PROMOTION OF STUDENT SELF-REGULATION FROM TRANSFORMATIONAL EVALUATION PROCESSES: CASE APPLIED TO THE INNOVATION PROGRAM IN UNIVERSITY TEACHING

Marisol Alvarez Cisternas¹
Karen Jiménez Mena²

ABSTRACT

Objective: To describe from a transformational model based on student empowerment, the implementation of active and collaborative evaluation procedures among students, with the purpose of promoting self-regulation of their learning.

Theoretical Framework: The new conception of evaluation has involved the incorporation of new evaluative agents in the process, focused on an evaluation for learning and how learning, integrating students as active participants in their own learning and evaluation, developing self-regulation and metacognitive, promoting student empowerment, and the delegation of evaluative responsibilities from a dialogic and collaborative model.

Method: The methodology adopted for this research arises from a qualitative approach and includes an intrinsic case study, for which the ALE-Q Questionnaire - Evaluation Climate as learning and empowerment in Higher Education by Ibarra-Sáiz, María Soledad, was applied. & Rodríguez-Gómez, Gregorio.

Results and Discussion: It can be confirmed that greater student participation in learning evaluation processes promotes student autonomy and responsibility, which mobilizes more inclusive, empowered and democratic evaluation processes. The possibility that students can make value judgments and commit to their own learning, which mobilizes learning throughout life.

Implications of the Research: The research involved delving into the learning evaluation procedures in higher education and promoting from here a change from the traditional evaluation paradigm towards a transformational evaluative approach based on student empowerment, this paradigmatic break highlights what is legitimized found among higher education teachers to implement traditional, unilateral evaluation models with little student participation.

Originality/Value: The study stresses traditional learning evaluation models versus transformational evaluative models, where the active, collaborative and empowered participation of students is promoted, producing a break in the linearity of how the evaluation processes have been conceived.

Keywords: Educational Innovation, Learning, Evaluation, Self-regulation, Empowerment.

PROMOÇÃO DA AUTOREGULAÇÃO DOS ALUNOS A PARTIR DE PROCESSOS DE AVALIAÇÃO TRANSFORMACIONAIS: CASO APLICADO AO PROGRAMA DE INOVAÇÃO NO ENSINO UNIVERSITÁRIO

RESUMO

Objetivo: Descrever a partir de um modelo transformacional baseado no empoderamento estudantil, a implementação de procedimentos de avaliação ativa e colaborativa entre os estudantes, com a finalidade de promover a autorregulação de sua aprendizagem.

1 Universidad de las Américas, Santiago, Región Metropolitana, Chile. E-mail: maalvareze@udla.cl
Orcid: https://orcid.org/0000-0002-1418-9524

2 Universidad de las Américas, Santiago, Región Metropolitana, Chile. E-mail: kjimenez@udla.cl
Orcid: https://orcid.org/0009-0003-7567-7200
Referencial Teórico: A nova concepção de avaliação passou pela incorporação de novos agentes avaliativos no processo, centrados numa avaliação para a aprendizagem e como aprende, integrando os alunos como participantes activos na sua própria aprendizagem e avaliação, desenvolvendo a auto-regulação e a metacognição, promovendo empoderamento estudantil e delegação de responsabilidades avaliativas a partir de um modelo dialógico e colaborativo.

Método: A metodologia adotada para esta pesquisa surge de uma abordagem qualitativa e inclui um estudo de caso intrínseco, para o qual foi aplicado o Questionário ALE–Q - Clima de Avaliação como aprendizagem e capacitação no Ensino Superior de Ibarra-Sáiz, María Soledad & Rodríguez -Gómez, Gregório.

Resultados e Discussão: Pode-se confirmar que a maior participação dos estudantes nos processos de avaliação da aprendizagem promove a autonomia e a responsabilidade dos estudantes, o que mobiliza processos de avaliação mais inclusivos, empoderados e democráticos. A possibilidade de os alunos fazerem julgamentos de valor e se comprometerem com a própria aprendizagem, o que mobiliza a aprendizagem ao longo da vida.

Implicações da Pesquisa: A pesquisa envolveu aprofundar os procedimentos de avaliação da aprendizagem no ensino superior, e promover a partir daí uma mudança do paradigma de avaliação tradicional para uma abordagem avaliativa transformacional baseada no empoderamento dos alunos, esta quebra paradigmática destaca o que é legitimado encontrado no ensino superior professores a implementar modelos de avaliação tradicionais e unilaterais com pouca participação dos alunos.

Originalidade/Valor: O estudo enfatiza os modelos tradicionais de avaliação da aprendizagem versus modelos avaliativos transformacionais, onde se promove a participação ativa, colaborativa e empoderada dos alunos, produzindo uma ruptura na linearidade de como os processos de avaliação têm sido concebidos.


PROMOCIÓN DE LA AUTORREGULACIÓN ESTUDIANTIL DESDE PROCESOS DE EVALUACIÓN TRANSFORMACIONALES: CASO APLICADO A PROGRAMA DE INNOVACIÓN EN DOCENCIA UNIVERSITARIA

RESUMEN

Objetivo: Describir desde un modelo transformacional basado en el empoderamiento estudiantil, la implementación de procedimientos de evaluación activa y colaborativa entre estudiantes, con el propósito de promover en ellos la autorregulación de sus aprendizajes.

Marco Teórico: La nueva concepción sobre evaluación a implicado la incorporación de nuevos agentes evaluativos en el proceso, centrados en una evaluación para el aprendizaje y cómo aprendizaje, integrando a las y los estudiantes como participantes activos de su propio aprendizaje y evaluación, desarrollando habilidades de autorregulación y metacognitivas, promoviendo el empoderamiento estudiantil, y la delegación de responsabilidades evaluativas desde un modelo dialógico y colaborativo.

Método: La metodología adoptada para esta investigación surge desde un enfoque cualitativo y comprende un estudio intrínseco de casos, para ello se aplicó el Cuestionario ALE–Q - Clima de Evaluación como aprendizaje y empoderamiento en la Educación Superior de Ibarra-Sáiz, María Soledad, & Rodríguez-Gómez, Gregorio.

Resultados y Discusión: Se puede confirmar que una mayor participación estudiantil en los procesos de evaluación de aprendizajes promueve la autonomía y responsabilidad estudiantil, lo que moviliza procesos evaluativos inclusivos, empoderados y democráticos. La posibilidad que los estudiantes puedan emitir juicios de valor y comprometerse con sus propios aprendizajes, lo que moviliza aprendizajes a lo largo de la vida.

Implicaciones de la Investigación: La investigación implicó profundizar en los procedimientos de evaluación de aprendizajes en educación superior, y promover desde acá un cambio del paradigma tradicional de evaluación hacia un enfoque evaluativo transformacional basado en el empoderamiento estudiantil, esta ruptura paradigmática pone en evidencia lo legitimado que se encuentra entre los docentes de educación superior la implementación de modelos tradicionales de evaluación, unilaterales y con escasa participación estudiantil.
Originalidad/Valor: El estudio tensiona los modelos tradicionales de evaluación de aprendizajes versus modelos evaluativos transformacionales, donde se promueve la participación activa, colaborativa y empoderada de los estudiantes, produciendo una ruptura en la linealidad de como se han concebido los procesos evaluativos.

Palabras clave: Innovación Educacional, Aprendizajes, Evaluación, Autorregulación, Empoderamiento.

RGSA adota a Licença de Atribuição CC BY do Creative Commons (https://creativecommons.org/licenses/by/4.0/).

1 INTRODUCTION

In recent years and as a result of the COVID-19 pandemic, educational institutions found themselves in the need to transform their educational practices. This led to the motivation to implement educational innovations, diversifying pedagogical, didactic and evaluative practices, depending on the changes generated by more complex societies (Palacios, Toribio, Deroncele, 2021). Indeed, starting in 2020 worldwide, there has been a paradigm shift in how teaching in higher education was conceived, which has led institutions to produce changes in face-to-face teaching-learning processes, adopting hybrid models of teaching with synchronous and asynchronous classes. This change, which deeply impacted both teachers and students, was not free of problems and tensions. It is precisely in this scenario that the present study ventures into the description and deepening of evaluation strategies for learning that do not respond to traditional and individual procedures, but rather to collaborative group evaluation procedures, thereby promoting the empowerment of the students, and thereby impacting the self-regulation of the student body.

2 THEORETICAL REASONING

Cahyani (2019) points out that innovation in learning generates a model that shapes resources according to the demands that promote the development of 21st century skills such as creative thinking, collaboration, problem solving, among others.

A situation that presses for educational institutions to implement proactive learning and evaluation strategies incorporating students.

In this aspect, learning evaluation continues to be one of the main critical nodes in higher education institutions, mainly associated with the frequent criticisms received by students as well as by specialists regarding the design and application process, having students only as passive participants (Tai, et.al, 2017). However, as a result of the pandemic, the change in the
roles of the actors in the process has been encouraged with greater force, moving to a student-centered education (Al-Mwzaiji and Alzubi, 2022).

Understanding evaluation as a fundamental process in education, formative evaluation specifically relates to better learning, since it guides activities, facilitating the regulation of subsequent processes, and provides strategies for self-regulation of learning (Hernández, et. al, 2021). The incorporation of formative evaluation favoring a constant feedback and a coherence between what is taught and what is evaluated, is reflected in the activities make sense (Ibarra-Saíz, et.al, 2021), involving promoting greater interest on the part of students towards the learning and evaluation process.

Formative evaluation has a direct relationship in the improvement of learning, offering guidance on what they should do, as well as on the expectations of the teacher, providing information on the different processes, and providing guidelines to promote self-regulation of learning (Hernández, et. al, 2021).

According to Gómez and Quezada (2020), the greater participation of students in the construction of their learning promotes autonomy and responsibility. Giving way to a democratic process (Segura, 2018). Developing the capacity to make an evaluative judgment, or self-evaluate their work or that of others, promotes that the competences developed promote learning throughout life (Tai, et.al, 2017).

Castro and Moraga (2020), point out that promoting greater responsibility on the part of students, generates the development of high cognitive thinking skills, promoting the autonomy of learning, and the empowerment of it, as well as the self-regulation of its learning (Mora-Vicarioli, 2019).

This incorporation of students in the process promotes the development of complex skills, fostering autonomy in their own evaluation (Al-Mwzaiji and Alzubi, 2022). This involves promoting the training of students capable of self-regulating their own learning and developing skills and competences that allow them to perform and adapt effectively in a changing and flexible global society.

Authors such as Miranda and Guzmán (2017), point out that the increase in academic failure and abandonment is related to the inability of students to meet academic demands. Therefore, by encouraging students to develop self-regulation in their learning, it will promote an increase in motivation and maintenance in their studies.

Self-regulation of learning refers to a self-directed process where students develop goal-oriented academic skills (Zimmenman, 2000). This process allows them to become the center
of their own learning. In this way, a student who successfully identifies their skills and abilities, manages to develop metacognitive processes and higher education skills.

Students who develop the self-regulation of their learning, are characterized by having initiative, control and mastery of strategies (Saez, et.al, 2018) relating to better academic results, being fundamental for Higher Education.

Self-regulation of learning promotes students to control their study process, acquiring competencies that will serve them not only in the classroom, but throughout life. Considered a central point of lifelong learning and the acquisition of skills for personal fulfillment and active citizenship. The development of self-regulated learning also involves the development of metacognitive skills, increases motivation and beliefs in proactive learning regulation (Zimmennmann, 2008).

This cyclical process begins with a learning task proposed by the teacher, generating processes of self-regulation in the student, who commits to the task. However, this commitment requires considering the prior knowledge and motivations that the student has. The development of the task and the commitment of the student, promotes cognitive and affective changes and the success of it, will be related to the control and management processes of each student, and the objectives and strategies developed (Hernández, et. al, 2021).

It is for this reason that there has been a greater interest in strengthening those practical initiatives that support self-regulated learning, considering it as one of the central aspects of learning (Peters, M, et. al, 2022). Since it involves the development of complex skills, where metacognition, time management, adaptation and an improvement in self-esteem and motivation for learning are promoted.

For its part, and according to Taberneiro (2015), evaluation from an empowering approach implies that teachers delegate responsibility for their evaluation to students. Thus, students are given power and authority to feel ownership of their own work, which will allow them to achieve the goals and objectives they have set themselves and recognize the weaknesses they have presented. To do this, it is essential to develop effective feedback throughout the process.

The new conception on evaluation has involved the incorporation of new evaluative agents in the process, focused on an evaluation for learning and how to learn, integrating students as active participants of their own learning and evaluation, being responsible, developing metacognitive skills and the need to implement a dialogic and collaborative model (Förster, 2017).
Evaluation from this perspective promotes communication skills, teamwork, self-learning, critical thinking in students, generating meaningful learning. “Collaboration involves all parties and the contribution of the group is greater than the individual parties, that is, there is continuous feedback between the members” (Mora-Vicariole, 2019, p.83).

Ruiz (2019) emphasizes that this type of evaluation promotes strategic learning, generating a recognition of the -I- and the -other- in a context, where they seek to reach agreements that are reflected, argued and consensual. It is therefore a question of the student, both individually and in groups, valuing his own work, being able to question the evaluative practices and offering different alternatives to those proposed (Ibarra, M. Et. 2020).

From this perspective of evaluation, it is necessary to promote collaborative learning, which promotes an active role of students, developing creative and reflective processes, which will allow them to obtain strategies throughout life, from social interaction and cooperation (Bruna, et. al, 2021). Working on a collaborative learning basis, promotes the ability to establish roles, lead, discuss, evaluate and make decisions, from a student empowerment approach, and to transform the perspective of promoting learning. This collaboration between students and the teaching role as a guide, promotes that they are able to confront, devise, reach consensus, argue, based on a respectful dialog and negotiation.

From the collaborative work, constant feedback is essential, not only from the teacher to the student, but also among the members of the group themselves. This becomes a challenge, since it involves generating instances where the student takes a participatory role, to be involved in the different aspects, as well as being able to receive and deliver effective information that benefits the group (Bruna, et. al, 2021).This student will therefore be able to develop social aspects, which involve the ability to look at their way of learning, but also those of others, understanding that collaborative work, involves not only committing to one's own learning, but also with that of their peers, under personal and group objectives.

Greater active student participation promotes empowerment, which is considered an effective method to promote thinking, adaptation and decision-making (Scarsi, et. al, 2021). Strengthening the development of skills for social and working life. Evaluation understood under a student empowerment approach involves having active, critical and reflective students, who are able to accept diverse opinions, argue and develop critical thinking, as well as collaboration and teamwork, with learning as the center.

One of the challenges that higher education institutions faced, in the midst of the pandemic and later on the return to face-to-face classes, was precisely how to address the teaching and learning processes, and particularly the evaluation of student learning based on
the fact that students face new requirements, motivations and challenges, advancing towards the innovation of University Teaching.

3 RESEARCH METHOD

The research is assumed from an intrinsic case study, following the postulate of Sandín (2003), with the purpose of describing the implementation of collaborative evaluation processes and their impact on the self-regulation of student learning, through inquiry and deepening from the perception of the teachers who participated in the Diploma in Innovation in University Teaching, offered by the University.

The sample was intentional and was made up of a total of 30 teachers who participated in the Diploma in Innovation in University Teaching during the year 2022-2023, in the subject of evaluation and effective feedback, which considered three learning outcomes, namely:

RA1: Identify the elements of active evaluation and feedback.
RA2: Analyze the assessment techniques, procedures and instruments relevant to learning outcomes.
RA5: Design an innovative assessment instrument to promote and guarantee student learning.

From the evaluative point of view, all the formative and summative evaluations of the subject were collaborative, in this way, the groups were organized autonomously with the purpose of attending to the two classes considered and a final exam, the minimum efficiency from an edumetric approach was of 60% with respect to the ideal or maximum score, in each evaluation situation each group had access in advance to the corresponding analytical rubrics.

Once the subject was completed, data collection with prior ethical consent from the teachers and their authorization was carried out in 2023. For this purpose, the ALE–Q Questionnaire - Evaluation Climate as Learning and Empowerment was applied in the first instance. in Higher Education Ibarra-Sáiz, Marfa Soledad, & Rodríguez-Gómez, Gregorio–EVALfor Research Group (SEJ509)–Evaluation & Assessment in Training Contexts, considering dimension number two referring to student self-regulation, which consists of five items of Base structured on a Likert scale of five options:

1: Muy en desacuerdo;
2: En desacuerdo;
3: De acuerdo;
4: Muy de acuerdo;
0: No aplica.

Along with this, an individual interview was used, with three initial guiding questions directed at the students, using the Google Form digital platform. The students expressed their opinions voluntarily, freely and in a relaxed manner, being able to intervene and express their ideas whenever they required. Their contributions were explained to them and their contributions were requested in a context of continuous improvement of the subject and their opinions were not binding to the results reflected in their academic performance.

4 RESEARCH RESULTS, ANALYSIS AND DISCUSSION

From the results obtained and from the quantitative analysis of the answers given by the students, it can be noted, as illustrated in Table 1, the average of the answers shows that the most descended areas from self-regulation are referred to the choice of evaluation procedures by students (3.0). For its part, according to the decisional criteria, what refers to the help that was provided to the students with the evaluation guidelines that were given to them; the contribution of evaluation tasks to help them reflect; their decision making; promoting their learning styles; the possibility of self-assessment; and the selection of evaluation criteria, are recognized as teaching actions that have contributed to their self-regulation from an evaluative point of view.

Table 1
Average responses to the self-regulation dimension of the ALE–Q Questionnaire

<table>
<thead>
<tr>
<th>Self-regulation dimension</th>
<th>Average of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guidelines provided by the teachers have helped me organize my work, processes and activities and have allowed me to respond to the assessment tasks in a way consistent with my own preferred work style.</td>
<td>3,6</td>
</tr>
<tr>
<td>The assessment tasks have helped me reflect on my strengths, weaknesses and the threats and opportunities in my learning and training.</td>
<td>3,5</td>
</tr>
<tr>
<td>The evaluation tasks have required me to make decisions, find solutions and identify my own perspectives and alternatives.</td>
<td>3,5</td>
</tr>
<tr>
<td>The assessments have helped me change my learning style and perform tasks to adapt to their requirements.</td>
<td>3,3</td>
</tr>
<tr>
<td>I have been able to choose the tasks or activities (projects, essays, presentations, debates, reports, etc.) that will be used in the evaluation (for example, choice of topic, presentation methods, resources, etc.).</td>
<td>3,0</td>
</tr>
<tr>
<td>I have been able to self-evaluate my jobs, activities and practices.</td>
<td>3,7</td>
</tr>
<tr>
<td>I have been able to review and evaluate the work, activities and practices of my colleagues.</td>
<td>3,6</td>
</tr>
<tr>
<td>I have participated in the identification and selection of the evaluation criteria.</td>
<td>3,5</td>
</tr>
</tbody>
</table>

Source: Own elaboration (2023).
For its part, the qualitative information was transcribed in verbatim form, the analysis was carried out from an inductive approach, through the constant comparison method Glaser and Strauss (1967), using the qualitative analysis software Atlas T, following the proposal of Huberman and Miles (1994), safeguarding the criteria of credibility, transferability and confirmability. In this way, from the individual interview carried out with the students, who voluntarily participated in the study, two large descriptive categories of analysis and 52 units of meaning emerge, as illustrated in Table 2, namely:

Table 2

Descriptive Analysis Categories

<table>
<thead>
<tr>
<th>Descriptive Categories</th>
<th>Number of Units of meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1: Implementation and impact of collaborative evaluation processes based on empowerment.</td>
<td>30</td>
</tr>
<tr>
<td>Category 2: Self-regulation of learning</td>
<td>22</td>
</tr>
</tbody>
</table>

Source: Own elaboration (2023).

Regarding what the students indicate by categories, we have:

**Category 1: Implementation and impact of collaborative evaluation processes, students indicate:**

“….has served as an exercise in awareness, transparency and honesty in the face of evaluation situations.”
“….in collaborative evaluation. I found it interesting to be able to argue my answers and based on that, agree on a score and then a grade.”
“….by considering from a new perspective, how to construct evaluations in a way that is constructive and primarily beneficial for students.”
“….There is an environment of trust that allows the resolution of doubts and analysis of cases…”

**Category 2: Self-regulation of learning**

“…they facilitated my own understanding, I quite liked the way the course was constructed…”
“…. They give real and close examples. They answer questions in a timely manner….”
“….yes we have had, they have allowed us to deepen the learning, by testing and having an opportunity to correct, improve, one ends up understanding much better…”.

From the two descriptive categories of analysis, two subcategories are generated where the perceptions and opinions of the students were grouped, as illustrated in Table 1.
Table 3

Analysis subcategories

<table>
<thead>
<tr>
<th>Subcategories</th>
<th>Coding</th>
<th>Definition</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empoderamiento</td>
<td>EM</td>
<td>The evaluative activities that students recognize from the evaluative processes that have allowed them to assume their commitment to the task are described.</td>
<td>“...we managed to review the progress of our group mates, being able to organize ourselves, agree on ways of working, assume roles in the face of an evaluation, which permanently provided feedback on our work is valued.” “...I value that they permanently gave us the facilities to take charge of tasks and challenges, improve our work and realize our mistakes.” “...There is an environment of trust that allows the resolution of doubts and analysis of cases...” “...we were able to self-evaluate our progress as expected, it was very useful that the group told us what aspects we achieved with the rubric and what we should improve, it was difficult for us at first, but then we understood, it went very well...”</td>
</tr>
<tr>
<td>decision making</td>
<td>TD</td>
<td>The activities and participation of students in making individual and collaborative decisions that contribute to their learning from an evaluative point of view are described.</td>
<td>“...they supported my own understanding of the module, I quite liked the way the course was constructed...” “... It allows us to organize ourselves because they give us real and close examples. They respond in a timely manner to the doubts and queries that arose as a group...” “...the support and the ease of organizing ourselves, highlighting our mistakes, have allowed us to deepen our learning, by testing and having an opportunity to correct, improve, one ends up understanding much better...” “...teacher... I value the way in which we worked and we were evaluated that it was applied and they were able to review and provide feedback in classes, and after an evaluation it was very useful, the only problem that did not arise at some point was that some of our classmates could not join because technological and internet issues, but we solved it anyway...” “...in our group, the fact that we worked as a group, they told us what was requested and then told us that we did well and that we should improve allowed us to consider it in the next deliveries and we committed...”</td>
</tr>
</tbody>
</table>

Source: Own elaboration (2023).

Based on the descriptive categories and subcategories of analysis, Figure 1 illustrates the semantic network that represents the concepts and interrelationships that arise from the analysis carried out. In it you can see the nodes and links that show hierarchical relationships that arise from the node of concept which is transformational evaluation and the nodes of
relationships such as self-regulation, feedback, collaborative work, empowerment and decision making, as well as the interrelationships that occur between them.

Figure 1

Semantic Network of concepts

Based on the results obtained, the findings of Gómez and Quezada (2020) can be confirmed regarding the need for greater student participation, which promotes autonomy and responsibility. This, without a doubt, mobilizes more inclusive, empowered and democratic evaluative processes, as stated by Segura (2018). Giving students the possibility to make value judgments and commit to their own learning through self-assessment promotes lifelong learning, as pointed out by Tai, et.al, (2017).
The incorporation of new evaluative agents, mainly the students, assume an active role in their own learning and evaluation, confirming the findings of Förster (2017), in terms of a greater feeling of responsibility for their learning and, in turn, greater progress in the same.

The findings of Mora-Vicarioli (2019) are confirmed, regarding the impact on the modification of roles in the evaluation process, which causes the students to become empowered, not only becoming an active actor, but developing the self-regulation of their learning. Both individually and in groups, they will be able to value their own work, question evaluation practices and offer alternatives different from those proposed by Ibarra-Sáiz, et al., 2020).

Students point out that greater participation in the evaluation processes allows them to develop complex skills and strengthen the capacity for self-regulation, as indicated by Peters, M, et. al (2022), is therefore considered one of the central aspects of learning.

Likewise, what was indicated by Bruna, et. al (2021), greater student participation and mainly the development of collaborative work, promotes deep, reflective, critical learning and improves decision making. As indicated by Scarsi, et. al (2021), it is proven that the implementation of collaborative evaluation strategies promotes student empowerment, encouraging the development of reflective and negotiation processes among students.

The need for students to have a clear learning path is confirmed, as well as objectivity in the evaluation processes and what is expected of them according to Förster (2017) and Ruíz (2019).

5 CONCLUSIONS

The need to continue delving into evaluation procedures with a transformational approach can be noted. Participatory and where student empowerment is promoted, catalyzing processes that allow students to self-regulate their own learning through evaluation, the challenge is not minor since in higher education traditional evaluation procedures persist where the role, power and Legitimation lies in the teachers.

It is recognized that it is necessary to implement this type of procedures with undergraduate students, in order to develop the capacity for empowerment from the beginning of higher education. In the case of this research, the benefits obtained by implementing this type of strategies are recognized, however, as it was a diploma, the students were mostly professionals with extensive experience in the professional world, which would also explain the organizational capacity they achieved. For this reason, it can also be considered a limitation,
since it becomes a challenge to work with students who have not entered the world of work, and who are initially developing skills that allow collaboration, self-regulation, and critical and reflective thinking.

REFERENCES


