student performance and how parents use progress reports to reinforce their learning (Garcia et al. 2021).

It is suggested that formative assessment should be applied in all phases of learning, both in primary and secondary education (EBR) and in university education, moving away from evaluative models that provoke resistance by not recognizing its contribution to the improvement of learning

(Beriche & Medina, 2021b). Formative feedback is process of exchanging insights and suggestions to encourage attention to student performance (Burga et al. 2023).

The study is justified by its ability to provide information with tools and resources for teachers, facilitating the implementation of more effective feedback techniques in the classroom (UNESCO, 2021). Therefore, it will contribute to the knowledge on formative assessment, especially as an appropriate resource for students' learning and skills improvement, allowing to explore theories such as constructivism and formative assessment in practical contexts, offering a deeper understanding of how feedback impacts the formative process (Anijovich & Cappelletti, 2020a).

From all this, the question arises Why is it important to analyze the challenges and challenges of feedback in formative assessment, highlighting the relevance of feedback as part of formative assessment as a vital component in the evaluation phase. On the other hand, Chávez et al, (2021a) concluded that formative assessment is transformed from a highlighted aspect, as a crucial instrument for the promotion of competencies, despite the fact that the educational process encompasses more than mere evaluation, the latter is established as essential to ensure success in learning. According to Valdivia and Fernandez (2020) formative assessment plays a key role in education, as its purpose is to promote the holistic development of students, with particular emphasis on feedback as a key element.

Sánchez and Carrión (2021a) identified the importance of proposing a didactic approach that guides teachers in improving high quality feedback. Valdez et al. (2023a) highlighted that feedback has a fundamental role in the formative evaluation process. In addition, they emphasize the imperative of using strategies and instruments that are consistent with the educational objectives in a competency-oriented pedagogical framework, emphasizing the importance of obtaining reflective feedback directly from the students.

Hortigüela et al. (2018a) state that feedback is fundamental in decision making to improve student learning, being important that educators create environments conducive to the intellectual growth of students, actively involving themselves by motivating them to solve problems. On the other hand, Tippe et al. (2024a) mention that formative assessment is a key pedagogical element that drives changes in student performance and thinking, perfecting the educational process that contributes to the enrichment of students' knowledge, skills and tactics.

Feedback is to reduce the distance between the student's current situation and the ideal situation he/she intends to reach, evidencing his/her difficulties in order to make adequate use of the tools to solve it (Bizarro, 2019).

Meanwhile, Rojas et al. (2021a) state that feedback within the learning process requires students to take responsibility for directing their own learning through reflection, recognizing their progress, needs and difficulties. Cifuentes (2021b) the "Feedback Ladder" method proposes a structured and constructive approach to improve educational feedback, focused on clarifying, evaluating and expressing concerns in a constructive manner, in addition to making useful suggestions for student learning.

Table 1:*Feedback Processes*

Respecto a la fuente	Respecto a su interés	Respecto al momento	Respecto a la forma	Respecto al receptor
Docente	Tareas	Formal	Verbal	Individual
Compañeros	Proceso	Informal	No verbal	Grupal
Experto externo	Autorregulación		Escrito	
Alumno	Persona		Actuado	

Fuente: Procesos de la retroalimentación organizados según sus tipos (Mendivelso, Ortiz & Sánchez, 2019, p.25)

In Table 1: It can be seen that the identification of the feedback agent is fundamental. This can be the student, his/her peers, the teacher or an external person, the purpose of the feedback must be defined, which can be focused on the work, on the learning process, on the self-regulation of this process or directly on the student; the feedback can be formal, either in a structured or informal evaluation, or in verbal communication during the teaching process, it must be determined if the feedback is directed to a specific individual or to a group of students.

According to, Ministry of Education, (2022b) the importance of a formative evaluation, should be oriented to the well-being and integral development of the student, emphasizing in addition to the academic progress, a holistic approach that includes cognitive, emotional and social aspects, being feedback essential for the development of learning, since it helps students to identify their successes and mistakes, reflecting on their performance (Vera, 2022).

Learning is based on evidence that seeks to achieve specific competencies, ensuring that such evidence does not fade away during the process and that it corresponds to the established objectives and results or competencies. For this reason, it is crucial to have evaluation tools, which constitute the means that facilitate the analysis of the evidence and allow determining performance according to the defined criteria and performances (Alca, 2022, p. 37).

Table 2.*Evaluation Tools*

INSTRUMENTO	CARACTERISTICA	UTILIDAD
Registro de observacion	Utilizado por el docente para registrar los aprendizajes y comportamientos del alumno.	Se usa de manera continua para tener una visión amplia sobre lo que acontece en el aula.
Lista de cotejo	Permite cotejar o enlistar los comportamientos o desarrollo de competencias de manera simplificada.	Se utiliza para verificar el logro o cumplimiento de una actividad y comportamientos de los estudiantes.
Rubricas	Permite realizar el seguimiento del aprendizaje de manera sistemática.	Se utiliza de manera continua para dar seguimiento y retroalimentación continua a los estudiantes o entre los estudiantes.

In this regard, Monje (2022) mentions that classroom interaction reflects the continuity of external evaluation criteria of pedagogical work, in such a way that evaluation practices reflect educational objectives and depend on the opportunities provided to students to explore their qualities. Moreno (2023) feedback in the training process is considered as a powerful influence to improve interest in teaching-learning.

Methodology

The research is basic, carried out using the systematic theoretical review method. This process involved the careful selection of a variety of articles, related to the use and practice of feedback in formative assessment by teachers (Bizarro et al. 2021b). For data collection, the technique of searching for primary articles within a range of recognized databases such as Scopus, Proquest, Dialnet, Scielo and others, with no more than five years of publication, using logical algorithms such as AND-OR-NOT, keywords and a wide range of sources, such as scientific articles, academic journals and normative documents, was used. To ensure that the systematic review is a transparent, accurate and complete publication, the author should describe how the previous studies were identified and selected through the literature reviews (Page et al. 2021). In the filtering of sources, the Prisma model was used, which incorporates reviews and systematic searches that have emerged in recent years to date (Barquero, 2022). The process began with a preliminary set of 70 texts chosen for their relevance to the topic, and later included 15 additional records obtained from other sources. The inclusion criteria focused on publications made between the years of 2019 and 2023, which were directly related to the study and which emphasize classroom practices, resulting among them in the selection of 34 records, of which 24 were chosen for the more detailed analysis on various definitions of feedback. Ten records were subsequently excluded because they were not directly related to the focus of the study and to avoid redundancies in the information, to which 4 were also excluded because there was no relationship and association between variables, their results being unclear.

Finally, 20 full-text articles were analyzed in depth in order to examine the theoretical bases of feedback in formative assessment and explore ways to improve student learning and teacher work related to feedback. This systematic analysis was carried out through guiding questions and the search of specialized literature, which allowed advancing in the analysis, the construction of the discussion and the presentation of results, as shown in Figure 1.

Figure 1:

Schematization of the systematic review flowchart..

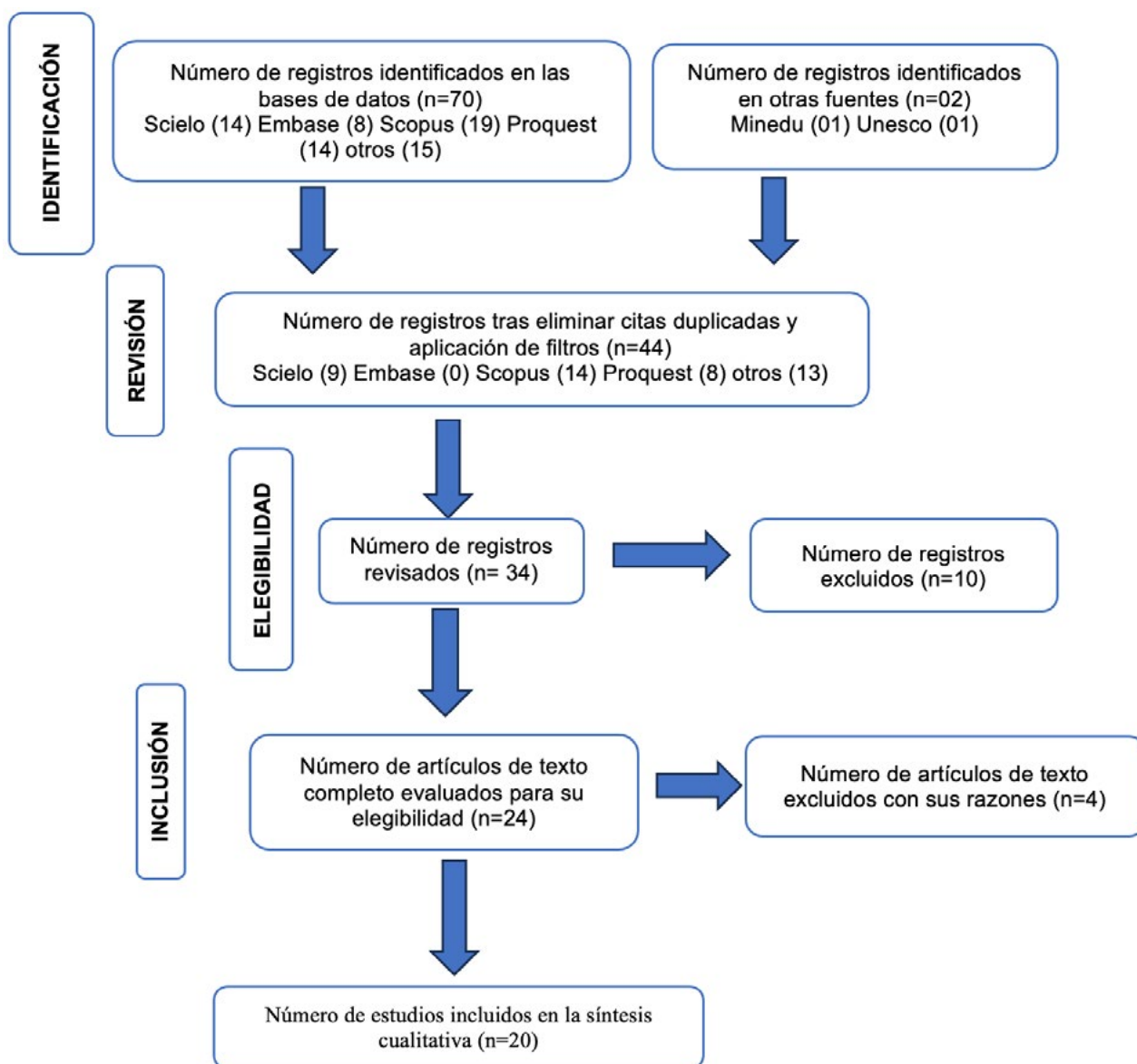
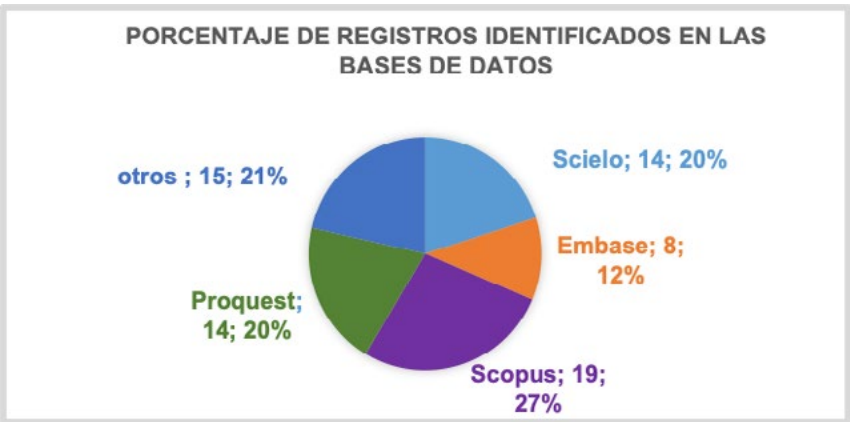


Figure 2:
Percentage of records identified in the databases.



Results

Within the analysis carried out, it is possible to deepen the specific challenges faced by educators, students and educational systems in general regarding the successful implementation of feedback in formative assessment. In this line, the Ministry of Education develops rules, standards and institutional management procedures regarding the phases and processes of competency assessment, which contribute to the integral development of students and the continuous improvement of learning in public and private educational training centers and basic education. Strategies and best practices can also be explored to overcome these challenges and improve the quality of feedback in the educational process. Within the analysis explored in the systematic review we found (see Table 3).

Table 3:
Latin American countries where studies have been conducted on the categories of feedback and formative evaluation.



In Table 3: Peru presents more publications than the other countries with 45%, followed by Colombia 20%, Mexico 15%, Chile 10% and Argentina and Venezuela in 5%, this implies that, despite

the efforts to research on the study variables, we still have a long way to go to improve formative evaluations in our educational system.

Table 4:

Autores que identifican los desafíos y retos.

AUTOR	TITULO	DESAFÍO Y RETO
Díaz López Mónica María (2018)	Impacto de la retroalimentación y la evaluación formativa en la enseñanza-aprendizaje de Bio-ciencias	Alinear las evaluaciones con el pensamiento pedagógico contemporáneo, los objetivos de los cursos y los resultados esperados del aprendizaje.
García y Lasagabaster (2019)	El efecto de la evaluación y la retroalimentación en la autonomía, la motivación y el aprendizaje del español como L3	Adaptar las estrategias de retroalimentación y evaluación para que sean efectivas en diversos contextos educativos.
Anijovich y Cappelletti (2020)	La retroalimentación formativa: Una oportunidad para mejorar los aprendizajes y la enseñanza	Proporcionar retroalimentación cualitativa enfocada en logros, desafíos y posibles mejoras en el trabajo del estudiantado.
Vertya y Rodrí- guez (2021)	La retroalimentación efectiva en estudiantes desde la perspectiva de los docentes.	Enriquecer el manejo instrumental de herramientas que les permita retroalimentar de manera permanente.
Sánchez y Car- rion (2021)	Modelo didáctico basado en la retroalimentación reflexiva para promover la evaluación formativa	Proponer un modelo didáctico que orientara a los docentes a desarrollar una retroalimentación de calidad.
Monje (2022)	Criterios de evaluación y retroalimentación formativa: perspectivas docentes	Desarrollar y aplicar criterios de evaluación claros, justos y alineados con los objetivos de aprendizaje del curso.
Abad et al. (2023)	Retroalimentación y trabajo en equipo en estudiantes de una universidad de Lima Metropolitana	Desaprender para construir nuevos saberes, fomentando el trabajo en equipo bajo una visión sistémica.
Muñoz et al. (2023)	Retroalimentación como evaluación formativa desde la perspectiva docente en odontología: estudio de caso	Integración de retroalimentación en currículos existentes.
Valdez et al. (2023)	Evaluación formativa: retroalimentación, estrategias e instrumentos	Realizar programas de retroalimentación innovadores adaptados a las necesidades de los estudiantes en diferentes niveles educativos.
Burga et al. (2023)	Retroalimentación formativa en el desempeño docente	Utilizar retroalimentación de calidad para proporcionar comentarios, contra preguntas y apreciaciones que guíen a los estudiantes en su proceso de aprendizaje.
Moreno (2023)	La Retroalimentación en la evaluación formativa en la educación superior	Transitar hacia una retroalimentación dialógica centrada en el estudiante.
Parra et al (2023)	Retroalimentación docente universitaria: una práctica de autorregulación del aprendizaje	Investigación de enfoques híbridos en el feedback y la evaluación docente.
Muñoz (2023)	La evaluación formativa en el contexto educativo colombiano	Sistematización correspondida con la realidad.

In Table 4: Only 13 studies of the 70 scientific studies initially identified are shown, for which authors, title, challenges and challenges that have been identified were taken as detailed in the table.

According to (Hortigüela et al. 2018b), formative evaluation not only drives changes, but also promotes decision making, in this line, García & Lasagabaster (2019a) mention that feedback and evaluation strategies should be adapted to be effective in different educational contexts, as well as systematization (Muñoz et al. 2023a). In formative evaluation, contemporary pedagogical thinking should be taken into account (Díaz, 2018), in addition, Anijovich and Cappelletti (2020b) point out that qualitative feedback should be provided, because not everything should be measured statistically. Likewise, García and Lasagabaster, (2019b); Sánchez and Carrión (2021b); Veytia and Rodríguez (2021) propose a very didactic model for feedback in the classroom, as well as in existing curricula (Muñoz, 2023a).

Meanwhile, Chávez et al. (2021b) mention that evaluative training is a crucial instrument for the promotion of competencies and this is in line with the competency-based approach proposed by the Peruvian educational system. According to Rojas et al. (2021b), it must be understood that feedback as a formative aspect, tends to return information to the student, regarding their competence and learning objectives, being oriented to their improvement. On the other hand, innovation-oriented researchers seek more hybrid approaches as mentioned by (Parra et al. 2023). Similarly, Muñoz et al. (2023b) state that classroom interaction reflects the continuity of external evaluation criteria of pedagogical work. The main challenges according to Abad et al. (2023) is to unlearn in order to build new challenges. However, Tippe et al. (2024b) indicate that formative assessment is a key pedagogical element that drives changes in student performance and thinking.

Table 5:
Studies addressing the two categories together from the research

TITULO	AUTOR	AÑO DE PUBLICACION
Impacto de la retroalimentación y la evaluación formativa en la enseñanza-aprendizaje de Biociencias.	Díaz López M.	2018
El efecto de la evaluación y la retroalimentación en la autonomía, la motivación y el aprendizaje del español como L3.	García Pujals A. Lasagabaster David	2019
Modelo didáctico basado en la retroalimentación reflexiva para promover la evaluación formativa.	Sánchez Valdez, S. Carrión Barco, G.	2021
Criterios de evaluación y retroalimentación formativa: perspectivas docentes.	Monje Verónica Y.	2022
Retroalimentación como evaluación formativa desde la perspectiva docente en odontología: estudio de caso.	Muñoz et al.	2023
Evaluación formativa: retroalimentación, estrategias e instrumentos.	Valdez Valdez et al.	2023
La Retroalimentación en la evaluación formativa en la educación superior.	Moreno Olivos T.	2023

Table 5: shows 07 studies that address feedback and formative evaluation, both categories of study, which present a coherent view on the validity of feedback within formative evaluation, although they highlight different aspects and challenges in their respective studies.

Muñoz (2023b); Valdez et al. (2023b) both authors agree on the relevance of feedback as a key tool in formative evaluation, highlighting its role in the continuous improvement of the teaching-learning process. Each study focuses on different educational contexts, from basic education to university teaching in various Spanish-speaking countries, who point out the challenge of effectively integrating feedback into existing educational processes, as well as the need to prepare and train teachers in order to provide effective feedback to students, a recurring theme being the importance of adapting feedback practices to emerging technologies and virtual learning environments.

They propose specific models or strategies to implement formative feedback more effectively, adapting to the needs and characteristics of different student groups. The effective implementation of formative feedback appears to be highly dependent on the specific educational context. This poses a challenge in terms of adaptability of feedback strategies in different settings and student needs. It is inferred that the studies emphasize that feedback in formative assessment has a positive impact on student learning, promoting self-regulation and autonomy.

Conclusions

The selected studies converge that feedback is essential in formative assessment, highlighting its positive impact on learning and teaching, emphasizing the need for effective integration and teacher training in feedback techniques. This emphasizes the importance of adapting feedback to emerging technologies and virtual learning environments through feedback that promotes their autonomy, as it would reduce academic underachievement, improving social and emotional aspects to achieve full coexistence (Yucra, 2023).

The authors highlight the capacity of feedback to foster autonomy and self-regulation in students, proposing specific strategies for its effective implementation in different educational contexts.

Feedback has been identified as a key element in formative assessment, since it not only allows the student to know his or her progress, but also helps to adjust the teaching process, which, when properly integrated, significantly improves learning as well as teaching. To maximize its effectiveness, it is necessary that teachers are trained in feedback techniques, ensuring its relevance.

Meanwhile, studies suggest that teachers need continuous training in the use of feedback strategies, both in the face-to-face and virtual contexts, as it includes developing competencies to handle feedback in real time and in asynchronous environments.

With the growing adoption of technologies and online learning, it is essential that feedback evolves to adapt to new educational contexts, allowing students to take greater control of their learning process and academic performance,



In this sense, studies recommend strategies such as formative and differentiated feedback, which allow students to reflect on their own progress and adjust their learning strategies autonomously, awakening self-regulation and autonomy.

Conflict of interest

The authors declare that there is no conflict of interest for the publication of this scientific article.

References

- Abada, I., Pantigoso, N., Jara, G. & Colina, F. (2023). Retroalimentación y trabajo en equipo en estudiantes universitarios de una universidad nacional de Lima Metropolitana. Desde el Sur, 15(3), e0041. <https://doi.org/10.21142/DES-1503-2023-0041>
- Alca, C. (2022) Estrategia de evaluación formativa para desarrollar el aprendizaje autónomo en los estudiantes del programa de sistemas de información de un instituto tecnológico de Lima. Lima - Perú. Disponible en: <https://repositorio.usil.edu.pe/server/api/core/bitstreams/23f264bf-b10f-4ccc-9851-a29f31c59545/content>
- Anijovich, R. & Cappelletti, G. (2020). La retroalimentación formativa: Una oportunidad para mejorar los aprendizajes y la enseñanza. Buenos Aires: Paidós. https://www.researchgate.net/publication/354792393_La_retroalimentacion_formativa_Una_oportunidad_para_mejorar_los_aprendizajes_y_la_ensenanza
- Barquero, W. (2022). Analisis de Prisma como Metodología para Revisión Sistemática: una Aproximación General. *aúdemedes*, 8(sup1), 339–360. <https://doi.org/10.18310/2446-4813.2022v8nsup1p339-360>
- Beriche, M. & Medina, P. (2021). La evaluación formativa: su implementación y principales desafíos en el contexto de la escuela y la educación superior. *Educación*, 27(2), 201-208. 10.33539/educación. 2021.v27n2.2433 <https://revistas.unife.edu.pe/index.php/educacion/article/view/2433>
- Bizarro, W., Sucari, W., & Quispe, A. (2019). Evaluación formativa en el marco del enfoque por competencias. *Revista Innova Educación*, 1(3), Article 3. <https://revistainnovaeducacion.com/index.php/rie/article/view/45/88>
- Bizarro, W., Paucar, P., & Mescoco, E. (2021). Evaluación formativa: Una revisión sistemática de estudios en aula. *Horizontes. Revista de Investigación en Ciencias de la Educación*, 5, 872-891. <https://doi.org/10.33996/revistahorizontes.v5i19.244>
- Burga, V., Ortega, M. & Hernández, B. (2023). Retroalimentación formativa en el desempeño docente. *Horizontes. Revista De Investigación En Ciencias De La Educación*, 7(27), 99–112. <https://doi.org/10.33996/revistahorizontes.v7i27.500>
- Chávez, L., Peña, C., Gomez, S., & Huayta, Y. (2021). Evaluación formativa: un reto en la educación actual. 38(3), 41 al 63. <https://doi.org/10.17993/3ctic.2021.103.41-63>
- Cifuentes, J. (2021). Aprendizaje del protocolo de la valoración a través del marco de la enseñanza para la comprensión. *Revista de Investigación, Desarrollo e Innovación*, 11(2), 335–348. <https://doi.org/10.19053/20278306.v11.n2.2021.12760>
- Cruzado, J. (2022). La evaluación formativa en la educación. *Comuni@cción*, 13(2), 149-160. <https://doi.org/10.33595/2226-1478.13.2.672>

- Díaz, M. (2018). Impacto de la retroalimentación y la evaluación formativa en la enseñanza-aprendizaje de Bio-ciencias. *Educación Médica Superior*, 32(3), 147-156. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0864-21412018000300012
- García, A. & Lasagabaster, D. (2019). El efecto de la evaluación y la retroalimentación en la autonomía, la motivación y el aprendizaje del español como L3. *Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics* [1] DOI: <https://doi.org/10.1075/resla.17050.gar>
- García, J., Farfán, J., Fuertes, L. & Montellanos, A. (2021). Evaluación formativa: un reto para el docente en la educación a distancia. *Delectus*, 4(2), 45-54. <https://doi.org/10.36996/delectus.v4i2.130>
- Holz, M. & Poblete, M. (2018). Evaluación de estudiantes en tres países OCDE: Estonia, Finlandia y Dinamarca. In Biblioteca Del Congreso Nacional de Chile. https://www.bcn.cl/obtienearchivo?id=repositorio/10221/25543/2/BCN_Evaluacion_OCDE.pdf
- Hortigüela, D., Pérez, Á. & Moreno, A. (2018). La evaluación formativa y compartida en la formación inicial del profesorado. *Estudios pedagógicos (Valdivia)*, <http://dx.doi.org/10.4067/S0718-07052018000200007>
- Mella, F. & Calatayud, S. (2023). Prácticas y creencias del profesorado de educación secundaria sobre la retroalimentación en los procesos de evaluación del alumnado. *Revista Electrónica Educare*, 27(3), 156-171. https://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-42582023000300156&lang=es
- Ministerio de Educación (2022) R.V.M. N°123-2022-MINEDU. Disposiciones para la evaluación formativa de los aprendizajes de estudiantes de Formación Inicial Docente de las Escuelas de Educación Superior Pedagógica. Disponible en: <https://www.minedu.gob.pe/superiorpedagogica/evaluacion-formativa/>
- Monje, Y. (2022). Criterios de evaluación y retroalimentación formativa: perspectivas docentes. Revisión humana. *Revista Internacional de Humanidades / Revista Internacional de Humanidades* 11 (5):1-16. DOI: <https://doi.org/10.37467/revhuman.v11.3875>
- Moreno, M. (2019). Temas clave de la evaluación de la educación básica. *Revista mexicana de investigación educativa*, 24(81), 633-644. Recuperado en 04 de mayo de 2024, de http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-66662019000200633&lng=es&tlng=es
- Moreno, T. (2023). La retroalimentación de la evaluación formativa en educación superior. *Universidad Y Sociedad*, 15(2), 685–694. Recuperado a partir de <https://rus.ucf.edu.cu/index.php/rus/article/view/3673>
- Muñoz, P., Henríquez, E. & Kunakov, N. (2023). Retroalimentación como evaluación formativa desde la perspectiva docente en odontología: Estudio de caso. *Educación médica*, 24(2), 2. <https://dialnet.unirioja.es/servlet/articulo?codigo=8757568>

- Muñoz, L. (2023). La evaluación formativa en el contexto educativo colombiano. CIENCIAMATRIA, 9(17), 86-98. <https://doi.org/10.35381/cm.v9i17.1126>
- Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [UNESCO]. (2021). Evaluación formativa: Una oportunidad para transformar la educación en tiempos de pandemia. Santiago: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000378045>
- Page, J., McKenzie, J., Bossuyt, P., Boutron, I., Hoffmann, C., Mulrow, D., & Alonso, S. (2021). Declaración PRISMA 2020: una guía actualizada para la publicación de revisiones sistemáticas. Revista Española de Cardiología, 74(9), 790-799. <https://www.sciencedirect.com/science/article/pii/S0300893221002748>
- Parra, B., Orejarena, H. & Acosta, U. (2023). Retroalimentación docente universitaria: una práctica de autorregulación del aprendizaje. Inclusión Y Desarrollo, 9(1), 24-36. <https://doi.org/10.26620/uniminuto.inclusion.9.1.2022.24-36>
- Rodes, J., Benavides, P. & Torrejón, J. (2020). La docencia en la Enseñanza Superior. Nuevas aportaciones desde la investigación e innovación educativas. https://www.researchgate.net/publication/350175244_La_docencia_en_la_Ensenanza_Superior_Nuevas_aportaciones_desde_la_investigacion_e_innovacion_educativas
- Rodríguez, M., Moreno, E., Rueda, L., Torres, L. & Hurtado, A. (2022). Percepción de estrategias de evaluación formativa en la enseñanza de Biología en la Universidad Nacional de Educación Enrique Guzmán y Valle, 2020. Dilemas Contemporáneos: Educación, Política y Valores. <https://doi.org/10.46377/dilemas.v9i2.3107>
- Rojas, L., Salgado, R., Salazar, M., & Méndez, J. (2021). La retroalimentación en el desarrollo de competencias matemáticas en la educación a distancia: Revisión sistemática. *CIEG CIEG, Revista Arbitrada del Centro de Investigación y Estudios Gerenciales, (50), 211. <https://revista.grupocieg.org/wp-content/uploads/2021/06/Ed.50211-223-Rojas-Gomez-et-al.pdf>
- Sánchez, S. & Carrión, G. (2021). Modelo didáctico basado en la retroalimentación reflexiva para promover la evaluación formativa. tzhoecoen, 13(1), 88-100. <https://doi.org/10.26495/tzh.v13i1.1875>
- Tippe, S., Ramos, M., Bardales, L., Munive, E. & Dionicio, G. (2024). Perspectivas Acerca de la Retroalimentación en Entornos Virtuales Universitarios: Una Revisión Sistemática de la Literatura en Hispanoamérica Durante el Periodo 2017 Al 2022. En N. Callaos, J. Horne, E. F. Ruiz-Ledesma, B. Sánchez, A. Tremante (Eds.), Memorias de la Décima Cuarta Conferencia Iberoamericana de Complejidad, Informática y Cibernética: CICIC 2024, pp. 36-42. International Institute of Informatics and Cybernetics. <https://doi.org/10.54808/CICIC2024.01.36>
- Valdez, L., Sánchez, J. & Lescano, G., (2023). Evaluación formativa: retroalimentación, estrategias e instrumentos. Revista Educación, 47(2). <https://doi.org/10.15517/revedu.v47i2.53987>

- Valdivia, S. & Fernández, M. (2020). La evaluación formativa en un contexto de renovación pedagógica: Prácticas al servicio del éxito. *Revista Actualidades Investigativas en Educación*, 20(1), 1-26. https://www.scielo.sa.cr/scielo.php?pid=S1409-47032020000100387&script=sci_abstract&tlng=es
- Veytia, G. & Rodríguez, K. (2021). La retroalimentación efectiva en estudiantes desde la perspectiva de los docentes. *Transdigital*, 2(4). DOI: <https://doi.org/10.56162/transdigital63>
- Vera, M. (2022). Retroalimentación como herramienta efectiva para el aprendizaje. *TZHOECOEN*, 14(2), 21-33. <https://doi.org/10.26495/tzh.v14i2.2281>
- Yucra, H., Núñez, A., & Villafuerte, C. (2023). La evaluación formativa a través de la revisión sistemática en la práctica docente en las aulas. <https://rclimatol.eu/2023/09/25/la-evaluacion-formativa-a-traves-de-la-revision-sistemica-en-la-practica-docente-en-las-aulas/>.

Copyright (2025) © Marleny Maribel Welson Vda. de Calderón, Iran Aparicio Castañeda
Castañeda, Hilda Chuquinaira Sama



This text is licensed under a [Creative Commons](#) 4.0 International License.

You are free to Share-copy and redistribute the material in any medium or format-and Adapt the document-remix, transform, and build upon the material-for any purpose, including commercial purposes, provided you comply with the Attribution terms. You must credit the original work appropriately, provide a link to the license, and indicate if changes have been made. You may do so in any reasonable manner, but not in such a way as to suggest that you have the licensor's support or receive it for your use of the work.

[License Summary](#) – [Full text of the license](#)