PROPOSED METHOD FOR MAKING THE IMPACT ASSESSMENT PROYECTO 50 AREA AT EAFIT UNIVERSITY

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Description of the areas of Proyecto 50

- The content area is comprised of an interdisciplinary team accompanying teachers Eafit in searching, updating and creating new digital educational resources

- The project technology area is responsible for providing the necessary technological tools for digital educational content deployment, also generates technological innovation initiatives that may be applicable in innovation projects

- The accompanying learning area teachers in the consolidation and development of skills for educational innovation, from training scenario development, experimentation, socialization and educational research in teaching and learning environments, setting educational research projects that impact directly teachers, groups and students.

Meeting Summaries

- As part of the Proyecto 50 projects have considered some variables that affect these projects and can be analyzed with existing data and both quantitative and qualitative methodologies.

- The use of ICT in the teaching population
- Academic performance
- Cognitive skills
- motivation
- The perception of the course the students

- In (UNESCO Institute for Statistics, 2009) a number of existing indicators which can be measured using ICT are mentioned.
- In (ECLAC, 2010) are considered targets for compiling statistics on the use of ICT.

PRODUCTS OF EDUCATION

Name	Population Impacted	Target	Methodological Measurement Strategy
Nivelatorio Becas Aportes de Empleados	New Students	Academic Performance	
Itinerario de monitores	Students and P50´s monitors	Academic Performance, Use of ICT	
Jose fernando sistemas	Teachers and students	Motivation, qualification from students to teachers	
Itinerario de mapas conceptuales	Tutors in Universidad de los niños, (Future students)	Academic performance	

Initial considerations

- PROYECTO 50 carries and creating content and training teachers over four years, despite this, in all this time there have been no studies to determine whether the measure EAFIT to create this center for technological and educational innovation to transform teaching in the classroom was positive or if instead only represents more expense to the University.

- From this it is necessary to have knowledge about the processes taking place in PROYECTO 50 and how they have contributed, through innovation, to a change in the teaching in the classroom.

Initial considerations

- It may take considerable time before the effects of a project are evident (Georghiou, 1998), as an innovation process usually requires first a process of acceptance and adaptation another to be able to fully implement.

- Evaluative approaches for objective or based on performance indicators can be useful for tracking the status of a project, to ensure that innovative activities remain active and are going more or less on track.

- A small number of key impacts caused by a minority of projects or participants can be much more significant than changes (or average) mean scores. Yet, the most common measure of the impact of a program is usually the mean (Perrin, 2001).

Academic performance

- The academic performance has been studied repeatedly in educational research and ratings represent the most widely used indicator "(Rodriguez Ayán & Ruíz Díaz, 2011). However the ratings as a measure of performance have been mixed reviews. First, do not necessarily imply quality or depth of knowledge acquired, as the results come in ratings associated with factors and different skills.

- This gives rise to an analysis of academic achievement in view of the student and all environments in which plays in their daily lives and skills that they have provided to demist certain tasks that may affect their grades.

- Academic performance indicators considered are taken from (Garbanzo Vargas, 2007), and most have been used in different studies in higher education.
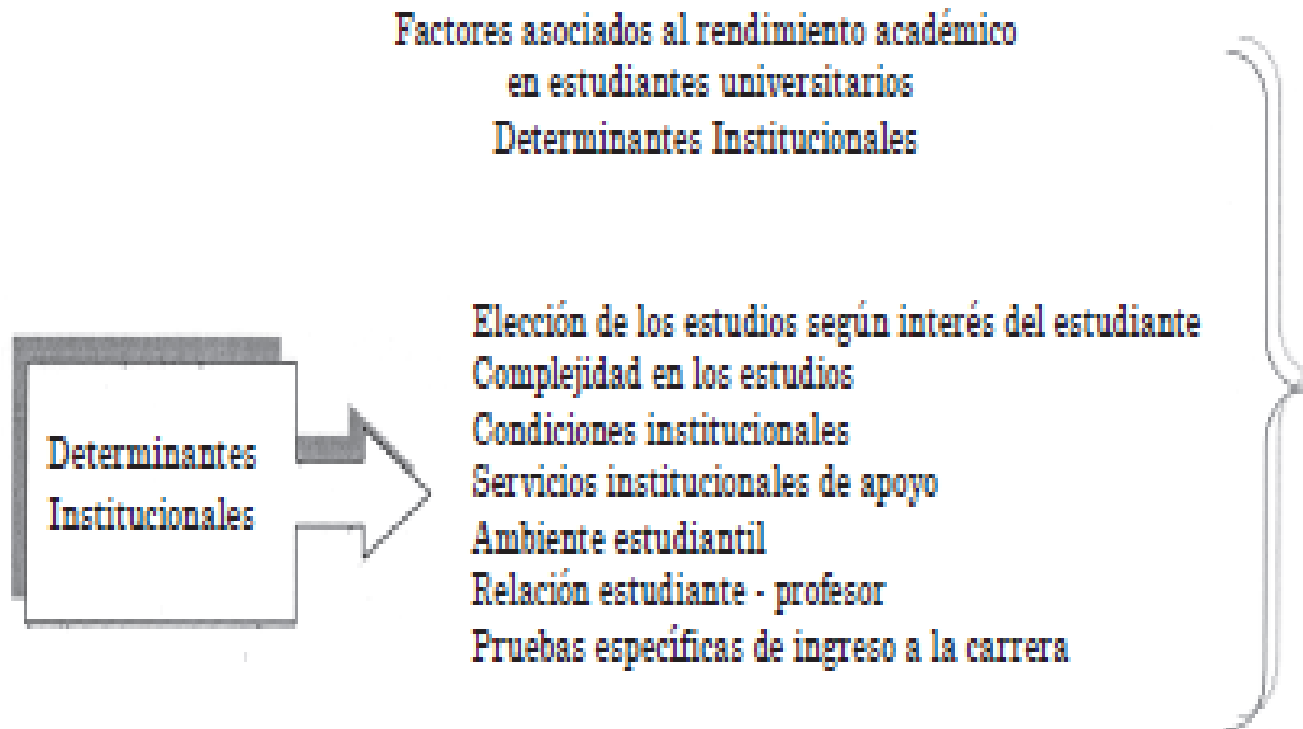
Determinants in academic performance

Factores asociados al rendimiento académico
en estudiantes universitarios
Determinantes Personales

Determinantes personales
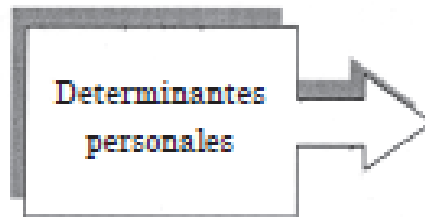
- Competencia cognitiva
- Motivación
- Condiciones cognitivas
- Autoconcepto académico
- Autoeficacia percibida
- Bienestar psicológico
- Satisfacción y abandono con respecto a los estudios
- Asistencia a clases
- Inteligencia
- Aptitudes
- Sexo
- Formación académica previa a la Universidad
- Nota de acceso a la universidad

Determinants in academic performance

Factores asociados al rendimiento académico
en estudiantes universitarios
Determinantes Institucionales

Determinantes
Institucionales →

Elección de los estudios según interés del estudiante
Complejidad en los estudios
Condiciones institucionales
Servicios institucionales de apoyo
Ambiente estudiantil
Relación estudiante - profesor
Pruebas específicas de ingreso a la carrera

Images taken (Garbanzo Vargas, 2007)

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Determinants in academic performance

Factores asociados al rendimiento académico
en estudiantes universitarios
Determinantes Sociales

Determinantes
Sociales
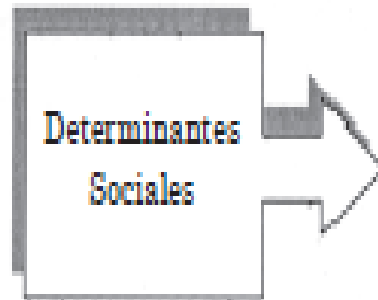
Diferencias sociales
Entorno familiar
Nivel educativo de los progenitores o adultos responsables del estudiante
Nivel educativo de la madre
Contexto socioeconómico
Variables demográficas

Images taken (Garbanzo Vargas, 2007)

Cognitive skills

- To solve these technical factors both quantitative and qualitative analysis are discussed as it relates to qualitative variables.

- For analysis skills (E. Ruiz, 2007) recommends designing skills assessment instruments in order to obtain evidence to identify and recognize a range of skills acquired through experience in the environment in which the student plays .

- Cognitive skills are described as methodologies employed in the management of knowledge and its association with educational content and refer them directly to the different intellectual capacities resulting from the willingness or ability shown by individuals to do something.

Cognitive skills

- To (Clavero, Undated) "Currently we are immersed in the era of technological revolution and, therefore, the number of cultural and technical knowledge, theories and skills, models and strategies, etc., increase exponentially; being so that education faces the great challenge of transmitting simultaneously linking the theoretical with real life increasingly difficult to solve problem. Also, curious and paradoxically full patient being in the age of social media, we find the highest levels, historically speaking, personal isolation; which greatly exacerbates this problem. "

- Therefore today cognitive ability par excellence, if not the only, is memorizing class notes or exposure teacher, so the method of study of many students is to memorize what they learned in class, doing basically they learn only to the time of evaluation.

Motivation

- This is when comes to play an important role motivation. The motivation of students in class can generate other cognitive skills are developed and are interested vary their methods of study. For this it is necessary to measure motivation to determine whether it should not intervene to improve motivation.

- The experimental works have identified patterns of teaching performance that generally have a positive effect on student motivation. However, this effect does not always occur does not in the same degree. This fact suggests that perhaps does not influence the environment itself, but its effect depends on the goals that students pursue (Alvarez & Bisquerra, 2007).

- This is determined that motivation is also associated with several factors that influence it, so the existence of correlation between the chosen variables becomes evident.

- In (National University of Distance Education, undated) the types of analysis that can be grouped into 4 categories and measurement techniques for such analyzes are mentioned.

Use of ICT and perception

- The use of ICT as a tool for improvement exposed other variables, means that a change in teaching methodologies in the classroom and is considered to have an impact on the perception of the students regarding the course and for the teacher.

- In a report from the Universidad del Valle in Cali, (Universidad del Valle, 2012), reveals that higher education institutions require information on the quality of academic and administrative services provided, in order to establish priorities to guide internal process improvement. Because the student is the sector that benefits directly from the fulfillment of the academic purpose of the university, it is legitimate to ask systematic and rigorous way, how satisfied are you with the academic and non-academic services offered.

- The organization benefits while at detecting flaws that owns and fed back from the information provided by students, alumni and teachers achieve the satisfaction of those who are its reason for being, thus increasing their quality (Universidad del Valle, 2012).

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