Evaluation Paradoxes in the Context of Competency-based Models. Students' Voices

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Abstract

The present study aims to examine learning assessment paradoxes in university competency-based models. Semi-structured interviews are conducted based on the concept of paradoxes and by using a qualitative approach. The sample consists of 35 pedagogy students. The results show paradoxes associated with: learning versus passing, process versus results, thought development versus reproduction, and improving versus maintaining. There is disconnect in student evaluation processes between university teaching and current competency-based models. In addition, there are difficulties in articulating selection and training functions based on feedback exercises. It is concluded that student evaluations are used as tools in university classrooms by applying a logic that involves penalizing errors to verify learning at the end of the learning process. © 2021. All Rights Reserved.