



Student Perception Regarding the Performance Teaching in Graduate Distance Programs

(Evidence Evaluation of Teaching Period 2012-2015 Master in Education Mention Curriculum and Competencies)

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ABSTRACT

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The present study aims to mainly determine the level of satisfaction of students with regard to the teaching performance in graduate programs within distance of the Miguel de Cervantes University, therefore has been a satisfaction survey during the development of the program. The survey is annual and it was applied each year during the period corresponded between 2012 and 2015. It consists of 17 questions that assess the degree of compliance of the student with the service delivered by the platform online, on a scale from positive assessment. A universe of 58 students, 52 applied survey respondents.

The results obtained are running a general conformity of the students with the program distance and with the platform, which is evidenced in that in all the questions raised by the survey, the level of satisfaction and positive response is greater than 88%, which It means, that each one of them at least 45 people in a total of 52 are compliant.

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By grouping the points assessed by axis is obtained that the group with the best qualification is that of questions concerning the timeliness, which holds 93,99% positive evaluation whereas the shaft with the lower-rated is that of the quality of the delivered content 87.9% of satisfaction.

KEYWORDS: Satisfacción, Educación a Distancia, Desempeño Docente, E-learning

INTRODUCCIÓN

Unlike what happened 100 years ago, in today's society, it is quite easy for people to access the information they require, provided that they have the necessary tools and have appropriate digital competences, in each moment as it they are: strategies for search, assessment and selection of information.

However, and also unlike what was happening before, now the society is subject to rapid changes that continually pose new problems, requiring multiple people procedural skills such as initiative, creativity use of ICT tools, strategies of

problem solving, teamwork, among others, to create precise knowledge enabling them to deal with them successfully. Therefore, today the role of trainers is not so much "teaching" through explain and examine knowledge that will have a limited effect and will be always accessible, but rather to help the students to "learn to learn" independently in this culture change and promoting their cognitive and personal development through critical and applicative activities.

At this time it is required to take advantage of the vast information available and the powerful ICT tools, in order to

promote an education focused on the characteristics of each student, i.e. a training focused on students requiring them a processing active and interdisciplinary information so that they build their own knowledge and not simply to perform a simple passive reception of the information by the teacher.

On the other hand, the diversity of students and educational situations that may occur, recommended that trainers take advantage of the many available resources, which are many, especially if cyberspace, is used to customize the action teaching, and work in collaboration with other colleagues keeping a research attitude in the classroom, sharing resources (e.g. through educational websites), observing and reflecting on own didactic action and seeking progressively improvements to actions consistent with the circumstances (action research) (Graells, 2004).

Finally, do not forget the teaching role that ICTs have become a transversal axis of all formative action, where you will almost always have a triple function:

- Instrument facilitating learning processes, i.e. as a source of information, communication channel between trainers and students and teaching resources.
- Tool for the processing of information and as implicit learning content, given that students use ICT learning about them, increasing their digital skills.

THEORETICAL FRAMEWORK

In the same way, it is clear that issues relating to the responsibility of society and the State, the involvement of different stakeholders in the definition of policies and education to the own role of teachers in the changes are installed. Despite these advances, there is evidence on quality and equity in education, which influences in the collective thought it predominates the idea that neither the education nor the implemented reforms have achieved consistent changes and sufficient in relation to the demands of the social, economic, political and scientific scene in the 21st century. Again and again, each time with more repetition, becomes the background questions: what are the transformations that need the education systems of societies? Would who or who have the social responsibility to decide what these changes? How to make viable, concrete and assess changes?... Also, again teaching factor is cited as one of the most important changes materialize and expressed in terms of better learning of children and young people, better management of schools and greater effectiveness of education systems. (Campos, 2005)

The profound and rapid changes that have shaken the world in recent decades, put into discussion tasks historically allocated to education, the school and the teacher. On the origin of the modern State, the socialization of new generations was a tripod formed by the family, the Church and education. The latter was acquiring an increasingly relevant weight with the advance of the processes of industrialization and urbanization, in contrast to the

weakening or gradual changes faced by the Church and the family. Some influential reasons were: emergence of the media of the masses, new configurations of family, inclusion of women in the labour market, different perceptions about the practice of values, expectations of people facing the future, rapid development of information and communication technologies (Campos, 2005).

If teachers are one of the most important factors in the Organization and delivery of the educational service, a part of the answer should be changes with teachers, not for teachers, i.e. have educational co-authors and protagonists, provided for a social and cultural capital that turns them into social subjects capable of participating in the decisions reflected and dialogued and deliberative. Proud of his profession, reassessed, committed to the results of their work, teachers accountable to families and communities, feeling recognized by society.

Society, understood as a set of involved, including teachers themselves, is called to ensure that education systems have the best teaching teachers who make a difference, that can defend their ideas and rights without affecting the right of children and young people to have a good education, to have opportunity of learning and development. Education is still the call to "establish the balance between economic growth and ethical principles such as equality, equity, justice, the respectful coexistence". Therefore, society, understood as a set of involved, including teachers themselves, is the call to ensure that education systems have the best teachers. (Campos, 2005)

The best way of ensuring the educational systems is through the training of teachers, promoting appropriate training from the Centre, encouraging the use and integration of ICTs from the consideration of their needs, oriented to the practical action in such a way that does not remain only in theory and, of course, facilitating the adequate technological means and a good continuous advice (Graells, 2004).

The needs of the educational centers, where teachers can put into practice what you learn, requires giving choices and personal preferences, since there may interest to each teacher more deepen some specific issues, support the accreditation of core competencies established by the educational administration, so form features standards that give account of when we are faced with a good teacher and these characteristics are not minor, just to name a few:

- Prepare classes.
- Motivate students.
- Manage classes whereas the diversity of students.
- Use different materials and methods to make the classes interesting.
- Expository clarity. Maintain discipline and order.
- Efficiently manage the communication with the students.
- Treat students with respect.

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- Recognize when you make a mistake or wrong on something.
- Undertake a good tutorial and example. Provide all frequent and systematic care.
- Interested in students, ask them about what they do and try to help them.
- Provide guidance adjusted to the problems they raise each student and their needs.
- Do pupils working hard and putting high levels.
- Help students to be independent and to organize their learning.
- Promote and guide the work in group.
- Research in the classroom, learning with students.
- Master matter and update their knowledge on the subject.
- Keep in touch with the parents of their students and encourage them to participate in the life of the school.
- Be friendly with colleagues and help them.
- Collaborate in the management of the school.

These and many more features are that one could infer that this against a good trainer and should be measured mostly in a teacher evaluation, in such way generate the Diagnostics a teacher regarding their performance looked from the perception of students and generate improvement plans in the realizations of their functions, from the perspective of a good teacher.

METHODOLOGICAL FRAMEWORK

To determine the level of satisfaction of students with regard to the performance program teaching master's degree in higher education from the University in study a survey with 17 questions, which assesses various points of the course, the platform was designed in the classes offered and professionals who participate in it.

Students answer the survey evaluating each point with a positive or negative evaluation.

The survey applied every year during the period 2012-2015. A universe of 58 students, 52 survey respondents, representing 89,65% of the course.

The applied survey template is shown in the following table:

QUESTION	YES	NO
He is willing to respond to the concerns of students.		
Fulfillment of the activities schedule		
Forms and evaluation criteria are clearly set out at the beginning of the year.		
It develops the programmatic content of the subject according to what was planned in this.		
It delivers timely information about changes to the program or course activities		
It meets the course schedule		
It interacts with students through chats, forums, email, etc.		
It develops the objectives and content according to the programme of the course		
The developed contents presented utility for their professional performance and satisfaction of expectations of training		
It has an adequate level of coverage of the topics indicated in the programme.		
It relates the contents of the subject with other subjects of the master.		
It suited the developed methodologies to facilitate the understanding of the content.		
It presents examples and/or exercises that contribute to the understanding of the content.		
(Work and/or testing) assessments adhere to the delivered content.		
There is consistency in the Organization and sequence of the subjects developed to date.		
It delivers the results of work in a timely manner (not more than two weeks).		
Establish a respectful and equal treatment with all the students of the course.		

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RESULTS

The results after applying the instrument of teaching evaluation are generally in the table below, where there is evidence of the percentage of positive responses, a period corresponded between 2012-2015, by question. Also notes the average achieved during the period.

For better understanding and analysis of the results is proceeded to separate the measuring instrument in the 4 assessment criteria, which are:

- Interaction of the guardian with the student.
- Punctuality.
- Programme planning.
- Quality of content.

The first criterion, which corresponds to the tutor interaction with students, covers the questions:

- ✓ The tutor is willing to respond to the concerns of students.
- ✓ It interacts with students through chats, forums, email, etc.
- ✓ Establish a respectful and equal treatment with all the students of the course.

The tutor is willing to respond to the concerns of students. It interacts with students through chats, forums, email, etc. Establish a respectful and equal treatment with all the students of the course.

- ✓ Compliance with the schedule for the activities.
- ✓ The course timetable is met.
- ✓ The results of work in a timely manner are delivered (not more than two weeks).

The third criterion, linked to the planning of the programme includes:

- ✓ Forms and evaluation criteria are clearly set out at the beginning of the year.
- ✓ The programmatic content of the subject according to the plan are developed in this.
- ✓ It delivers timely information about changes to the program or course activities.
- ✓ It develops the objectives and content according to the program of the course. (Work and/or testing) assessments adhere to the delivered content.
- ✓ There is consistency in the Organization and sequence of the subjects developed to date.

And finally, the fourth criterion that is related to the quality of the content delivered by the program includes:

- ✓ The developed contents presented utility for their professional performance and satisfaction of their training expectations.
- ✓ Presents an adequate level of coverage of the topics indicated in the programme.
- ✓ The contents of the subject with other subjects of the master is related to.
- ✓ The developed methodologies are adapted to facilitate the understanding of the content.
- ✓ The program raises examples and/or exercises that contribute to the understanding of the content.

Report of follow-up surveys of teaching evaluation 2012-2015

Master of education mention Curriculum and competency-based assessment

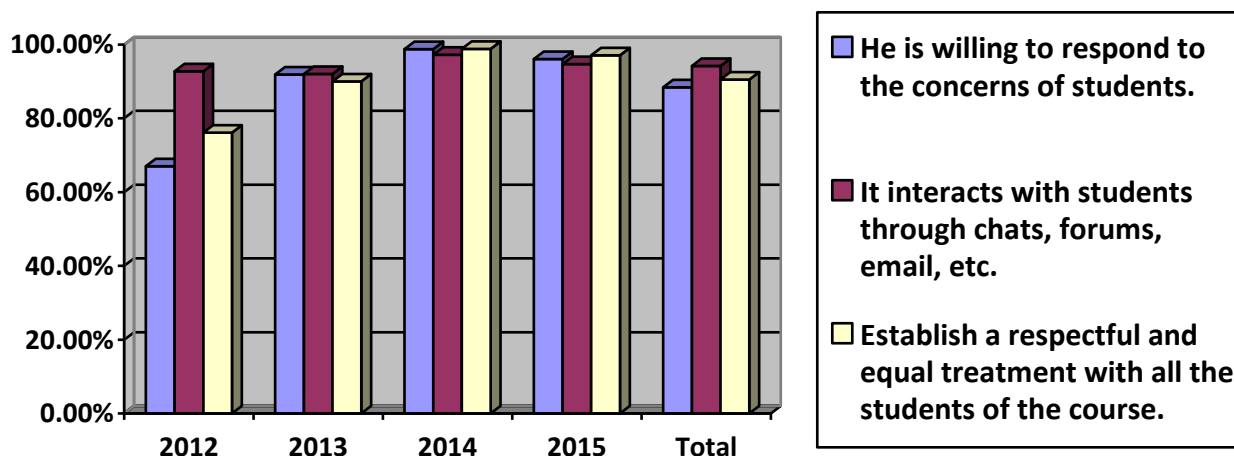
Question	Positive Evaluation				
	2012	2013	2014	2015	Total
He is willing to respond to the concerns of students.	66,98%	91,87%	98,75%	96,09%	88,42%
Fulfillment of the activities schedule	95,64%	93,60%	99,36%	97,17%	96,44%
Forms and evaluation criteria are clearly set out at the beginning of the year.	96,73%	93,18%	99,25%	97,53%	96,67%
It develops the programmatic content of the subject according to what was planned in this.	99,29%	93,18%	99,59%	97,17%	97,31%
It delivers timely information about changes to the program or course activities	94,60%	93,20%	98,33%	97,01%	95,78%
It meets the course schedule	95,75%	94,00%	99,25%	97,14%	96,53%
It interacts with students through chats, forums, email, etc.	92,77%	92,06%	97,26%	94,69%	94,20%
It develops the objectives and content according to the programme of the course	77,08%	89,54%	99,23%	97,14%	90,75%
The developed contents presented utility for their professional performance and satisfaction of expectations of training	75,13%	90,18%	98,95%	97,52%	90,45%

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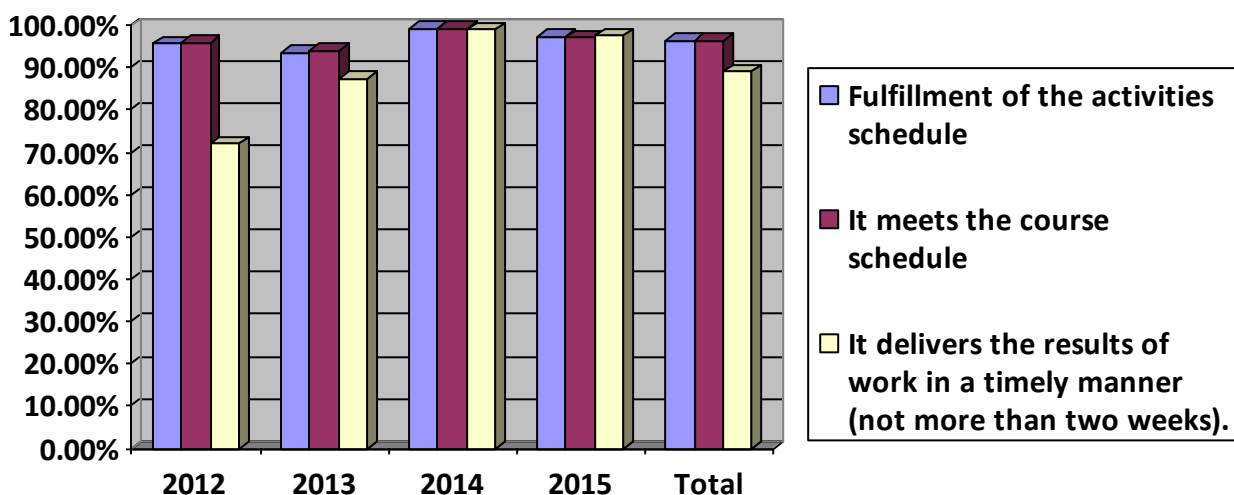
It has an adequate level of coverage of the topics indicated in the programme.	70,03%	89,15%	99,08%	97,54%	88,95%
It relates the contents of the subject with other subjects of the master.	70,53%	87,85%	98,28%	96,47%	88,28%
It suited the developed methodologies to facilitate the understanding of the content.	64,21%	88,09%	98,38%	95,94%	86,66%
It presents examples and/or exercises that contribute to the understanding of the contents.	59,56%	86,87%	97,74%	96,54%	85,18%
(Work and/or testing) assessments adhere to the delivered content.	70,22%	89,96%	98,94%	96,81%	88,98%
There is consistency in the Organization and sequence of the subjects developed to date.	73,05%	89,45%	99,00%	97,54%	89,76%
It delivers the results of work in a timely manner (not more than two weeks).	72,01%	87,43%	99,01%	97,54%	89,00%
Establish a respectful and equal treatment with all the students of the course.	76,13%	89,98%	98,82%	97,09%	90,50%

Below are attached four graphics, fractionated according to each criterion of evaluation mentioned above:

**Evaluation teaching 2012-2015 survey criteria:
interaction with the student**

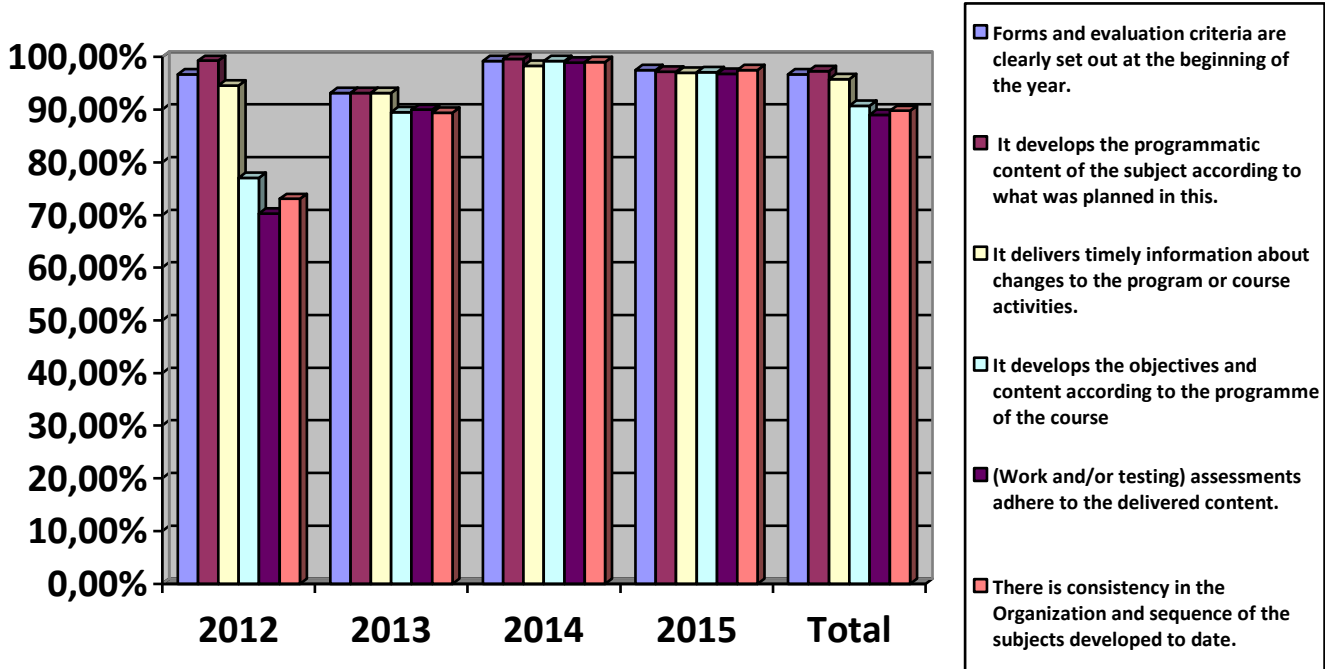


**Surveys of 2012-2015 teaching evaluation criteria:
timeliness**

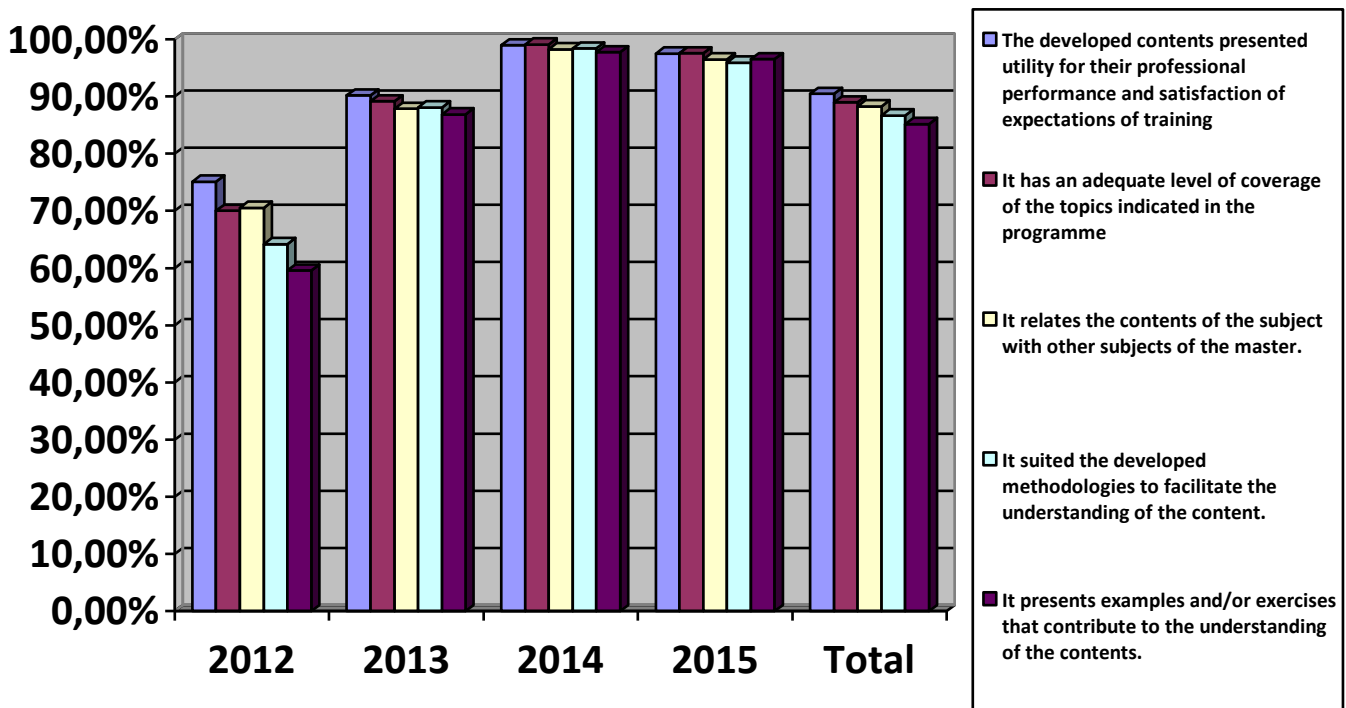


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Evaluation teaching 2012-2015 survey criteria:
programme planning



Evaluation teaching 2012-2015 survey criteria:
quality of contents



CONCLUSIONS

Under the assumption that the attractiveness of the teaching is a rewarding job at the human level, since it is with people, you learn of them and life. It is essential to evaluate this work this being well received by trainees, which was conducted this research with the following results, in a way that can serve as a guide so that other institutions can

measure the satisfaction of his students regarding their teachers.

Obtained results show us a general conformity of the students with the study program and with the platform, what is evident given that all of the questions asked by the poll, has a level of satisfaction and positive responses is more

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than 88%, which means, that each one of them at least 45 people in a total of 52 are compliant.

By grouping the points assessed by axis is obtained with better qualification criteria are those with questions concerning the timeliness and programme planning, which have a 93,99% and 93.2% of evaluation respectively, positive following the axis of interaction with the student who earned a 91.04% satisfaction and finally the criterion with the lower rating is that of the quality of the content delivered with 87.9% in accordance.

If we consider the average as the mark of approval (91,53%), we found that shafts of quality of content and interaction with students are poorly evaluated, 91.04% and 87.9% respectively under the average. Given these results academic direction should improve the interaction of the guardian over the pupil, thus always being willing tutor to answer the concerns of students, since this criterion is essential in the learning process of virtual programs . Also the platform must improve in the area of content delivery adapting methodologies of teaching according to the needs of their students, raising examples and/or exercises to contribute a better understanding of the contents.

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