FORMATIVE EVALUATION TO STRENGTHEN EVALUATIVE PRACTICE IN HIGHER EDUCATION IN THE LAW PROGRAMME OF THE CENTRAL UNIT OF VALLE DEL CAUCA - UCEVA.

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Abstract – The purpose of this article is to design a formative assessment proposal that strengthens the evaluative practices of the teachers in the UCEVA Law program. The methodology was oriented, from the parameters of the interpretative paradigm and using the hermeneutic phenomenological method proposed by Fuster (2019), to interpret the arguments presented by Ausubel (2002), Quintar (2008), Santos (1998), Díaz (2000), Hidalgo (2021), Novak and Gowin (2002), and Álvarez (2013), who argue that, in higher education, the aim is to enhance competencies, skills, abilities, and dimensions of the human being, encompassing psychological, cultural, social, biological, ethical, communicative, and cognitive aspects. The data collection technique used was the interview, applied to 20 informants, and 3 work guides applied to 10 students, 6 teachers, and 4 graduates.
The results and findings obtained evidenced the need to apply formative assessment to improve student learning outcomes through reflection, feedback, and knowledge exchange. Likewise, the need to incorporate more assessment instruments and techniques other than exams and quizzes was identified.
Keywords:formative assessment, evaluative practice, non-parametrical didactics, teachers, students.

INTRODUCTION

Formative evaluation (FE) poses new challenges to teaching and learning in the university educational context, i.e. in two ways, because it encourages dialogue and reflection between the educational subjects, student, teacher and, in order to strengthen education, management staff must be involved; this type of evaluation makes it possible to mobilise non-parameterised didactic research strategies (Quintar, 2008) that make it possible not only to examine the progress of students and the reflection-action of teachers, but also the development of skills and competences for comprehensive training.

The strengthening of evaluative practices led to the design of a proposal with methodological and intervention plans for the Law programme based on formative evaluation, in the context of the PEI of the UCEVA (2020), in order to continuously improve training. As Santos (1998) points out, 'evaluation brings to the table all our conceptions (about society, the school, the teacher's task, and student learning)' (p. 7). Finding out what teachers think about assessment, how students experience it throughout their careers and how the university conceives it at this historical moment, in which the greatest regulatory emphasis in the field of education is aligned with the demands of the neoliberal economic model that promotes and imposes competitiveness, standardisation and results over cognitive and human processes, is not an easy task.

Reflection on the pedagogical and didactic transformation in evaluative practices involves the

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paradigmatic shift of traditional and formative evaluation in the university context of the UCEVA, Colombia, in harmony with the PEI. For this purpose, authors such as Quintar, (2008), Santos, (1998), Díaz, (2000), Hidalgo, (2021), Novak and Gowin, (2002), among others, who approach the subject under study in a reflective manner, are taken up.

Formative assessment is conceived as a dynamic, systemic and permanent process, where the learning results of students and the levels of progress in the development of competences and training skills are analysed (Díaz, 2017), also this type of assessment makes it possible to identify the need for recognition and permanent accompaniment by the teacher of each and every one of the activities carried out by the students individually and collectively in their training process, where it is essential to implement activities such as bibliographic searches, experimentation, verifications, observations, partial reports, workshops, exhibitions, discussions, these activities will allow to show the progress and difficulties in the learning process of the students. Therefore, the objective of the research was to design a formative evaluation proposal that strengthens the evaluative practices of the teachers of the Law programme at UCEVA.

1.   Methodology

The methodology is the path that the researcher takes to reach the research subjects accompanied by the proposed objectives, therefore, the approach and the method that was used is of a qualitative nature from the hermeneutic phenomenological method, understood as a subjective paradigm because it allows to interpret the essence of the life experiences of the participants, it also makes it possible to recognize the meaning of the sociological notions lived by the subjects of study. Therefore, this approach is based on the analysis of situations, events and complex aspects of human life, that is, the dimensions that are not taken into account by the quantitative method, hence, the phenomenological method focuses on understanding the awareness of the problem studied in order to reach a deep interpretation (Fuster, 2019).

After searching and reviewing background information in open and closed databases (Scopus, Teseo, Google thesis and Scielo), as well as contributions from Redesvalle with the book entitled Faces of learning assessment in higher education assessment, also, in repositories of national and international universities, as well as specialized bibliography on the topic of study, the construction of conceptual theorization was achieved based on the contributions of the research studies tracked and the approaches of the authors summoned, Santos (1998), Habermas (1999), Díaz (2000), Novak and Gowin (2002), Quintar (2008), Prieto (2008), Vygotsky (2010), Guzmán (2011), Morin (2012), Álvarez (2013), Cifuentes (2016), Hidalgo (2021), who present some positions on the topic of study.

Regarding the technique, in this case, the interview was used, three guides were designed and applied, which were in accordance with the order of the methodological scheme and the participants, students (ten from sixth to tenth semester of day and night), teachers (six among them: four hours of lecture and two full-time) and graduates (four, from the years 2020, 2021, 2022 and 2023) of the UCEVA law program, interview guides endorsed by three Doctors with relevance in the subject.

The phases applied according to the hermeneutic phenomenological method proposed by Fuster (2019), were: First phase: clarification of the budget. Stage in which the theoretical framework was built with each of its conceptions where the subject of study was specified and described, which revolves around the Formative Evaluation to achieve the construction of the plan proposal. Second phase: information collection. Phase in which the interview guides were developed and applied, aimed at students, teachers and graduates of the law program to learn about the concepts on formative evaluation and evaluative practices. Third phase: reflection on the conceptions of students, teachers and graduates on formative evaluation and evaluative practices in the Law Program. Once the information was collected, using the interview technique, a reflective analysis was carried out to understand the meaning that the participants have about the experiences lived in the evaluative practices. and Fourth phase: analysis of the information of the lived experiences (closure). Finally, the information collected was analyzed, interpreted and triangulated based on the specifications of each subject in relation to the questions formulated in the interviews and taking into account the approaches of the authors referenced both in the background and in the theoretical framework and as a closure, the conclusions of the intellectual product were made.

2. Theoretical framework

2.1. Quality management based on evaluative practices from formative assessment in higher education

At present, the Ministry of National Education (2021) from its different levels, especially in higher education, seeks to continuously improve teaching and learning processes in order to achieve educational quality, proposed as a teacher training policy; Faced with this curricular requirement, public and private institutions, headed by directors and teachers, periodically design and implement academic strengthening plans with the aim of enhancing skills, competences and learning outcomes in the context of the comprehensive training of the professional citizen; this requires the implementation of pedagogical and didactic approaches and practices articulated with Formative Assessment.

Formative assessment is conceived as a dynamic, systemic and permanent process, where the learning results of the students and the levels of progress in the development of competences and training skills are collected and analysed (Díaz, 2017), also this type of assessment makes it possible to identify the need for recognition and permanent accompaniment by the teacher of each and every one of the activities carried out by the students individually and collectively in their training process, where it is essential to implement activities such as bibliographic searches, experimentation, verifications, observations, partial reports, workshops, exhibitions, discussions, these activities will allow the progress and difficulties in the learning process of students to be evidenced.

In this evaluation modality, the activities are oriented towards explanation, understanding and feedback, the inter-dialogue of knowledge, subject dialogue and construction of the concepts that are worked on in the curricular content to give an answer, always tentative to understand the role of the interpretation of the norm and jurisprudence, in the student's cognitive process. All of the above allows for the design of inter-structural assessment proposals where the student and teacher jointly construct the act of learning.

Based on formative assessment, we wanted to design a methodological proposal for formative assessment with a view to becoming a reference for professional training that values research processes, analytical, critical and reflective perception of the various facts, phenomena and educational-contextual situations in which the subjects of learning are immersed (Aguilar, 2019).

2.2. University classroom practice for effective evaluation processes.

The art of teaching does not only imply the instruction of the teacher to the taught, but goes beyond that genuine dialogue that is created and recreated in the midst of tensions, provocations and above all the desire to learn permanently. Hence, teaching involves a network of actions that permeate the strictly human, because without this ingredient it would be an automated process without effervescence. When teaching with love, patience is unlimited, because it involves 'a subjective understanding of the teacher towards the disciple' (Morin, 2012), which enables a bridge between school, life and professional insertion. Furthermore, teaching in higher education must be of high quality, giving priority to training people for life and, in the process, producing well-rounded professionals.

Therefore, quality teaching at university level must include some basic principles that are taken into account by the authors Hidalgo (2021) and Guzmán (2011): the subject matter to be addressed must arouse the student's interest and desire to learn. University teachers must direct their pedagogical practices towards effective learning so that students can achieve their objectives.

Teaching must contemplate the possibility that the student actively self-regulates learning through an autonomous process and, finally, the university teacher must foster didactic communication in each pedagogical encounter that enables empathetic interaction with their students.

2.3. Relevance for comprehensive formative processes of formative evaluation based on the practice of the university classroom.

The most important traits of a university lecturer in order to promote comprehensive training processes based on meaningful learning are the following: They share their passion and enthusiasm for their professorship and combine teaching with research. He/she keeps up to date with didactic knowledge of the discipline. Uses clear examples to deepen the didactic units. Takes into account the queries and

opinions of students regarding the subject matter. Generates debates to get to know the controversial points of their students.

It is also necessary to argue that in the current historical moment it is essential to make use of communication and information technologies to go deeper into the topics of the area of knowledge and uses formative assessment to provide feedback on the progress of learning (Guzmán, 2011). In addition to the above, a university lecturer must have a good command of the discipline that enables students to have a broad conceptual understanding of the course topics. Likewise, they must foster a learning environment focused on cooperation and active learning.

By virtue of the above, university teaching involves a great pedagogical commitment on the part of the university teacher, as well as the agreements reached between the evaluator and those being evaluated at the beginning of each semester course, with the aim that students identify how the teacher evaluates in order to achieve the expected learning outcomes in the area of knowledge, given that the purpose of teaching is for students to learn in a meaningful way (Santos, 1998), that is to say that learning is directly related to the cultural context and not in a standardised way so that it becomes an experience of lived knowledge.

2.4. Evaluative practice for strengthening higher education

The evaluative practice is defined as a set of actions, where techniques and instruments are used with the intention of recognising the progress of students' learning, those meanings that allow mediating teaching and learning (Díaz, 2002). Thus, the evaluative act is carried out in a certain context of meanings and at the same time of meanings within the pedagogical task (Álvarez, 2013).

In view of the above, it must be said that classroom evaluation, apart from focusing on student learning, is also a pedagogical act with a formative value, because within the essence of evaluation, personal (human condition), historical, social and institutional aspects are articulated, the latter aspect being linked to the pedagogical model set out in the IEP (Álvarez, 2013).

In short, evaluative practice involves assessing disciplinary concepts, as well as student performance mediated through practical work (analysis of real and hypothetical cases, interpretation of jurisprudence). In addition, evaluative practice must also consider the socio-affective, in order to be considered truly formative and comprehensive.

2.5. Non-parametric didactics to strengthen university classroom practices

In the search for alternatives that lead to improving the evaluative pedagogy of the classroom in the university environment, didactics should be mobilised towards discursive practices that allow the interaction of the subjects of learning; hence, didactic communication should be focused not only on the theoretical-conceptual foundations of a discipline, but also on the subjective understanding of the encounters and misunderstandings with others to create consensus and minimum agreements (Cifuentes, 2016). Thus, non-parametric didactics can be conceived as a way of using pedagogical discourse in a reflexive act that makes it possible to go beyond the simple transmission of information about a discipline. Therefore, taking a reflective look at the pedagogical task requires the implementation of new readings on didactics at the university.

Didactics is a discipline that is not exhausted within the field of education, but rather it is all-encompassing because it is immersed within the pedagogical task, since it demands the planning and use of various methods and techniques to manage classroom practices.

This is why didactics is a practical exercise that mediates discourse, devices, content and the method of transmitting information. It even implies an empathetic form of social interaction based on the understandings that the act of teaching involves (Morin, 2012). In this sense, didactics is a human activity that contains axiological elements specific to educational action.

By virtue of the above, university teaching practices, mediated by non-parametric didactics, enable a critical discourse as free-thinking subjects, since the communicative act is also the object of study of didactics as a discipline that focuses on the action and practice of educational work (Quintar, 2008). In similar words, it should be said that one of the contributions of didactics in the educational task is the reflection, not so much of the methods or of the tools that mediate learning, but of the way of promoting rational acts on teaching, given that teaching is a process that requires didactic knowledge on the part of the teacher, who from his or her expertise will dynamise contents to the subjects of learning who will

have different ways of assimilating this accumulation of disciplinary knowledge.

Now, non-parametric didactics aims to promote teaching centred on the formation of subjects who enjoy suspicion, who doubt and who also problematise all the time in order to promote proactive and resolute thinking, therefore, non-parametric didactics promotes teaching that generates gaps in knowledge and not completeness, with the aim of constituting a commitment to the construction and production of knowledge (Quintar, 2008).

From this conception, non-parametric didactics favours the understanding of hegemonic thinking, which is interwoven in diverse ways of culturally interpreting the world, hence it is a commitment to the decolonisation of stagnant positions in order to defend universal knowledge (Quintar, 2008).

2.6. Pedagogy of empowerment and inter-structural pedagogical model.

The pedagogy of the empowerment of the human being is conceived as a process of validity of knowledge because it intends to develop skills and attitudes to establish a close relationship of knowledge with pedagogical practices, where the teacher reflects on his or her educational work from the appropriation of the awareness of reality and all those problems that emerge from it (Moreno, 2017).

Pedagogical empowerment is linked to non-parametric didactics (Quintar, 2008), as it involves processes of introspection to develop the consciousness of the educational subject, which allows observing reality from a different perspective in order to problematise and understand it. This opens up new fields of knowledge to reinterpret a subjective reality (Moreno, 2017), thus fostering critical and creative thinking. Consequently, empowerment facilitates adopting a new stance towards both the world and knowledge, promoting a relationship in connection with others.

The term 'inter-structural pedagogical model' was introduced by Not (1983), who focuses on the relationship between teacher and student through dialogue. This model seeks dialogical teaching and is based on three main aspects: thinking (cognitive), emotional (feelings, sociability) and praxis (action).

As mentioned above, the inter-structural pedagogical model plays a fundamental role in the teaching and learning processes, given that its development allows the individual to come into contact with his or her culture and integrate into a community (De Zubiría, 2015). Therefore, this model is always influenced by culture. Furthermore, it facilitates teaching to focus on a process of permanent reflection, where dialogue acts as a vehicle for the relationship between the educational subjects.

2.7. Formative assessment in university classroom practices to strengthen higher education.

Formative assessment is conceived as a pedagogical strategy that allows for a qualitative assessment of the training process of students and teachers, as both, in permanent dialogue, construct negotiated didactic proposals, in accordance with the micro-curricula in force; The development of learning by the teaching staff, where it is essential to plan in a clear and comprehensible manner the criteria to be formulated to the students to determine the challenges achieved in a period of time and requires continuous feedback of the processes; with this, the strengthening of higher education is permanently favoured.

Es así como, la evaluación formativa pensada desde una práctica social-integrada, involucra la planificación de actividades de auto-evaluación y coevaluación que permitan que el estudiante sea consciente de su propio aprendizaje, de hecho, este tipo de evaluación se centra en la retroalimentación de la información. Además de lo expuesto, la evaluación formativa plantea nuevos desafíos en las prácticas evaluativas universitarias, ya que busca estrategias con una intención didáctica diferente a la evaluación sumativa.

Now, from the point of view of Santos (1998), formative assessment has the following characteristics: democratic, because it must be agreed between the teacher and the students; systematic, because it requires planning and is subject to a schedule; continuous, because the teacher must evaluate all the time and give feedback on the information that presented difficulties in the student body; self-regulated, in this case the evaluation results must be monitored and controlled by the evaluated and the evaluator; and co-regulated, in this case by the teacher and other peers; and co-regulated, in this case by the teacher and other peers; diverse in the use of techniques and instruments to accompany and advise students individually and/or collectively in the construction of knowledge and the development of various skills and competences on a problem being investigated or a generative topic that puts different subjects and areas of knowledge in dialogue with the aim of ascertaining. Furthermore,

assessment should be conceived as a socially-integrated practice, where links can be established with others through co-assessment (Díaz, 2017).

The formative nature of assessment is a fundamental pillar of transformation in university classroom practices, where it is not only important for teachers to plan, but also for students to be aware of their own learning through self-regulation.

This very nature of formative assessment means that its purpose is not directed at achieving goals related to results, but rather this type of assessment seeks to enhance the achievement of student learning, focusing on their formative processes. In this regard, the authors (Hidalgo, 2021), (Pérez and Tabernero, 2008), agree that assessment has a significant impact on students, as it enables them to identify progress, strengths and weaknesses in their academic process.

Now, a transcendental aspect of this evaluation typology is that it is based on the construction of learning, since it is separated from the socio-cultural and constructivist theory. In this sense, Vygotsky (2010) points out that learning has its origin in a social environment and that a subject, to the extent that he interacts with others, will be able to learn new things formatively.

In short, formative evaluation, based on constructivist theory, can be conceived from the following reasons: it facilitates the processes of knowledge construction from the interaction between the teacher and the student based on specific questions and answers. It enables the teacher to know the learning styles of the students from diagnostic evaluations, where the teacher can identify the strengths and weaknesses that usually occur in the formative process. It allows teaching to focus on student learning through a reflexive and continuous process, mediated by feedback; thereby contributing significantly to the strengthening of higher education.

1.   Results and discussion

According to the perspectives of Santos (1998), Álvarez (2013), Díaz (2017), Hidalgo (2021) and those who broadly address the issue of formative assessment in the university context, the authors present common points regarding the evaluative task, when they refer to the act of evaluating as involving some understandings on the part of the teacher, mediated by the dialogue of knowledge and feedback as a means to promote student learning. In addition, the authors complement each other when they emphasize that formative assessment, beyond focusing on learning, should also focus on pedagogical support as a formative value, understanding that evaluating is not only directed to the cognitive dimension, but also to other human dimensions, such as the personal and social.

Regarding the approach to didactics and learning strategies, the points of view of Quintar (2008) and Terán et al (2021) were taken into account. In this sense, the first author proposes that non-parametric didactics is understood as an intentional process, where a rupture of senses and meanings is sought for the construction of a new paradigm in the training of students, allowing human beings to think freely and not pigeonholed into concepts, formats and norms that do not allow them to go beyond meta-learning, recognizing their culture, their context and their historicity as a social subject. For their part, Terán et al (2021) propose that the act of learning must be mediated by didactic strategies that enable the reinforcement and feedback of the thematic unit. Likewise, the strategies constitute a resource to keep students motivated, who acquire a leading role within the pedagogical act. The implementation of the methodological proposal for strengthening evaluation practices in the UCEVA law program is necessary, given that the results show weaknesses on the part of teachers in the evaluation. According to several of the students and graduates interviewed, this is centered on traditional practices, where memory is privileged, and in some cases the interviewees stated that they are evaluated through case studies; the design and a plan being indispensable for strengthening higher education.

Strengthening the evaluative practice from the formative evaluation in higher education methodological plan and implementation plan in the UCEVA Law program.

A formative evaluation methodological proposal is conceived as a tutelary document that allows planning strategies to strengthen in a prioritized manner the learning that presents low results and the evaluative practices. In this sense, a formative education methodological proposal seeks to integrate knowledge, contributing to the integral formation of human beings; it constitutes an option to plan didactic actions or strategies leading to teaching or learning. Accordingly, the proposal constitutes a tool to systematize the aspects to be improved and in this way be able to monitor the teaching and learning processes;

promoting the strengthening of higher education.

Currently, educational institutions are designing and implementing methodological proposals in their organizational management components to favor curricular aspects, so much so that where they are most applied is in the academic component, with the purpose of improving the progress of student learning, in particular, in relation to the evaluation system, since this academic area is considered critical, hence it is one of those that are most pedagogically intervened based on strategies that make it possible to overcome the difficulties of the student population. In addition, the methodological proposal allows the teacher to periodically plan evaluative strategies that favor formative learning (Ávila, 2015).

The formative education methodological proposal emerges as a strategy leading to improving teaching and learning based on continuous monitoring, hence adopting this kind of tool can be very useful for planning, development and evaluation both internally and externally. Another benefit of the methodological proposal is that it constitutes an alternative for the integration of knowledge (Aguilar, 2019).

It is important to mention that, taking into account the specialized literature on the central theme of formative education, the results and discussions, it is proposed that, in the evaluation practices to strengthen the practice of higher education teachers of the Law Program of the UCEVA, they use the elements of formative education, with their respective actions and that it is pertinent that, from the Curricular Committee of the Program, their incorporation is urged, as set out below:

a) That each teacher, at the time of evaluating, keep in mind the learning objectives of the subject that he or she guides, but also the objectives of the thematic units that he or she will evaluate, that is, have the micro-curriculum as a navigation chart.

b) That the teacher develops formative evaluation instruments (rubrics, checklists, portfolio of evidence) in order to be able to monitor the progress and aspects to improve in the academic performance of the students.

c) That, in each evaluative activity, the teacher previously socializes the evaluation criteria to his or her students.

d) That the teacher provides prompt, timely, and appropriate feedback on each student's academic performance, identifying strengths and opportunities for improvement.

e) That the teacher enables the active participation of the students through self-assessment and peer-assessment.

f) That the teaching staff of the Law Program understands and keeps in mind that formative assessment is a flexible, permanent, and comprehensive process, which, therefore, must adapt to the needs and particularities of each student, adjusting the teaching-learning strategies and evaluation practices based on the expected results in relation to those obtained, seeking the continuous improvement of the students' academic performance.

To the extent that the teaching staff of the Law Program assumes formative assessment seriously and with commitment, as a process inherent to their academic work, they will contribute to the fulfillment of the learning outcomes, the mission, and vision of the Program. Indeed, this type of evaluation in itself constitutes a way of paying tribute to the training of comprehensive lawyers who contribute to the human development of the region, impacting in a glocal manner with a solvent performance in different fields of legal theory and practice, as stated in the mission of this Academic Program (PEP) (UCEVA, 2021).

The proposal for the implementation plan of the formative evaluation is presented to strengthen the evaluative practices in higher education of the teachers of the Law Program of the UCEVA, aimed at the knowledge and understanding of the aforementioned foundations of this form of evaluation; with its respective phases, processes, actions and materials and instruments, describing the step by step development and design of the intervention proposal, in this case, the methodological and implementation plan, structured in two parts as follows:

Table 1. First part of the design of the methodological intervention plan developed for the formative evaluation proposal to strengthen the evaluative practice of the teachers of the UCEVA Law program.

Phases	Processes	Actions	Materials and Instruments
1. Budget clarification	1.1 Background check. 1.2. Construction of the theoretical framework with each of its conceptions where the subject matter of study that revolves around Formative Evaluation was specified and described to achieve the construction of the plan proposal.		- Bibliographies - Scientific databases - Background
2. Information gathering	2.1.Diagnosis of the predominant styles and forms of evaluation.	2.1.1. Characterization of predominant styles and forms of evaluation in the Law Program by students. 2.1.2. Characterization of predominant styles and forms of evaluation in the Law Program by teachers 2.1.3.Interview related to the passage of some Professionals	Semi-directed interviews with students from different semesters of the Law Program, Day and Night Shifts. Interviews with teachers per semester of the Law Program from both shifts. Interviews related to the passage of some Professionals graduated from the Law Program, (minimum three).	Interview guide for students and teachers Guide with a defined topic to verbalize to graduates.
2. Reflection on the Conceptions of the Participating Subjects	3.1 Conceptions of Students on Formative Assessment and Evaluative Practices in the Law Program. 3.2 Conceptions of Faculty on Formative Assessment and Evaluative Practices in the Law Program. 3.3 Conceptions of Graduates on Formative Assessment and Evaluative Practices in the Law Program.	Once the information was collected through the technique of semi-structured interviews, a reflective analysis was carried out to understand the meaning that participants attribute to their experiences with evaluative practices.	Excel document. Tables on the participants' conceptions.
2. Analysis of the information on lived experiences (closure).	Analysis, interpretation, triangulation, and conclusions.	- Analyze, interpret, and triangulate the collected information based on each participant's responses to the questions posed in the interviews, while considering the viewpoints of the referenced authors in both the background and theoretical framework. -Formulate the conclusions of the intellectual product.	Final report

Source: authors (2022).

Table 2. Second part of the design plan for implementing the formative evaluation proposal to strengthen the assessment practices of the faculty in the UCEVA Law Program.

Phase	Actions	Materials and Instruments
1. Socialization of the Procedural Formative Evaluation proposal to strengthen the evaluation practices of the Law program teachers	- Dialogue Presentation of the Proposal before the Program Directors, Teachers and Coordinators and Curriculum Committee. - Construction of Consensus and Complementarities about the viability of the proposal. - Definitions about participants, work dynamics, advice, support, seminars, workshops, discussions, records, results of the implementation of the proposal.	Sending the proposal in digital version to each of the academic directives of the program. Record of each of the activities.
2. Didactic advice on evaluation practices	- Call for Law teachers who have completed studies in Education, Pedagogy, Didactics and the Diploma in University Teaching and PEI, to form a team of advisors and/or companions in the Process. - Request for Pedagogical Support to the UCEVA Teacher Training School. - Construction of a meeting schedule for training and creation of audio-visual material, sent links or videos and use of ICT, Guides for each of the activities and creation of rubrics for teachers' evaluation practices.	Call letter to teachers. Application letter to the EFD of the UCEVA. Meeting and training schedule. Record of each of the activities.
3. Permanent training for teachers in the dynamics of Formative Evaluation and its references.	- Conducting experiential workshops on the subject in question. - Validation of processes and instruments for Formative Evaluation. - Construction of teaching environments for Formative Evaluation. - Evaluating Formative Evaluation (meta-evaluation), permanent exercise. - Creation of pedagogical instruments for Formative Evaluation (rubrics, checklists, among others that arise in the development of training).	Pedagogical instruments for Formative Evaluation. Meeting and training schedule. Record of each of the activities.
3. Execution of the Formative Evaluation.	- Work with students from the articulating question or integrating question, experiencing the Formative Evaluation. (Induction workshop, two follow-up workshops and a meta-evaluation workshop). - Work with teaching teams on the role of the articulating question in the generation of subject dialogue and methodological processes that facilitate the Procedural Evaluation. (Induction workshop, two follow-up workshops and a meta-evaluation workshop). - Accompaniment, adjustments and qualification of the evaluation and didactic	Attendance records. Report of work carried out with students. Report on the work carried out with the teaching teams. Thematic guide and questions for workshops.

Phase	Actions	Materials and Instruments
	processes by the team of advisors and/or Teacher Training School. - Carrying out meta-evaluation.	
4. Accompaniment of the didactic process and the implementation of formative evaluation in evaluation practices.	- Socialization of didactic and formative evaluative experiences by teachers. - Generation of institutional spaces for socialization of experiences of teachers and students who, from the field of formative evaluation, build new didactic processes of evaluation practices.	Attendance records, activity reports, audio-visual memory or photographic record, infographic posters.

Source: authors (2022).

CONCLUSIONS

The integration of formative assessment into the evaluative practices of faculty in the Law Program contributes to the improvement of collaborative learning among students, promotes teamwork, knowledge sharing, participatory democracy in the classroom, and raises awareness of their responsibility for their own learning and knowledge construction. With this form of assessment, students in the Law Program engage more enthusiastically with the content for its application in solving real socio-legal problems.

The inter-structural and dialogic pedagogical model, along with formative assessment and non-parametric didactics in legal education, become powerful tools that, in addition to strengthening the evaluative practices of faculty in this discipline, support the development of competencies necessary for lawyer training. By giving prominence to the law student, critical and reflective thinking, conflict resolution through dialogue, mechanisms such as conciliation, interpretation, and legal argumentation in applying legal norms to specific cases are encouraged. In this way, faculty contribute from each subject to achieving the learning outcomes of the Program, its mission, and its graduation profile.

The establishment of the theoretical and methodological differences between traditional and formative assessment, based on the relevant documents reviewed throughout the research process, indicates that traditional assessment focuses on results, while formative assessment focuses on the process in a continuous, ongoing, and retrospective manner. This allows for knowledge dialogue and the holistic development of students, providing formative value not only cognitively but also socio-affectively. Additionally, Quintar's suggestions are considered, where non-parametric didactics aims to break existing meanings and significances in evaluative practices, promoting human potential and developing critical, investigative, and creative thinking.

It could be stated that this study faced certain limitations related to the sample size, which could have been larger to obtain a more comprehensive perspective from faculty and students in the Law Program. Furthermore, the research focused exclusively on the academic community of Unidad Central del Valle del Cauca (UCEVA), which limits the applicability of the results to other law programs.

Finally, the contributions to the field of knowledge on designing a formative assessment proposal that strengthens the evaluative practices of faculty in the Law Program at UCEVA offer a specific methodology based on the interpretative paradigm and the phenomenological-hermeneutic method for designing formative assessment proposals in law programs. The importance of enhancing competencies, skills, and human dimensions in higher education is emphasized according to the literature review. Additionally,

the need to incorporate alternative assessment tools and techniques beyond exams and quizzes is highlighted to improve student learning outcomes, along with practical recommendations for implementing formative assessment, such as fostering reflection, feedback, and knowledge exchange between faculty and students.

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