Feedback as a formative strategy in higher education in Colombia: An analysis of official documents from 1992 to 2022

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Dedication and Acknowledgements:

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learning is essential for development, and I thank everyone for being part of this long journey. Thank you very much!

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ABSTRACT

Feedback is a process that serves to internalize knowledge and improve the attributes of teaching, with the purpose of achieving profitable training; through this, there are transformative evaluation experts that provide records on the quality of the educational process. The objective of this study was to analyze how feedback has been conceived as a training strategy to optimize the quality of higher education in Colombia from 1992 to 2022. The methodological process used for the development of this study was the systematic review and the critical analysis of the discourse. In this way, under a qualitative approach with descriptive positioning, through the systematic study to the most notable articles, the synthesis of the information, the analytical summary and critical analysis were applied for the results, they were then grouped by correspondence and the categorization of the factors associated with the topic, in order to respond to the specific objectives.

In conclusion, it could be seen that feedback allows a process where the teacher and the student are involved in a continuous dialogue, which also allows the clarification of doubts producing a more active participation in their educational process, compensating with knowledge that makes the educational process to a meaningful one, because it provides the possibility for students to internalize what they have learned, perceiving the quality of education.

Keywords: feedback, training strategy, quality, higher education, optimization

INTRODUCTION

Education has always played a decisive role in the aspects that make up a society and the individuals, since it is through education that different civilizations have sought ways to develop and advance towards innovative dimensions. In this order, where the quality of higher education becomes a relevant factor, which must be in constant feedback to form a human talent capable of entering the labor market, which has a series of requirements that makes a highly competitive space.

For this reason, it is extremely important that everyone has access to quality higher education with equal proportions to empower themselves by producing the commitment to actively participate in the foundation of a non-inclusive society, deploying skills to suitably adapt to a reality as versatile as the one we live nowadays.

Therefore, it is necessary to have tools to optimize educational processes, among which feedback stands out, it is considered an effective training tool to create a dynamic basis for learning interactions, favoring the improvement of educational quality. (Anijovich, 2019). Thus, the value of feedback as a formative strategy reaches a revealing impact in the historical context of the field of higher education in Colombia. This was reflected in reports used to know the scope and effectiveness of the actions applied by governments to provide quality higher education, as Colombia resulted with 11.5% in terms of coverage and importance of its educational system (Guzmán et al, 2018).

The period from 1992 to 2022 is marked by revolutionary developments in the Colombian education sector. These developments, ranging from regulatory changes to pedagogical innovations, require a thorough examination of the role of feedback in improving the quality of higher education. Therefore, feedback has become a process of interaction, which must be applied more vigorously to show how favorable it can be to improve the educational processes. It is currently prevailing because of the great potential it has shown to help create quality content meanwhile at the same time, it is also helping to avoid the negative consequences that can arise if it is not carried out properly.

In this way, the feedback allows to point out how the student conceives, thinks and how to proceed in a definitive environment, for this reason, it allows to see the successes and mistakes of the educational actors, so that they can optimize it later. (Avila, 2017). Due to the relevance that characterizes this feedback process, a study was conducted with the purpose of analyzing how feedback has been conceived as a formative strategy to optimize the quality of higher education in Colombia from 1992 to 2022.

It is structured in the following sections: problem statement, where the objectives and justification are detailed. Then, the referential framework was developed, describing the relevance and pertinence of the selected research antecedents and the evolution of the main and substitute objects of study through comparisons and differences of the cited authors. Next, the methodology was detailed, describing the approach and the appropriate research design, the data collection instruments and procedures and data analysis. Finally, the results are presented, detailing the findings and conclusions.

PROBLEM STATEMENT

Problem description

Academic training represents more than a tool to improve an individual, it is more a stepping stone to the foundation of a superior world. (Rodrigues, 2021) it would be indispensable for education to be seen as a public good, that is to say, as a principle that defends the relevance of academic training to be of quality and accessible to all equally, without distinction of any kind, favoring the formation of each citizen from a more experienced perspective, enabling them and making them socially responsible people; with a permanent education and enabling each person to be able to adapt to the insufficiencies in a constantly changing society.

Demonstrating the importance of education for the world and how necessary it is that everyone has access to it with equal opportunities, so that they can be trained with a big movement of a world without discrimination through quality training, developing the ability to adapt appropriately to the changing world in which we live

today, as this is a society that is constantly renewing and innovating in various aspects where human beings are involved.

Following this order of ideas, it is relevant to state that the UNESCO General Conference and the Geneva International Conference on Education held at the end of the eighties, where the higher education scenario was examined, as a result of which UNESCO was asked to create action plans aimed at higher education. This analysis was a feedback since it gave way to disputes and provisions, which later gave rise to the elaboration of the 1991 UNITWIN/UNESCO Chairs program, as well as the 1995 policy document on higher education and the 1998 International Meeting on Higher Education (Rodrigues, 2021).

From this, documents were produced that led to actions to optimize higher education, showing how the feedback process was used to improve existing errors or failures in the higher education system, pointing out the role it played in society. For this reason, it was essential to strengthen the feedback process in the university institutes, showing the awareness of the relevance of quality in higher education, creating a necessary synergy.

From these meetings, transcendental representations and predispositions about higher education in the Latin America region emerged, highlighting the relevance of academic instability, invention studies and the encouragement of entrepreneurship among university graduates. All this based on the comparative analyses ostentatious on nations that, if they invested a good amount of money in higher education, such as Malaysia, Thailand and Korea, already these presented a demonstrative growth rate that allowed them to boost to social oscillation (Ricardi, 2017).

It is observed that the effectiveness of higher education has taken by a significant space in the briefs of different international organizations, concerned with the problems related to its quality, including multilateral banking. This situation only confirmed the importance of the intrinsic higher level in the broader issue, in the discussions about educational policies of broad national scope. All this with the intention to give to understand that education is an instrument that favors the construction of changes that allow modeling the social schemes, in order to involve and

raise awareness in the same society, seeking to put an end to the uncertain situations of inequality and existing injustice.

It is noteworthy that, since the 1990s, innovations in the world economy have had effects felt by the educational systems since, according to experts, these are the ones that outline the different financial and economic possibilities of a society in general; which causes a dependent and bureaucratic perspective due to the immersion of people socially, externalized by the mission assigned to education. Founding a position that not only generates an uncertainty in coverage requirements by the expansion, but also causes controversies in the requirements on the quality and formation of educational systems (Martin, 2018).

It is understood that changes have been generated in the world that have placed the educational systems in trouble, since in several cases they did not have the strategies to facilitate quality processes, being necessary to provide their graduates with a training that allows them to enter the labor markets, complying with the standards required by the organizations and institutions that demand their knowledge. Therefore, problems have arisen because education systems worldwide have had to assume commitments to the requirements of the itineraries and cover their markets.

Within this perspective, it is important an element or factor that will allow to comply with this idea of achieving the standards required by companies and organizations worldwide, providing the subject with a tactic to evaluate their progress and learning of the contents, we are referring to the feedback. Being this a strategy that has been known by teachers for decades, its beginnings date back to the middle of the last century in the midst of behaviorism, since it was an imperative psychological paradigm in training at that time. But, at that time, feedback was thought of in an exclusive way, instituting what today is called feedback as transference (daily approach). (Moreno, 2021).

As can be seen in the previous paragraph, all this reality about the demands of companies in relation to the preparation of human talent, leads educational institutions to seek alternatives that allow them to evaluate the training of their students, developing strategies to adjust the contents that they consider inappropriate and well-founded, to generate graduates with an academic level according to the demands of companies at

the labor level, in addition, to facilitate a higher quality education, providing the opportunity for these new professionals to be well where they decide to perform in their work and have the possibility of having competitive advantages.

Then, as various definitions are present in the educational process developed over time, feedback has been developing more and more with a big value assigned by the benefit it provides. It is currently known the great potential it has to optimize learning, besides, it is known the negative consequences that could be originated if this process is not done properly. This is known due to the multiple investigations carried out in previous decades, prevailing that the participation of Latin America has not been enough compared to the amount of publications in English (Moreno, 2021).

Similarly, it is considered that the academic preparation of the human talent that the labor market in Latin America really demands is imposed by the general occupation that education performs. All this is focused on corporate expertise that establishes the quality of a service or product with research and experiments, which are based on the patterns expected by the market, instead educational effectiveness was related to appreciation, understood as control of effects and feedback (Vázquez, 2015). In this way, it is understood that higher education has the purpose of feedback, in a reality where academic training is oriented towards the training of human capital, which can perform by immediately applying the knowledge acquired during the educational process, based on competitiveness and skills developed.

This is why feedback is a process that must be present in higher education in an appropriate way, because otherwise there is a risk of not achieving effective learning. Many may believe that it is an infallible method in all its aspects, but it also brings undesirable effects, which have been demonstrated through various investigations carried out on it. (Moreno, 2021) Points out that in Latin America there has been little intervention in relation to the subject of feedback.

As a result of this lack of studies conducted in Latin America, they sometimes do not know exactly where, how and when feedback occurs in learners in a given program or course. However, this great void is not covered by the judgment coming from the research, because it should be noted that many of these practical studies on feedback have been carried out on a small scale, focusing only on the opinion or

discernments of teachers and students belonging to a specific course, instead of focusing their attention on the essence of feedback (Hounsell &. Hounsell, 2007).

It is worth mentioning that sometimes these studies have been mainly oriented towards a particular aspect, inquiring about the peculiarities of the information provided by the feedback process, taking into account the subjects involved in the different facets of the feedback-based modeling scheme. However, it happens in several cases that it is only based on the student, losing the opportunity to inquire about the essence of the feedback process as such, which is to provide effective information to improve the effectiveness of teaching at the higher level.

On the other hand, other studies have investigated the impact of feedback on students, focusing on aspects such as self-regulation or literacy within the learning process. Alternatively, some studies concentrate on the teacher, highlighting the growing pressure and expectations, revealing concerns among those who feel unprepared or lack the necessary resources for effective teaching (Henderson et al, 2019).

This is a process that can be focused to know the progress of the actors involved from a particular perspective, a serious one to be aware of how it benefits the student in their own self-regulation processes or as a strategy that promotes an effective issue that should effectively involve the teacher and the student. In addition, feedback is used as an evaluation technique to press effectively, because it highlights the training and preparation of academic educators.

It is important to understand that feedback allows to see the limitations or failures of those who provide training and those who receive it, it is a way to improve the particularities of teaching to achieve a useful training, providing the opportunity to be aware of their strengths and weaknesses through this process, evaluating their progress to correct their mistakes and develop their study skills. In this way, human talent is formed with solid bases and oriented towards the demands of the current labor market, where competitive professionals capable of actively participating in business processes with quality training are sought.

It should be noted that effectiveness is based on an equally international basis of studies and projects, without involving the erosion of cultural values and natural

peculiarities. Definitely, it can be asserted that the future of higher education in the global sphere lies largely in the quality achieved by higher education institutes, mainly universities, and in the quality of the education they provide. (Yamana & Castro, 2013).

Following this line of action, it is understood that feedback facilitates and helps to obtain information regarding the competencies of an individual, with respect to what he/she can know, what he/she can do and how he/she acts. Consenting, detailing the thinking, rethinking and proceeding of individuals in a given environment, therefore, it allows to be aware of their task and how they could optimize it further (Avila, 2017). In this regard, (Martin, 2018) points out that, if higher education is based on competence, it would be giving foundation in educational practice, creative and critical training, seeking the development of skills and automated operations.

Then it is remarkable that the effectiveness of the methods in higher education has always been a concern for those in charge of constituting the plans in the academic training system, because on this depends the particularities given to the professionals graduated from the different faculties of Higher Education. For this reason, they are always in search of feedback, strategies or tactics that allow them to provide human capital in accordance with the requirements of modern society.

When discussing feedback as a sustainable action within educational processes, we are referring to a work that leads to dialogue and interaction between the actors involved, facilitating support to carry out operations in the midst of a process of training or mutual learning, which seeks to optimize methodologies by self-regulating capabilities for future activities. (Harks et al, 2015). It is understood that feedback is applied in training processes seen as a way to improve knowledge, providing the opportunity to turn participants and institutions into autonomous entities to carry out the processes.

However, one of the fundamental challenges that the nations of the Latin American region have always faced has been to optimize the provision of academic training. Observations and reports have regularly highlighted the concern that certain countries belonging to the Union of South American Nations (USAN) show that the level of academic training obtained by their students is far below that of their counterparts and of more developed countries.

Consequently, within the member nations of USAN, there are realities where great contrasts are manifested in relation to the quality of education that students receive. Many times, the disagreements are linked to the dynamics of fractionation and isolation of schoolchildren, being these indicated in derivations devoid of learning, coming to produce the cracks concerning the socioeconomic context, the family position and the place of domicile (Oviedo et al, 2014).

There are reports and inquiries that show negative opinions regarding the search for quality in the education of the member countries of this organization, with emphasis on the Latin American nations, where Colombia would be immersed. This situation shows that they have been concerned about the disagreements in the academic training of students, being a way of feedback based on comparative studies that show results that should be taken into account, to find ways to address this reality and apply the corresponding corrective measures.

In this regard, (Escribano, 2017) points out that, feedback is a formative strategy that is present through different studies, providing derivations that allow, to obtain opinions based on the observation made by these organizations such as PISA, because they have realized that there is a need to work for educational quality. Also, to evaluate the training of teachers and the performance of institutions. This process is being applied as a formative strategy, because they have observed in the results of the studies, that it is necessary not only to estimate the training of students and their achievements, but also the training of teachers in order to create a higher education system that provides quality based on consolidated structures.

In this order, the Stanford University professor Hanushek Erick has expressed that the imperative and ecumenical education is only considered a first step, the important thing is to be aware of the prototype of cognitive skills that are being transferred, this is important because it is understood that Latin American students are in decline, since their learning is lower in recent years. For this reason, it is relevant to look for ways to invest more resources to generate a quality education with the passing of time at all levels (Escribano, 2017).

It continues to be observed how feedback is a tool that has been present in various processes at the global and regional level, referring to the importance of

carrying out these evaluations that lead to results that nourish each nation, since they provide information that can be used to correct existing flaws in the educational systems of each country. Thus, they will continue to take the necessary corrective measures to continue improving the quality of education, at the same time, forming a human talent that is at the level of the new requirements of international and national companies.

These results are relevant for the correct achievement of effectiveness in higher education, since it is based on a series of components related to the students and the institution. Then, these components concerning the institutions are related to the management of materials, human and economic capital, as well as the stimulus to research on the quality of the teaching staff. On the other hand, there are the elements linked to the learners that involve the family socioeconomic circumstances, the academic training of the parents, and of course the deployment of cognitive skills acquired during their developmental stages (Melo et al, 2017).

It is understood that it is transcendental to keep in mind the factors that are involved when seeking to optimize the quality of education, these refer to the actors involved in the educational system or processes, and these are the students and teachers. These in turn are immersed in a series of elements that will be present for a profitable evaluation, as it covers various areas of each resource.

Within this perspective, in Colombia the dissertation on progress and higher education at the dawn of the 1990s played a fundamental role in the plans for the economy and in the outline of public management. It is worth mentioning that education and progress are the reflection of what the ruling classes wanted, where their benefits stand out when designing the nation's long-term procedures, instead of making general provisions to solve social precariousness. Which denoted little responsibility with education, to make this a public benefit in favor of national development. (Guzmán et al, 2018).

It is observed that through a feedback process they realized that there was a situation where the interests of the dominant class or a specific group came first, without taking into account the needs of society in general, which was causing a situation that endangered the quality of higher education in this Colombian country.

This only shows that feedback was not being applied as a formative or profitable strategy, which would allow to know what were the failures and errors to be addressed and corrected, looking for fair and beneficial processes for society in general.

From this point onward, there arose a vested interest in Colombia to enhance the situation. The 1991 Political Constitution guaranteed university emancipation and established autonomy. This allowed each institution of higher education to formulate its exclusive statutes (Vázquez, 2015). Education at that time was restricted and could only be accessed by a privileged group, then, for that period the freedom of education was enshrined and academic education was recorded as a right and a public service, which could be provided by the State and by private institutions, also, the function of intervention and surveillance was established for the State.

Along these lines, the following was approved in Colombia (Law 30, 1992) which established the regulatory framework for the higher education system. Through this formality, it was possible to define the compendiums and objectives of this sector, catalogued the academic programs and institutes including professional, technical, university or technological institutes. In addition, it determined the regulations for teachers, established the rules on the management of official entities, endorsed the work for university autonomy and administration, and approved the development of academic programs by the institutions.

In the early 1990s, a feedback process began to take place in the Colombian higher education system, seeking to create academic processes to optimize the provision of education in the various higher education institutes, giving autonomy to universities and technological institutes to implement programs developed by the institutions themselves. Based on feedback with coherence that allows to go correcting misjudgments that lead to improvement and a balanced self-evaluation. (Avila, 2017).

The above describes the feedback process as a tactic for the creation of new formative strategies that help to apply corrective actions, thus becoming an authentic tool to learn how others perceive the working, instructions, speeches and commitments of the subject involved, allowing them to show their opinion to others. So it is essential to use feedback normally, with different people to be aware of how they perceive the processes, self-evaluating in an equitable way, based on the opinions found.

In support of the concept of feedback, it is shown what is established in the (Law 30, 1992) specifically in article 32. This article stipulates the necessity of active intervention and continuous monitoring in education. It emphasizes the importance of evaluation as a tool to ensure the quality of education, the achievement of objectives, the provision of an optimal and well-rounded student formation, and the delivery of an appropriate service.

Law 30 also established some provisions for teachers, as well as guidelines for the management of the budget and employees of state institutions, certified the autonomy and the university regime, allowing educational institutions to appoint their boards of directors. Immersed in these canons included the organization of the National Accreditation System, as a maneuver for the improvement of educational quality at the higher level.

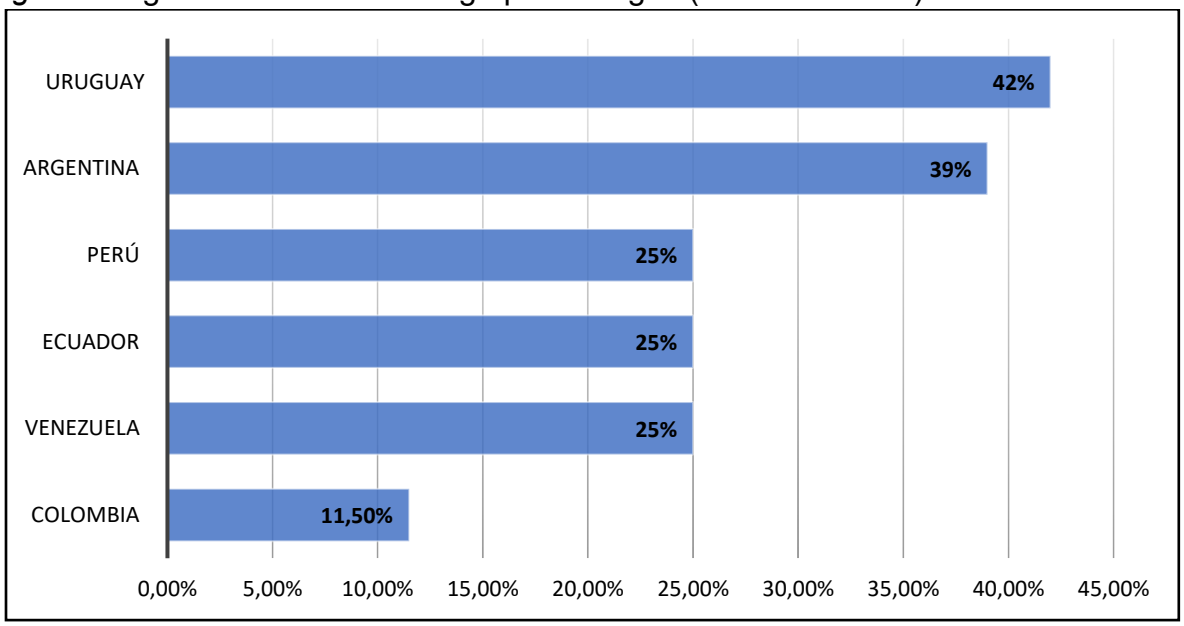
The problem of education has been consistently discussed in the Colombian public administration, implying that it has always needed to be intervened, seeking ways to improve its quality. In a section of the document of the National Council of Economic and Social Policy (CONPES, 1990-1994) it was highlighted that the progress of higher education had to be focused on founding and invigorating the professional preeminence of Colombian finances, promoting progress with discernments of social and territorial justice, contributing to the innovation of the State and the reform of its institutions" (Departamento Nacional de Planeación, 1995, p. 2) cited by (Guzmán et al, 2018).

It is understood that the topic of higher education has been frequently on the government's agenda, seeking a feedback that shows the failures that have been committed in previous processes. Focused on strengthening its monetary system through the training of a human capital, capable of vividly intervening in the exploration of diverse solutions to make its country progress, based on a social equity where everyone has the same possibility of inclusion in the higher education system.

Demonstrating the problems addressed, in 1998 Colombia had a higher education coverage rate of 11.5%, a comparatively low rate among South American countries, since Venezuela, Ecuador and Peru had rates above 25%, and countries such as Argentina and Uruguay achieved figures of 39% and 42%, proportionally. The

coverage achieved, although low, was the effect of a vertiginous expansion of higher education in the past periods (1970- 1990) (Guzmán et al, 2018). These percentages will be represented in the figure detailed below:

Figure 1 Higher education coverage percentages (1990 and 2002)



Source: (Guzman et al, 2018)

The graph above shows the statistical percentages that show the coverage of each of these South American countries over a period of two decades, which served as feedback to know the scope and effectiveness of the actions applied by governments to provide access to higher education. This showed a worrisome reality in the early nineties and the end of the twenty-first century, since Colombia had the lowest coverage index, and this was revealed by means of a feedback study that revealed the failures of the educational systems to provide quality education.

This revealed a deficient educational system in terms of its operation, to offer opportunities to large numbers of students, with quality training and to develop appropriate processes for them, and thus create a dimension that allows the judgments on the quality of the education system at the higher level through feedback, and to seek new ways to optimize the quality of education.

The exposed situation shows a situation with analogy to higher education, in which a competition in the educational market originated, where higher education institutions left vulnerable the less privileged fragments of society, and also did not take

care to seek strategies that would lead them to optimize the quality of education, as it is evident a neglect of the system.

In addition, it shows a reality regarding the programs and strategies, framed in the policies that could give an educational leap, with the purpose of progressing eloquently in the improvement of the practice of higher education, reduce inequality to allow access to this kind of education and transform the institutions into competitive, efficient and innovative quality organizations, remaining only written in the CONPES, since the real situation of higher education was very different.

Due to the absence of plans that establish tactics for the strengthening of programs aimed at optimizing the quality of teaching and its contents, it demonstrates the poor application of an adequate feedback process, focused on the exploration of procedures and goals concerning the quality of the sector, being able to use these evaluations as a suitable formative strategy to induce positive and specialized advancement of the country (Escribano, 2017).

Then, since past decades and even centuries ago the Colombian social disposition does not present an adequate reality for the evolution and progress of the quality of the educational sector, and it can be said that governments despite their attempts, have not been enough to improve it, being the academic training transcendental for the progress of every country and society (Guzmán et al, 2018).

Faced with this reality, which has been dragging Colombian society with the passage of time, they have had to seek processes to reverse the deficiencies in education, there has come into play the feedback constituting legal grounds as indicated in the (Decree 2566, 2003) which in its article 8 number 3 says to the institutes of higher education, that it is their responsibility to provide information and use the procedure of appreciation of learning, and the progress of the aptitudes of the students, making evident the purposes, discernments, tactics and methodologies. Also, the ways of evaluation that must be related to the alignment objectives, the formative skills and to the capacities that are sought to be developed.

Likewise, the (Law 1188, 2008) in its article 1 mandates the adherence to the development of accredited higher education programs focused on feedback processes. These processes should document the registration and evaluation of these programs.

The objective is to comprehensively understand the extent of the knowledge imparted and, consequently, correct any aspects that there are no part of the quality standards required for higher education. This corrective action is imperative for obtaining the necessary authorization and control

It is understood that through this official device they provide rules to be complied with and applied, with the purpose of obtaining the collaboration of the educational institutes, to continue providing adequate programs to achieve the excellence and quality necessary in higher education, always with the intention of taking care of the training of professionals graduated from these houses of higher education, which shows the work of the state in motivating the search for improvements.

In this sense, it is established by (Decree 3963, 2009) in its article 1, that the State Analysis of Higher Education Effectiveness is structured in a standardized way, in order to be able to appreciate the external evaluation of the quality of higher education. This instrument represents a set of processes and operations, elaborated by the National Government in order to recognize the readiness of educational public assistance, and to deploy its intervention and monitoring.

In the same way, this law in article 2 specifies the subject of evaluation in the State exploration of the quality of higher education. Initially, the evaluation will focus on the skills of students nearing completion of various undergraduate academic programs. This assessment will be conducted using analysis instruments suitable for external examinations on a massive scale. Here will be evaluated the competences that generically are essential to perform in a convenient way, at a professional or academic level, apart from the program they have as a course.

At the same time, article 3 establishes that the organization and structuring of the examination to measure the attribute of higher education programs must be composed of tests that evaluate competencies. Likewise, it is stipulated in this regulation that the specific competencies to be assessed will be taken into account and it will be the responsibility of the Ministry of National Education, with the intervention of the academic entity, experts and business fragment, with the use of devices defined by the ministry, bearing in mind the primordial normative compendiums of the higher

alignment, and usual in the sets of presentations in one or more surfaces of discernment.

As can be seen, through legal instruments such as the law described above, attempts have been made to determine various ways of improving the quality of higher education, through the search for tools that allow them to evaluate and provide feedback, both on the competencies developed by students and the contents of the programs.

In the (Decree N°1295, 2010) in its article 5 determines the evaluation of the quality conditions of the programs, stipulating that the institutes of higher education must show information that allows the verification of the various research activities that lead to the development of a critical condition and a creative aptitude, finding options for the progress of knowledge, the set of techniques and processes of the nation.

Although all these decrees, laws and public policies argue the intention of improving the quality of higher education, in 2004, the Colombian Institute for the Evaluation of Education (CIEE) conducted tests to assess the academic achievements in the different programs at this level, which were mandatory since the implementation of Law 1324 of 2009. Based on the results obtained, significant differences were observed between the programmed academic content and the pedagogical institutions in the country. This highlights a discrepancy, indicating a failure to meet the necessary conditions for providing adequate content. Consequently, the quality of higher education finds itself in a less than encouraging state.

Nevertheless, despite the various measures taken, it is noteworthy that Colombian national planning has long been inadequate for educational progress. Additionally, governments have faced challenges due to limited human and material resources dedicated to enhancing the quality of education. All of this has occurred despite a clear awareness of the crucial role education plays in propelling the country forward (Guzmán et al, 2018).

Governments have been dragging a sequence of actions focused on improving the provision of higher education, but for many they have not been sufficient or perhaps, have not been applied with the necessary rigor to achieve the objectives, despite, the feedback processes generated in the various processes of the system,

and the attempts to establish mechanisms and devices that improve the quality of education (Alfonso, 2019).

Based on the circumstances described in the previous paragraphs, a reality is shown that has been gaining strength through a strategic feedback, which seeks to correct a problem, which has occurred with greater strength since the early nineties until today, establishing public policies, instituting guidelines to provide the higher education sector, regulations that lead it to facilitate a quality, inclusive and equitable service. But failures have been observed in a fundamental level of quality in higher education, which does not allow to guarantee an education in harmony with reality.

This reality is one of the most worrying problems in society in various countries of the world, Colombia does not escape from this extremely pressing issue, as is the quality of the education system, where low rates of continuation, permanence, stability and proportion of students have been observed. Highlighting that such problem is presented with more determination in the diverse programs of higher education and distance learning, observing that an index of less than 30% of students who enroll, obtain a certification for the completion of their studies, for such reason it is necessary that a feedback is given as a tactic to know the failures that lead to such results. (Chaves A. & Ceballos, 2019). After developing the problem situation addressed, the following question arose, which will be clarified and presented below:

How has feedback been conceptualized as a formative strategy to optimize the quality of higher education in Colombia from 1992 to 2022?

Research objectives

General objective

- To examine how feedback has been conceptualized as a formative strategy to enhance the quality of higher education in Colombia from 1992 to 2022.

Specific objectives

- To identify the importance of the feedback as a formative strategy to improve the quality of higher education in Colombia.
- To categorize ideas in relation to feedback as a formative strategy to optimize the quality of higher education in Colombia.

- To delineate the perceived characteristics of feedback as a formative strategy in Colombia from 1992 to 2022

Rationale

The importance of quality education in any society should be considered a fundamental tool for the development and progress of the same in all areas, and cannot be separated if one wishes to advance in such a competitive world, although this must be accompanied by instruments that allow the evaluation of their training processes. Then it must have an instrument as feedback, which has been defined in the approach to the problem studied, since through this they will collect information necessary to know the failures and deficiencies that may have the academic processes.

It is worth mentioning that, through a well-structured education that facilitates the upliftment of its population within a conducive economic context, a richer and transformed human talent can be cultivated, compressing in a revealing way the social nonconformities, persevering in the countries considered as undeveloped (Guzman et al, 2018). This provides a justification to the thematic for being a fundamental part of every society, letting us see that so much attention has been put in the search for strategies to optimize higher education.

In this way, training should be understood as a legal and normative tool by right at the social level, for this it is important to observe the limitations or barriers, in addition to the achievements that have left the universality and tribute as a right, fundamentally in a nation like Colombia where it has an unstable political regime, due to the maneuvers made by a government affected by uncertain situations, such as decomposition of its processes and clientelism that do not allow education to recognize the occurrences and requirements that have concurred with globalization.

The general justification for this research is given because currently, it is important to understand and highlight that the world has undergone transformations becoming an earthly space with a high level of complexity, placing individuals in a position of competitor in everything they do, in this way, is that learning has been conciliated as a very transcendental challenge where the effects of an educational process are demonstrated, so the feedback is conceived as a process of cooperation,

reflection, where it is conscientious to make an estimate related to the potential of students and thus endorse the achievement of the objectives determined.

The research carried out seeks the elaboration of an analysis on how feedback has been conceived as a formative strategy to optimize the quality of higher education in Colombia from 1992 to 2022, the same is justified in general, because it will be addressing a fundamental topic in the processes implemented by public management, to achieve optimum quality in the educational programs used to instruct the human capital graduates of higher education institutions throughout the country.

Regarding these ideas, it is important to point out that the interest in higher education has been present since the beginning of the Republic, due to the urgent need to train experts for the foundation of the State. The public and central universities of Bogota, Quito and Caracas were founded to materialize their intentions. After the dissolution of Gran Colombia, the educational reform led by Mariano Ospina Rodríguez was approved, promoting technical and scientific training. (Melo et al, 2017).

Based on the above ideas, it is understood that the processes to improve higher education and give it the importance it has for the development of any country, have always been present in Colombian society, always looking for the way to form human capital capabilities, with skills and abilities developed to actively participate in the search for operations and work, to move the country forward, consciously involved in the problems they face to continue growing as human beings and professionals.

From the theoretical point of view, it is justified because we are reviewing literature, based on reliable, official sources and authors who have approached this subject in a fair way, to analyze how feedback has been perceived in its role of credible action, to evaluate the processes of higher education, since in this way the quality of the programs has been evaluated, showing what they teach, what they know and how the knowledge is applied according to the competences developed by the students in an autonomous way. In addition, it is possible to see that they learned from the teacher, without depending on him/her, since the capacity of self-regulation is an essential particularity in the interaction between both, because it originates a commitment with the feedback.

The practical and social significance of this study lies in its analysis and description of a real situation that unfolded in Colombian society from 1990 to 2022. This period witnessed significant changes in higher education, particularly with the establishment of the 'Political Constitution of Colombia of 1991'. The constitution introduced numerous advances and legal tools for the development of education. Our focus extends until 2022, the final year for which primary documents are available for this research. Through an objective and coherent exegesis, this study aims to detail how feedback has been conceptualized as a formative strategy to enhance the quality of higher education in Colombia.

It establishes the idea of applying feedback processes to provide relevant information, which allows students to know about their progress in instructional methods and notions, in addition to making visible which are the methodologies applied to impart knowledge to them. Also, make clear the ways to evaluate all these issues related to academic training, in order to correct the failures to improve the quality of it.

Likewise, there is the justification from a legal point of view, since the main sources will be official documents such as the different decrees and laws elaborated and reformed to provide an objective support to the regulations governing higher education in that country. In addition, we will be interpreting the regulations that seek to guarantee and raise, through the State, by public policies, that right is offered to all citizens regardless of their social status, to have access to a reasonable public education system that asserts the quality and convenience in circumstances of inclusion, in addition to the continuity in it, at all educational levels and in this particular the higher education.

Next, there is the institutional relevance, which is based on describing the scenarios where both teachers and students shape their dissertation on learning, here are their own proven origins and their mode of study. These areas are for teaching, the institutes, the different faculties, registered dimensions, the practice and the experience. Taking into account that these spaces vary according to the periods and social moments, according to the historical instant that is being studied.

Consequently, its apology at the methodological level is supported by the fact that data collection instruments will be approved, which will provide relevant

information to the argument advanced in the research, which should be analyzed and described in an impartial manner, being these exposed in a consistent manner, concerning the context studied, seeking an optimal deliberation at the time of detailing the findings. Likewise, the methods will be based on an attributive approach, since the inquiry collected in the literature will be analyzed and described in written documentation, through induction and deduction methods for a better judgment.

Likewise, theoretical foundations, previous studies, antecedents and theoretical postulates will be reviewed, in order to place the situation under study in a series of approaches and theses on diverse theories and terminology appropriate to the topic on the processes that are handled in the present research. Finally, they will be developed through the use of techniques such as direct observation, critical analysis, and summary for the data collection process provided to the information necessary for the reasoning, which will lead researchers to represent the correlations that occur between the studied environment and the observation device population and sample.

In Conclusion, this is a research that has several aspects that justify it, since it brings together circumstances that can be observed and detailed to know how that feedback has been perceived, if truly according to various authors and postulates have applied the correctives provided to the needs of the market, in addition, there are instruments that can be analyzed to obtain data that will serve at the time of interpreting the findings this is a research, reaching the conclusions and relevant derivations.

THEORETICAL FRAMEWORK

In this section, the background or previous works selected for referencing the subject matter are presented in detail in a specific way; they should provide relevant information that facilitates congruent and objective judgments. Likewise, the evolution of the main conceptions and theories related to the research will be described in a synthesized manner. It should be noted that the general framework of perceptions will provide explanatory support to the objects of research through comparisons and contrasts of different points of view based on reliable findings.

In this way, we will be analyzing how feedback has been conceived as a formative strategy to optimize the quality of higher education in Colombia from 1992 to

2022. Being a relevant topic because education will always be a tool that favors the construction and transformation of the representations of any society, in order to merge and raise awareness of everyone and everything that conforms it, seeking equity and justice in all its spaces.

Background

Education, perceived as a humanitarian matter of reciprocity and foundation of knowledge, skills, discernment, feelings and motivations, has as its final purpose the evolution and qualification of those involved and in the society as well; in this way, it is sustained by culture, being reciprocal because it also developed in that order. This externalizes the complexity of this issue, being a fact of interest not only for the actors involved as teachers and learners, but a great concern for different countries, since this is an axis of progress of any nation.

In order to provide a broader basis for the study, previous studies related to the topic addressed are presented below, allowing us to observe how feedback is perceived as a strategy to optimize educational processes in other scenarios at the international and national levels. This is done to provide more depth and ideas at the time of developing the objectives of this research; for this purpose, several researches carried out by other authors are described below.

International background

In this area we present (Caviedes, 2019) who elaborated a study where he shows the consummation of an action inquiry, which derived from a procedure for the improvement of educational feedback, directed to students who go through the process of the professional practice of Pedagogy at the University of Viña in Santiago de Chile, with the intention of knowing the transcendence of their competitive abilities and the insufficiencies they consider.

In this study, feedback from teachers interceded in a proposition, with the intention of improving instructional estimation and feedback tactics in academic practices. The methodology was based on incorporating a permanent element in the methods applied in the operations of self-estimation and peer appreciation, in a span of one semester of practice.

In conclusion, it was a study that provided an outstanding contribution since the results showed that the trainees became autonomously aware of the knowledge acquired and of their professional capabilities. Also, it was possible to observe the insufficiencies present in the accompaniment provided by the professors of the specialty, which highlights the need and transcendence of an effective feedback.

In the present work carried out by (Garcés et al, 2020)the purpose was to develop an instructional feedback strategy to improve educational processes, created by the technical device of the Teaching Improvement Unit (TIU), for the students of nine renewed specialties of a University of La Serena, Chile. The following questions were the starting point: How does a novice university student assimilate the contents? How does the student reflect on his learning process? Is there a feedback tactic in university careers?

The methodological path used was oriented with a multiple case qualitative research, through a mixed approach and an ethnographic design, and for its purpose the TIU unit considered two official documentations, as referents in addition to four circles of operations, with the application of semi-structured interviews directed to the students collaborating in the process.

Through the results obtained, it was observed that the score obtained in the University Selection Test (UST) does not correlate with academic performance, although there are contrasts linked to school components and personal elements of the students. Likewise, it was shown that they had different forms of preparation for their entrance to university life, however, it was considered that the accompaniments were not positive.

The results showed a discrepancy in relation to academic referrals, due to difficulties of university adaptation, aspects of each individual and the complication of the subjects. Finally, through their contributions, it was concluded that there was a need to apply feedback for the strengthening of learning strategies or tactics for stimulation, control of anxiolytic agents and study plans, demonstrating that the feedback process, if properly applied, can help improve educational processes.

Following the same line of action, the following is cited (Altamirano et al, 2020)who conducted a research to analyze and describe the expertise of formative

feedback in regular education at the Instituto Pedagógico Nacional Monterrico in Lima, Peru. The purpose of this research was to determine the devices of the formative feedback summary. It was oriented towards the analysis of different instruments, to present the permutations in the process of instruction and learning. It was focused on a qualitative methodology of descriptive scope. They sought for this research related to feedback to be a technique that favors the progress of feedback experiences managed in regular education.

This expressed that, the formative feedback should lead to the teaching-learning process and be effective by providing the learner with resources and materials so that he/she can develop with independence and autonomy, so that he/she becomes aware of his/her learning process. In short, it was emphasized that formative feedback is immersed in the new orientations given to teacher alignment, only with the intention of having as a model the training in the study of the skill and the deliberation of the instruction, thus the cognition about their experiences, inviting the teacher in a reflexive way to focus the pedagogical process towards a feedback activity, in order to improve education.

Similarly, there is the study conducted by (Espinoza, 2021) who set out to examine the scope of feedback in the teaching-learning process. It was carried out through the methodology of a descriptive study with a bibliographic design, based on the interpretative orientation and the study of content. Highlighting the fundamental findings is the understanding of feedback, seen as a process based on exploration through an evaluative process.

In relation to the tasks or school work of the learner, differentiated by the critical and productive deliberation on the performance of this, and favors aimed at improving the effects, through the development of their transcendental learning skills. Likewise, they showed that among its effective particularities are: the individualization and identification of the researches focused on the student's actions, his own person, integrity, clarity, effectiveness, constructive representation directed towards the resolution of difficulties.

In conclusion, this study shows feedback as an extremely useful and productive element for education and its process in general, because it seeks to evaluate the

points that allow the most effective ways to achieve the goals and objectives through meaningful learning. Through the restructuring of the instruction system, taking measures to prepare the student's cognitive distributions for the demonstrative comprehension of new knowledge.

This is followed by a research article conducted by (Cruzado, 2022) from Peru. the main purpose of which was to analyze the relevance of formative assessment in education, since this type of assessment has been gaining importance over the years; due to this, experts in education have been applying it in their educational activities, seeking to improve the quality of the instruction and learning process.

For its development, an analytical and critical methodological process was used, based on the exploration of literature through the databases found in Dialnet, Science, EBSCO, Pro Quest and Scopus, in relation to the topic addressed. After the results, the data were organized and analyzed in four thematic units: statements of formative assessment, orientations that support it, processes to carry out formative assessment and finally feedback. In conclusion, they stated that formative assessment is extremely important in educational processes, because it seeks the full alignment of students, based on its elements and factors, among which feedback stands out.

In this order of ideas, it is exposed to (Veras, 2022) who elaborated an article to analyze the way in which feedback is shaped as an effective instrument for the learning process. The methodology was based on a hermeneutic qualitative model, with an explorative-descriptive scope with the study and choice of scientific articles, in relation to the thematic, in addition, a bibliographic pilot method was used. The derivations showed that the feedback could be positive if the teachers formulate questions, which allow evidencing the comprehension capacity of the students, facilitating dispositions for them to show their progress and limitations.

This also allowed knowing the real level of their knowledge and the expected level to be reached; in addition, it could be concluded that it optimizes the student's stimulation and self-regulation, showing that errors are a way of generating brain modelers in the students to benefit new discernment. The estimations must happen continuously, with the intention that the student can execute changes in his action. Quality feedback has to act in a way that is pertinent, legitimate and advantageous to

students. In short, the significance of positive feedback was emphasized, underscoring the indispensability of this strategy for quality education. It enables the augmentation and enhancement of students' learning levels

National background

In this area there is (Martínez et al, 2022) elaborated a study whose main purpose was to examine the useful literature on the expertise of teaching feedback in higher education, taking into account the contradictions of this conception in the analogy with teaching and learning. For the achievement of the objective, a qualitative research was established, by means of narrative review, aiming to provide questions related to the topic distinguished, comprising theoretical and argumentation compendiums.

With the above in mind, the feedback practices were analyzed, revealing the choices for knowledge citation, by means of feedback, and highlighting the trances in the elaboration of written assignments and their effect on academic performance. All the data collected were organized by means of units. It was based on the theory presented in Hattie and Timperley's proposal. Consequently, they conducted an exploration of the experiences of reading and writing in higher education, as well as of writing centers conceived as related areas to provide guidance to students; and finally, they draw conclusive circumspections on examining formative assessment.

It is understood through the conclusion, that it is extremely favorable to continue supporting the exploration of combined orientations between feedback and teaching appreciation, to strengthen research and management of writing focuses and thus optimize higher education institutes, through transformations that facilitate an unquestionable contribution, leading to a transformation of the educational system in Latin America and Colombia.

On the other hand, (Herrera & Beltrán, 2022) conducted a research where their purpose was to apply formative feedback as a strategy to strengthen reading comprehension, since reading comprehension is a significant aspect in the teaching-learning processes, this makes it a point of interest to study, since this is a skill that students should deploy in their formative process, based on formative feedback: thoughtful and descriptive.

The methodology used was based on a quasi-experimental research type with pretest-posttest design, forming two groups in advance, the sample consisted of sixty students, divided into two equal groups. A platform of analogical and didactic resources was chosen, providing communication and assessment instruments. In conclusion, the groups were differentiated at the time of didactic mediation, offering a different kind of feedback to each one; reflective or representative. This showed that feedback is a valuable formative strategy in the educational process, in this case to improve and strengthen the quality of reading comprehension, since it was possible to maintain attention and interest throughout the study process through the pertinent results given by the students, achieving a feedback.

In Colombia, (Chaves A. & Ceballos, 2019) conducted a study on this reality at the Universidad Nacional Abierta y a Distancia, which had the general purpose of examining the factors associated with student continuation. This research had a qualitative model approach, the ethnographic method was used and, in addition, the information gathering techniques were the in-depth interview and focus groups, with social actors immersed in the space of the educational institution.

In conclusion, it could be seen that the feedback in the teacher-student interactions, generates a significant contribution to the learning process, the feedback, the stimulation and the continuation of the learners. It should be emphasized that feedback is a dialogical and constant matter that keeps the actors of this educational process, directed towards their goals and reflective of their performance, of the progress in learning and the progress of their abilities.

Likewise, it is presented to (Alfonso, 2019) who presented a study whose purpose was to analyze the tactic of formative instructional feedback of academic writing in a unit of a Spanish course in higher education. The methodology applied was oriented through a descriptive case study. In addition, this research sought to respond to three specific objectives or intentions. First, we sought to answer and determine theoretically what the mechanism of instructional feedback is.

Then, in the second step, it was oriented towards the consideration at the documentary level of the reproductions written by each student, in order to catalog the kinds of annotations that announce the student in relation to his or her level of writing.

Finally, we proceeded to point out the changes in the notions of writing investigated in the selected sample of students, in a sample of students. In this way, a formative feedback was made that allowed this exchange of knowledge with those involved, always seeking to optimize the difficulties in their writing process.

After citing the background and taking into account the studies presented in the previous paragraphs, it can be seen that feedback in education is a very important topic, which has been addressed in several studies showing the functionality that this training strategy has to optimize the quality of training processes. In addition, it allows to know in a didactic way the failures that the actors involved may have, by means of that feedback originated by the exchange of ideas.

It is also understood that it directly favors the students since it helps them to understand how they learn and to value the achievement of their goals and objectives during their learning process. Therefore, feedback motivates both the student and the teacher, who must accompany the student in a reflective manner, allowing them to internalize the knowledge by directly appreciating the insights acquired for a better assimilation of all their learning.

In this way, each of the studies cited above provides a significant contribution, since they show the role of feedback as a formative strategy to improve academic processes. Thus, it is understood that feedback is the data that refer to how much success an individual has achieved in the fulfillment of his academic tasks.

Theoretical bases

In this section of the study, a series of concepts and precepts related to formative feedback will be presented, which is appreciated as a fundamental strategy for meaningful learning for students, and when referring to teacher training it should be taken into account in a systematic, methodical and consistent way, especially to achieve transcendental results for all the actors involved in the process.

Feedback model

In relation to feedback, it can be said that it is a very relevant process in the classroom, as it can be said to be a very active way of looking at the correlation between teaching and learning. For Hattie & Timperley possess an effect that serve to give an aggregate amount, in obtaining discernment and is commonly executed by other individuals, for example, the educator and/or learner. It can likewise point out the most influential components and turns them into a positive evaluation (Avila, 2017).

It follows from the above that feedback is a necessary action in the educational processes, to know the scope and effectiveness of the programs, allowing to know how much the student has learned, highlighting the points with greater potential or positive effects, so that they can then be used in the ongoing processes, achieving effective feedback to correct and improve the elements that are necessary.

In this order of ideas, it is necessary to point out the positive influence of feedback, which has been explored in different ways: a) from the classroom; b) from the discernment of each learner, and c) taking into account the judgments of educators or teachers. In spite of the above, it is evident that little research has shown the significance of feedback in the educational setting (Canabal & Margalef, 2017).

In this context, we observe a contextualization of the specific model regarding feedback, presenting it as a necessary tool to address the problem. Various criteria are highlighted to precisely navigate this process, emphasizing the complexity involved. It is understood that all stakeholders must be present to gather information and identify issues that form the basis for improving teaching and learning. This improvement is based on the judgments of those directly involved in educational action.

It is worth mentioning the research presented by (Hattie & Timperley, 2007), who state that feedback plays a fundamental role in the educational and formative process, although their research in several cases does not show with certainty that impact in a precise manner. Because of this, they have focused on searching for data on the different types of feedback and the circumstances in which it can be given.

In this way, these authors have determined four types of feedback: the one that points to the work or the task, since it shows the achievements, successes and failures; the one that focuses on the subject of the occupation, which refers to the inquiry in

relation to the level of understanding, cognitive methods, lackluster skills, among others; the mediated one based on self-regulation, which provides data to deploy independence, self-control and self-driven notions; and the one that focuses on the subject himself, which reconciles individual progress and growth, observing the commitment and engagement of each person with the academic training.

Then, it is observed that these authors present a series of particularities, which according to them should be taken into account to carry out an appropriate feedback that adapts the need of the spaces. In this way, it is possible to know and reach more aspects that will leave eloquent information about the teaching and learning processes, allowing a quality evaluation according the the reality.

For his part (Alfonso, 2019) argues that reflective feedback favors students to develop a much deeper level of understanding, in relation to their individual conceptions and intellectual issues, being an appropriate way to determine the origin of the various failures or errors that may hinder their learning process. In this way, they can look for the most positive and safe tactics or solutions that will guide them towards the continuous improvement of their performance and be able to achieve the planned and expected objectives.

It is worth noting that, by using feedback in a reflective way, teachers reform and promote the improvement of examining and reflective thinking in students, here they implement the misguided objections as great possibilities for instruction, of course, guiding them in a guided way by means of instructive questions and reflective comments to find the causes of their mistakes or errors.

To achieve this reflective process there are a series of questions that will be necessary to guide the feedback process such as, Where am I going, What objective do I seek to achieve with this activity, How am I creating it, How can I improve the process, these questions are necessary for the student to find the answer. (Alfonso, 2019). It is inferred from what has been said that it is important to ask these questions in order to have a guided process that allows the student to know in a systematic and structured way to achieve the expected results.

Then, reflective feedback includes aspects that allow each student to carry out a reflective process by observing their individual learning as well as their performance

during the entire academic training carried out in each cycle of their career, thus, allowing them to overcome inconveniences and restrictions, as well as to achieve the desired objectives. This kind of feedback strengthens in students, a series of intrinsic components in each person such as self-regulation, self-confidence, self-reflection and independence, conceiving a more conscious way of viewing their learning process (Caviedes, 2019).

This is optimal, since it represents the power of reason over emotions, which transforms it into a formative strategy and allows to shape the various cognitive and emotional skills, which will be expressed through actions, after analyzing and interpreting a situation. Self-regulation acts as a guide that directs the reactions nourishing like a fuel to an engine to get it started, after visualizing the path to follow to reach the goal with an established route (Anchique, 2016). This is understood and acts as a controller of emotions, i.e. as the norm or rule that allows to minimize or increase the reaction of a person in front of a reality influencing the relationship of the human being and his reality.

It optimizes self-confidence which will be reflected positively in the behavior of the person, and if confidence is reinforced or recovered by anyone who feels they no longer have the security of feeling worthy of well-being and a good quality of life, it is more possible to get the person to let go in terms of achieving happiness and full state through the use of appropriate, authentic and assertive language, which will be used from the first session.

Likewise, it can be said that learning is a reflective matter that is going to consequently benefit the commitment that originates with the evaluation process, besides being understood the methodologies to reach an accurate, clear and consummate feedback, in addition, letting see how each individual has been performing and how he could redeem himself before the mistakes committed to improve his performance (Alfonso, 2019). It is understood that, in the educational field, feedback refers to a transfer of information to the student about his performance, with the purpose of optimizing the development and academic performance in the future.

In this order of ideas, it should be said that feedback is a fundamental component since it refers to the information that the student gathers, clarifying the

desired performance, that is to say, the effects and derivations of the training process. Highlighting that, the teacher must make clear the various criteria for the issue related to the evaluation, because the feedback will be based on the study of the performance based on this reasoning. (Altamirano et al, 2020)..

Through these postulates, feedback is shown as a strategy or tool that helps the educational process and all those involved in it to analyze their various strengths and limitations, which allows a self-reflection that will serve to take into account the failures that must be corrected to optimize their performance, In addition, it motivates them to seek the necessary tactics for their learning, invigorating their self-esteem, and in turn causing a stimulus with the unwavering support of the teachers, since the exchange of ideas is essential at the time of raising questions about the tasks performed, achieving the improvement of their performance.

At the same time, feedback favors the strengthening of self-esteem, being this in the inherent sense to the own personal appreciation that possibly comes to be a right of human origin, becoming that component that psychotherapists put a great effort to stimulate it in every subjects with whom they interact as professional (Anchique, 2016). So this is understood as something intrinsic in each person and must be nurtured to lead a meaningful life and with confidence in the various capabilities that will allow to face basic experiences and challenges in life.

Within this same context, (Canabal & Margalef, 2017) specifically expose three types of feedback:

1. Positive feedback. This is originated at the moment of summoning the student to reflect on what has been carried out correctly, in an objective, clear and precise manner.
2. Negative feedback. It is presented at the moment the student is given the information regarding the different aspects that were not achieved in the development of the learning process.
3. Bipolar feedback. Being the one that allows informing the student what was achieved in a positive way, and what objective was not achieved through the teaching and learning process, then here the student is told about the positive and the negative, motivating him/her assertively to improve these derivations.

This shows that feedback lends itself to provide a process as objective as possible, allowing to show both positive and negative results, which generates a situation that leads to the reality of the educational facts, inferring that its process is relevant since it facilitates to know the performance and performance of the participating actors, in this case the teacher and the student. There, it would be helping to improve the quality of higher education, through an exchange of dissertations between the actors involved, managing it as a formative strategy.

Strategies for feedback development

In this order of ideas, it must be said that the feedback is fundamental that gathers unquestionable circumstances and particularities that exert a great influence in the student's learning. For this reason, it is important to use pedagogical resources that allow the learner to internalize the instructions proposed by the pedagogue. For this it is necessary to specify well synthesized estimation strategies, with perfectly determined criteria for the evaluation of learning.

In this sense, we take into account the contributions of one of the main theoretical currents on feedback according to (Anijovich, 2019) who proposed five strategies to develop feedback in a determined way, taking an approach based on the tactics necessary to achieve a complete process, below, they are detailed:

1) Facilitating questioning allows for the development of metacognitive skills related to how they are assimilating.

2) Describe the work performed by the student, it is like reintegrating in effect an example of what the student accomplished.

3) Evaluating progress and achievement, it is inescapable for students to examine readiness and how it is being achieved.

4) Providing directions, which minimizes the gap between where you are and where you are going.

5) Promise structure, which favors the accompaniment of the teacher to the student, working with the student until the learning objectives are reached.

Through the strategies described above, we seek to develop a feedback process facilitated through different particularities, which will favor the process leading in a

determined and precise way to achieve the purpose of the feedback, in addition, these strategies serve as a guide to carry out an orderly and systematic process effectively, since they must comply with each tactic to achieve success and obtain positive results.

Similarly, (Muñoz, 2020) describes a feedback ladder as one of the different relevant tools that should be used when carrying out the feedback process, taking into account four tactics:

1) They should be clear and precise, and the teacher should ask a series of questions to clarify the ideas that allow for a better understanding of certain criteria.

2) To estimate, we seek to rescue the strengths and effective components.

3) To formulate the concerns avoiding provocative criticisms, only questions that are aimed at investigating procedures that allow solutions.

4) Indicate by the teacher provides suggestions, delimited and synthesized assignments that lead to optimize tasks and tasks reaching the necessary level for the development of a full potential.

In short, based on this scale describing feedback, it can be said that feedback as a formative strategy works in a precise way to describe the information provided by the teacher to the student, with the intention of positively or effectively transforming his ideas and thinking, or his procedure to optimize the learning process. It should be said that feedback goes far beyond just a numerical grade, which allows showing the student detailed and adequate informative data, which will give him a much clearer idea about his academic performance, thus helping him to perceive a new discernment through feedback.

Feedback on the evaluation

Within the formative process, feedback is a fundamental element of the issue related to the evaluation immersed in the formative extension, being registered in numerous studies as a cause that has an authentic impact on the benefit of learning (Contreras & Zúñiga, 2017). Due to this, it is also considered as a pedagogical representation tool that allows transforming the action and the student's current of thought, with the purpose of correcting the failures in the learning process, achieving to improve knowledge, tactics and skills discernment. (Fuente & Trujillo, 2020).

It is understood that, as the previous authors point out, feedback is transcendental at the moment of decision making, with the purpose of optimizing the students' learning, and it also seeks that teachers generate the appropriate environments to achieve the intellectual progress of the students and intervene with them, motivating them to seek solutions to their problems.

In short, effective feedback benefits the student to acquire a more dynamic and internally focused role in his learning process, because it provides support when observing his performance, being aware of what he assimilates and, finally, how he learns. In this way, a more independent and thoughtful student is formed before his tasks, clarifying the approaches to establish the most appropriate way to optimize his performance and performance.

In this order of ideas, it can be said that feedback also focused on the student allows to know the scope of learning, which means to be aware of the interaction between the teacher and the student, to know their performance in an educational scenario, stating the right judgments, faults, strengths and limitations found during the process. Emphasizing that this is done with the purpose of providing support in the training and learning process, originating the stimulation and self-regulation of the students. Likewise, it allows a proportionate improvement of skills and aptitudes to face other circumstances of their daily life. (Anijovich & Cappelletti, 2020)..

Taking into account the above, it is understood the importance of this process where the interaction between the teacher and the student takes place, being this fundamental because the way in which those involved will address their conflicts or needs will depend on it, and will allow them to build their strategies according to the learning acquired, based on this process that led them to know the failures, successes or errors found through feedback, where they had to look for the tactics or the right way to achieve their learning. Within this process, they recommend six points to carry out an effective feedback process (Anijovich & Cappelletti, 2020):

1-The first thing to do is to create a harmonious environment where there is a great deal of trust and confidence for interaction.

2- Always start the process with positive, authentic and effective components to motivate participation.

3- They must be specific, allowing for a concrete and clear aspect that is not too far-fetched to be understood effectively.

4- Always be attentive and actively listen to the opinion of all those involved in the process.

5- They must have a series of alternatives to expose as options to optimize the situation if warranted.

6- Definitely, they should always present objective facts and not be based on unfounded judgments.

It is observed that these points can help to apply an effective feedback that generates structured and established results, through a series of steps that apparently do not leave an empty process, but systematically generate results based on obtaining structured information to achieve results of an interaction between teachers and students with concrete, objective results, with authentic elements that provide effective information.

It is worth mentioning that, seeing all that can be achieved with feedback, it is important that all teachers continue to apply a variety of strategies in the spaces where they teach, so that students can assimilate more optimally everything they have been taught. On the other hand, (SUMMA, 2022) points out that feedback strategies are used to be aware of how they are doing, knowing at the right time and directly who deserves support and how to proceed, to achieve the objectives set, thus achieving the observation of the process through formative assessment.

It follows from the above, that it is relevant to apply a formative evaluation to know in a certain way where the failures and successes are, in relation to the educational process, perceiving at once who may need support, in what and how it could help, that is, it will allow to immediately address the error of the training process by applying the appropriate corrective measures to optimize the situation.

Formative feedback

The validity of formative feedback for the improvement of learning is based on the foundation of a relationship of openness between teachers and students, clear and expressive communication and reciprocity of ideas, questions and deliberations.

(Cabrera, 2020). It is inferred that there is a need to create a connection between the actors involved and present during the training process in order to achieve the stated objective.

In the midst of this feedback, it is important to note the comments, ask questions about the student's work, and then have an effective discussion with the student based on the annotations. In the same way, they should ask the student to explain what he/she understood from the annotations made by the teacher, as well as ask him/her to communicate what strategies he/she will use to correct the errors. It allows a prudent amount of time after the annotations have been elaborated for the student to return to his or her creations.

It is worth mentioning that the aforementioned orientation on feedback has been the classic approach in Latin American education, where the usual experiences on feedback in the space where the class is held, in general, reside in identifying errors, correcting and, subsequently, estimating. However, it is important to understand that the feedback applied in this way, removes the student from the central focus of the process, placing him in a role that is only submitted to notify him of his failures, accepting the different corrections that lead to a grade, without reaping the benefit or taking advantage of the opportunity to provide support to conveniently perceive what and how to correct. (Cabrera, 2020).

In this way, it would only be generating a procedure where the interaction between the student and the teacher is only represented by the exchange of a grade and showing their mistakes, without having that connection and effective relationship where a climate of trust is generated, allowing a real feedback that leads to self-regulation of the student, so that they can order their ideas and then correct the process where they consider they need help to improve their situation.

Feedback moments

During the feedback process, there are different moments that make it effective and successful. (SUMMA, 2022):

a) Timing: the time at which feedback is given can be contiguous or extended. Through this moment, immediate feedback can be generated, which can make

it possible to correct simple errors so that students can continue with their homework. Then there is the correction of spelling mistakes, deficiencies in the way of performing mathematical operations, or ignorance of a technical sign of an activity in physical education come into play; likewise, there is deferred feedback, which is appropriate when learning is confusing, because it provides an appropriate period of time for processing the information admitted, stating questions, being able to observe other works, returning to their particular production and anticipating progress for the contiguous ones, as for example, by allowing them to correct some work plan for an oral presentation related to a topic.

Then there are two ways of applying feedback play a relevant and valuable role, of course it will depend on the level of complication of the desired learning, optimization, the educational level, being adjusted to the requirements and pedagogical objectives, among other things. This will lead to a more concrete and specific process to facilitate the desired results and objectives.

b) Quantity: it is frequent that teachers intend to provide feedback in relation to all the components observed, generally congregated by firmly their evaluations and qualifying assessments, rather than to originate diverse learning during the process. In this regard, the focus and prioritization of several aspects on which to concentrate the feedback is proposed, highlighting that the choice lies in the focus on learning goals.

c) Mode: different practices show the need to agree on ways of approaching feedback, taking into account the diversity of students in a specialty or course. It is important to point out that each student has different ways of learning, has perfected different types of intelligence and it has varied backgrounds and heterogeneous experiences. In this sense, adjusting written notes with a subsequent dialogue between teachers and students will allow to discuss both unequal ways of informing feedback. Likewise, it is relevant to observe what they have said and how they say it, here comes into play the intonation, the voice and its volume, as well as the gestures. This implies that it is not a matter of form, but of substance. So, in any interaction scenario, the form determines

an appropriate communication and shapes the content of what is to be transmitted.

d) Audience: this is a moment where feedback can be given to each student, to the group as a whole or to small groups. For this, several aspects must be taken into account that will allow individual, group and peer feedback: the individual feedback allows to be focused on the desired tasks, as well as on the skills that the student has used in the process. It is extremely relevant to keep in mind the conditional availability of time, due to the number of students that the same teacher attends to, which can make it difficult to provide this kind of feedback. Next, there is feedback to the group: through this, the teacher can identify common issues to correct and communicate them to the students so that they can improve their productions, based on the most common errors, such as ideas that were not perceived correctly, or intervening with the different definitions and skills used by the student.

In this sense, there are some aspects to keep in mind that can lead this kind of feedback to not provide results that help students, because it does not allow them to see individually their mistakes, problems and challenges. The commitment and the level of formation of the students about, their relevant strengths and weaknesses, which will transgress the certainty of the feedback. Then, there is peer feedback, which benefits the freedom of communication among students, and the progress of a deeper metacognitive knowledge, which in turn invigorates the gradual independence of students in correspondence to their particular learning. In this type of feedback, it is essential for the teacher to set aside a period of time for the students to perceive the purpose, the essence of the experience, to become aware of the different strategies that could be applied, as well as the possible limitations that they will encounter. For this reason, the teacher will provide prototypes, formalities, Issues that need to be considered when reciprocating, and will also provide a time to simultaneously exercise and inspect these skills.

e) Contents: this is a remarkable aspect since here it is necessary to have clear which are the contents on which the students are being given feedback. It is

important to keep in mind that the focus of the feedback should be adjusted to benefit the progress of the notions, in order to meet the objectives set, either by focusing on the task of the subject, the deep processes and the student's tactics for the self-regulation of their notions.

In short and in general, (SUMMA, 2022) aims to avoid directing the feedback on the student's own issues, because it should be focused on facilitating the provision of data and helping a thoughtful awareness of the training process. In addition, it should benefit the students to reflect on what is related to the learning goals agreed with the teacher, and support them in deciding what they should do to continue advancing on the path to achieve the goals.

In this sense, it is important to keep in mind that in order to achieve effective feedback, the teacher must determine the initial situation of each student, taking into account three fundamental components (Espinoza, 2021):

1.Availability for learning accompanied by an interest in acquiring new knowledge, improving self-esteem, having cognitive experiences, perspectives in relation to new knowledge, interest in collaborating, being capable of taking risks and acting empathetically with peers and teachers, among others.

2. Likewise, there are the usual cognitive capacities that the student possesses: comprehension, reflection and retention, all of which are necessary to achieve the adequate judgment to carry out the pedagogical activities and daily tasks, as well as the abilities to investigate, synthesize and constitute the information.

3. Previous discernments, but it must be taken into account that this knowledge has from previous educational processes, sometimes it is not really correct or it is inadequately grounded.

Therefore, the proper management of these characteristics or peculiarities is the strategy that each pedagogue must assume in order to achieve a quality and meaningful education for the students. It should be noted that these can be achieved through evaluation, with the teacher using different techniques, such as open, dichotomous or multiple-choice questioning, conceptual plans, diagrams and infographics, among others. It should be noted that in this way, formative feedback favors the productive mental action of the subject, energizing and mobilizing the

organization of the cognitive procedure, trying to eliminate mistakes and create links between new knowledge and new ideas. (Espinoza, 2021).

It is understood from the above, that these components are necessary to achieve effective feedback, taking into account the knowledge that the student brings from previous processes, in addition to the initial situation of each student to correct the misconceptions they may have, in relation to a previous topic, because many times the particular judgments are based on misinterpretations. Likewise, the disposition of the student and his interest in optimizing his internal processes must be known in order to achieve a quality education.

For its part, (Anijovich, 2019) considers that feedback is formative when it helps in the modification of the processes of ideas and procedures of students. Also, benefit the reduction of the gap and the initial condition of each student, to be able to achieve the objectives of academics and offer cooperation in the processes. In this way, helping to improve the stimulation of assimilated notions, and causing an impact on the self-esteem of the educational actors.

Based on the above, it can be deduced that this process is applied to generate a diversity of evidence that will be reflected in the results of the academic process and evaluations through feedback, providing information that will be useful to the educational community in general, which can be used to achieve the objectives and goals established, favoring reflective practices in instruction to examine and optimize the quality of education.

In relation to reflective practice (Porras, 2020) considers it as a systematically performed, integral, meditated, ethical, memorization and recognized intern, whose purpose is to develop competences and cognitive particularities, placing the educator in a representation that leads him to face reality with respect to his work as a pedagogue, making him think about himself and thus structure the necessary actions to improve the weaknesses in the process.

In the same vein, (Anijovich & Cappelletti, 2020) point out that feedback is a formative strategy, because when it is applied it originates scenarios that favor the learning process for each person involved, directed towards the development of

metacognitive skills, considering them as dynamic subjects in their learning, not neutral receivers. In the same way, they articulate the formative realities and discernments with the objectives, schemes or possibilities for achievement.

It continues to be understood, through these definitions, that feedback is a process that helps all those involved, making them participants in everything that is carried out through this exchange of knowledge, providing data that will be used to reinforce the contents where necessary, which makes it a formative strategy, since it is giving effective instructions on the reality of the academic subject.

In this sense, the purpose of feedback is to have a positive impact on the quality and scope of the didactic activities, influencing the ways in which the student performs in order to obtain new learning. Thus, the purpose is to focus on the strategies applied by the student, to identify their strengths and weaknesses so that the student can be aware of the inner scope of the learning process (Anijovich, 2019).

As can be seen, the feedback process is always focused on finding a way for the educational actors to recognize their failures or mistakes, so that they can be overcome with internal strengths, generating a dynamic or synergy between the knowledge acquired and its quality, at the moment of being evaluated so that the necessary feedback is given to know how adequate the methodologies applied in the educational process by the teachers are.

Facilitating conditions to promote feedback practices

For (Saiz & Susino, 2018) formative feedback is significant in those educational institutes, which apply it with the purpose not only to optimize formative practices, but also to seek the progress and advancement of students, bearing in mind the starting point of each of these. It is worth mentioning that in order to achieve this, it is necessary to work together, developing a group of experts who are able to grow and educate in a versatile environment. It turns them into institutions capable of knowing where they are, where they are going and how they can reach their goal. In this sense, these institutions are established as interconnected collectivities, working towards shared goals, in an integrated manner.

In these communities according to (Anijovich, 2019) certain attributes are visualized that make them stand out from those that do not apply this process. Therefore, formative feedback has a great potential to favor their establishment, through practices and modules. Regularly, feedback is oriented towards student learning and teacher practice. However, from a holistic and complete point of view, the design is proposed to cultivate in the institutions a feedback thinking, taking into account all the actors that constitute the same and the diversity of activities that are carried out in these.

For this, it is essential to generate the ideal scenarios so that the experiences on formative feedback are in accordance with the objectives to be achieved with it, described as elementary technical talks on the process. The following are the essential conditions for establishing a feedback culture.

Generally speaking, these conditions take as a reference the attributes of a community mentioned by (Anijovich & Cappelletti, 2020). First, there are the shared values and mission that focus on the learning process, and the members of a school community are characterized by shared beliefs, in theory and in practice; second, this type of community seeks that the professional work of teachers is focused on creating possibilities for students; thirdly, they provide opportunities to exchange judgments and experiences, promoting in the institution a community in constant evolution among teachers, for the exchange of tasks related to the service of the institutions; fourthly, they address the difficulties together, understanding that it is necessary for everyone to provide solutions, applying reflective practice, recording data to analyze them to achieve improvements by creating a consensus.

From the above it can be inferred that the feedback applied to create a school community is that where the priority is the students, for them we work generating a context of quality to carry out educational processes, which provide training by professionals who generate confidence in their pedagogical process, under an atmosphere of assertiveness, respect and great support.

In this same order, we can talk about how the application of a formative feedback model is carried out in the educational environment, with the purpose of executing the various practices of formative feedback in the formative institutes, where it is relevant

to have conditions that would facilitate and enable the actors to take forward the necessary actions, to advance in the implementation where five types of actions are proposed (Anijovich, 2019):

a) Actions or diligence to motivate, which have the purpose of stimulating the interest of the educational actors on the value of formative feedback, making it a daily topic of conversation to promote its application.

b) Actions to instruct, it is important to understand that for the application of innovative pedagogical practices it is necessary to concretize the purpose of teaching and learning with clarity and discernment of evaluation, to rescue knowledge and experiences that teachers already have, to begin to establish feedback environments and to facilitate evaluation instruments and as a protocol.

c) Work to establish the process, it is essential to have environments and time for the educational actors to actively participate in these practices. In addition, they should explain that the different peers within the institution will participate, such as students-students, students-teachers, teachers-teachers, teachers-managers, managers-managers, involving in a reflexive way and in several cases institution-family, depending on the educational level.

d) Actions to execute and supervise, in this way formative feedback would be applied to control how the process is working, putting into practice feedback instruments, reviewing the scope and thus knowing if the purpose is being fulfilled, this will allow making the necessary changes or adjustments in the educational process to make it more effective, talking with different institutional actors, handling rubrics, among others.

e) Actions to provide evidence, which is extremely important to document the results of the practice and provide evidence to the actors involved, in order to know the strengths and weaknesses of all, which will allow the application of the appropriate corrective measures to optimize the quality of education.

Through the actions described above, it will be possible to implement a model regarding formative feedback, these conditions serve as an orientation for those institutions that consider it an essential practice, to achieve educational processes that seek to produce autonomy in their students or self-regulation, making them more active

in their academic training, providing a tool for them to reflect on their failures and successes, which will be reflected in their performance.

Training strategy

At present, higher education institutions i.e. universities, in their process of training professionals, handle a role that must go far beyond procreation and expansion, scientific and irrefutable judgment in addition to research. Then, it is necessary to employ appropriate strategies because, today they are framed in a role that leads to occupations that involve high levels of leadership for the improvement of other forms of instruction (Alarcón et al, 2019).

It is inferred from the above, that this new orientation demands the affiliation or a new strategy to approach these different dimensions of scientific discernment, at an interdisciplinary and transdisciplinary level, together with the reasonable or plausible development, immersed in a box of conservation and safeguard of the ethical compendiums, all this to reach the new approaches given to higher education looking for quality.

In this new approach or path that the universities assume as a task, entrusted by society in general, to achieve the training of professionals provided to the reality of labor markets, in addition to originating research based on a thought, which will generate a critical conscience that contributes to the expansion of knowledge, knowledge, conditions and values, based on a constant strategic feedback, which benefits the search for changes to optimize the existing failures in the learning process.

In this sense, the formative strategy is the linking of activities that will make it possible to achieve the pedagogical objectives set out in the academic processes. In the same way, operations are set up to achieve the triumph of learning-related issues (Alarcón et al, 2019). Therefore, teachers should focus on formative strategies that will allow them to achieve the objectives designed in each cycle.

On the other hand, the formative strategy is defined as a tactic used within an evaluative process, which is relevant because it leads to a structured and systematic process that collects information, associated to the general procedure of the educational action. This consists in obtaining important, reliable and validated data

through instruments elaborated to evaluate a precise process, forming judgments of appreciation with respect to a particular reality. (Espinoza, 2021).

It is understood as a pedagogical way to convey knowledge through activities planned in a structured manner, in order to reach the students with the different contents using forms that are adapted to the needs of the context. It must be designed taking into account the particularities present in the educational environment, because it fulfills the function of getting knowledge systematically to those involved, to be later evaluated through the feedback process.

There are peculiarities that make feedback a formative strategy, making it a powerful tool for improving the deployment of classes; among these are the questions and answers, with which it is possible to originate an active participation, with the intention of promoting the learned notions, in this way, it can be checked if the student is understanding the explanations, in addition to assimilating the instructions and notions provided; then, through this strategy The teacher can clarify any uncertainties and provide options or guidelines that favor the student in his process of understanding the learning process. (Martínez et al, 2022).

Then the feedback as a formative strategy seeks both reflection on the student's performance throughout the teaching-learning process, and also allows the teacher to assess how efficient the training process has been, as well as to measure the extent of his performance as a teacher and how much cognitive progress he has achieved in his students, taking into account the procedural and attitudinal part. In this way, the information collected is relevant to rethink the accuracy of the methods and techniques used in the development of the classes.

Within the formative strategy, we find the formative evaluation that is determined by being given as a process of verification and appreciation, characterized because its purpose is to improve the derivations that are exclusively for feedback, for this reason its orientation must be directed to desired answers. (Luna, 2020). Another case as (Anijovich, 2019) considers that formative strategies favor the application of relevant feedback for students, whose work is essential to know the scope of what is being done in the classroom, bearing in mind their learning modes, inadequacies and benefits.

In this sense, feedback works with formative assessment as a strategy, to show the limitations, deficiencies or difficulties that may arise throughout the learning process of each student, in this way the assessment promotes the complete progress of the student, seeking optimization through meaningful learning.

On the other hand (Joya, 2020) says in the current educational system in its pedagogical training process, it has a fundamental impact on the confrontation of formative evaluation processes, because it is used as a strategy for the development of teaching and learning in a cooperative way, making them communicate information about the activities carried out in the classroom; with the interest of creating a harmonious way, which allows a suitable environment for feedback as a formative strategy, sharing evidence through self-evaluation and co-evaluation, for the strengthening of practices and skills.

Based on the above, formative exploration and training for inquiry are encouraged, since they must be developed in continuous interaction. This formative practice helps to develop in student skills such as the ability to paraphrase, observation, recapitulation of information, inquiry of undetermined problems; as well as critical analysis, interpretation, among other skills; which are related to academic training and research. (Orozco, 2016).

In conclusion, formative strategies are essential in any academic training process, because they lead to develop skills and abilities that make the student a trained individual with critical thinking, creating opportunities for continuous learning to solve problems and propose solutions in their daily tasks.

METHODOLOGY

In the methodological process used for the development of this study, the systematic review and critical discourse analysis were used, thus, it will have a qualitative approach with descriptive positioning on the topic to be investigated. This qualitative research is oriented towards the understanding and in-depth interpretation of the reality addressed. (Hernández, 2017).

Approach and design

For this study, a qualitative approach will be used to collect information that has a non-transferable character, thus focusing on the phenomena that need to be understood or deciphered and highlighting the important essence of each situation or phenomenon, explaining the details to those involved in the study.

In this sense, the research will be represented through the analysis and paraphrasing of the narrative that make up the official documents, which will be reviewed to answer the question of the study. Among these are Colombian texts, laws and decrees, where it will be observed how feedback has been conceived as a formative strategy to optimize the quality of higher education in Colombia from 1992 to 2022.

It is worth mentioning that the qualitative approach is carried out by means of a bibliographic review and with a descriptive scope. For this type of study, documents, texts and scientific illustrations referring to the subject matter in question will be dealt with (Hernández, 2017). Through the methodological components of this research it is visualized, an approach that will be directed towards a process of information collection and the way in which the data obtained will be resolved. By means of the present methodology theories and convenient methods are supplied for the study of the relationships between dissertations (Hernandez, 2017).

On the other hand, the design used for this study will be an absolute documentary research, which is applied through the review of bibliographic material referring to the object of study (Hernàndez Sampieri & Mendoza Torres, 2018).. So, being a documentary research, an analysis will be made on what is understood and set aside for this, a difference of official documents, texts, among others indexed in different electronic sources, research papers, and associative documents, which will provide a broad perspective on the subject under study, based on different authors and the researchers' own opinion, will be carried out.

In relation to the procedure for obtaining knowledge, this is based on deductive and inductive logic, because it is based on the interpretation of the reality under study as a whole. This research will be developed in five parts:

Part 1: Detailed description of the problem, which will consist of capturing the highlights of the situation of interest found, associated with the objectives of this research, in order to determine the degree of attribution set out in the research objectives.

Part 2: Theoretical foundations, background and theoretical postulates, is to locate the situation under study within a series of theories and correct terminology proposition of the processes that are handled in the present research.

Part 3: Develop techniques such as direct observation, critical analysis, summary for data collection to provide direct information for reasoning and analysis by reproducing the relationships that occur between the studied reality and the unit of analysis population and sample.

Part 4: Analysis and Discussion of the instruments, will be presented by means of analysis interpreting the findings found in the bibliography, and references reviewed presenting the results obtained from the data collection.

Part 5: To detail the findings found during the whole process of inquiry of the researchers, and to manage to answer the research question through the development of each one of the specific objectives raised. Taking into account the approach and design selected, an accumulation of exegesis, paraphrases and conceptions that will guide the work in the duration of the research in the scientific community will be involved.

In this order of ideas, the scope of the present study is shown with the description of the results will be consented, showing the transcendence of what will be achieved from the research process with this the techniques and methods that will be used to reach said derivations are conditioned. For this reason, it is fundamental to conveniently determine said scope in advance to begin the development of the research.

This study is descriptive and it is defined by (Hernández, 2017) as: "it’s an investigations where frequently the goal of the researcher remains in narrating situations, as well as contexts, different phenomena or events, where they are punctuated, how they are and how they are shown or manifested in a delimited dimension" (p.92). Then, through this scope we seek to specificate the peculiarities or

particularities either of an individual, community and group of interest. They could also be an object or any phenomenon that can be subjected to analysis.

The materials utilized in this research are specifically designed to detail and collect data autonomously, closely aligned with the definitions and variables outlined in the study. It is important to note that these efforts are directed towards achieving the study's objectives without any intention of manipulating the essence of the addressed variables. In addition, it is necessary to mention that research with a descriptive scope is very useful in document studies, since it allows detailing the findings presented in these processes, describing particularities, functions, criteria and how they are perceived.

Population

For the selection of the population, it is crucial to identify who or what will be analyzed or measured, primarily specifying the object of study. This determination is grounded in the approach established at the beginning of the research, aligned with the research's purpose and design. Thus, the focus of analysis in this study is on documents rather than a population of people because this a documentary research. Consequently, the documents that will be reviewed are presented.

Next, the documents will be observed and investigated is presented, which it will be made up of the totality and each one of the documentary units traced, suitable to be studied with the analysis understood and of interest for the intentions and needs of each specific research, so it must be delimited in a precise way from the beginning of the same. On the other hand, the selection of a suitable sample aligns with the specific interests and needs of the study. Establishing the units of analysis and space serves as essential elements for the examination. The identification of conditions as components of the investigated qualitative variables, along with the categorization, parameters, and analysis of the findings, forms the foundation for this research.

In this way, samples are important, because it is difficult to address in the study the whole documents, due to possible conditions of usefulness, resources and duration; therefore, it is necessary to choose the appropriate detailed procedures for each specific subject. Thus, it can be said that the units of analysis represent each

segment of interest for the researcher of the content of the written texts, suitable for subsequent mention and dispersed in categories and subcategories.

In the midst of this scenario, documents are utilized to condense scientific information with an emphasis on extracting content from the initial published sources, relying on original findings. This involves the development of a concrete schematization manifested in axioms. The use of these documents is primarily observed in investigative processes and the employed methodology, which can range from particularly systematic to narrative.

Within this context, the instruments applied for data collection and information processing will be described, where a catch, expertise, appreciation and recapitulation of the facts found on the studied and treated subject are consented. These instruments will be beneficial for the characterization of the accredited and unexplored contents on the content to be manipulated, finding the disagreements and concurrences in the contributions of the cited authors. In this sense, it will allow to obtain a point of view of the information, providing the insight on the analyzed bibliography, the relevant information will be detailed, besides giving rise to new questions and formulations that enrich the existing discernments.

After detailing the particularities of the research developed, it is taken into account that the main documents searched will be scientific articles, official documents such primary document as the laws, decrees and also texts related to the topic addressed, institutional reports, and research papers, bibliographic and historical documents. In this way, the collected information is interpreted and analyzed to be described and detailed in the findings and results derived from the inquiry process.

Techniques and instruments for gathering documentary information

For this purpose, the documentary information gathering techniques are presented, which it is used to search, review and analyze the various sources that supported the study, through official documents, laws, decrees, among others, all of which provided the necessary information to carry out the study on feedback as a formative strategy for the optimization of the quality of higher education in the period from 1992 to 2022. Criteria for the bibliographic collection (Hernández, 2017)

In the inclusion criteria, there was found 20 documents based on a review of primary documents in English and Spanish such as articles, texts, previous scientific studies, which are directly related to the topic of feedback as a formative strategy to improve the quality of higher education in Colombia in the last 5 years also documents who talked about different kind of feedback. For exclusion, all those that did not describe complete information and whose final assessment derivation did not show relevant data on the feedback process in higher education were taken into account and documents are not able to find in online databases.

In this particular case, the respective databases will be used with references to feedback as a formative strategy in higher education, among which are Redalyc, Elseiver, Scorpus, Scielo, Esciencedirect, researchgate.net and google academic, which are available through the Internet. This allow to get a wide search scenario for the referential and necessary support for the development of the study.

The applied techniques were present allowing the documentary observation, being this a technique that allows the visualization of the necessary data to later analyze them, becoming an organization of the research produced from the issues collated by other researchers. (Figueroa, 2020). It is understood that the purpose of this technique details correlations or analogies in order to respond to the situation being examined.

Next, the presentation of texts is summarized in order to establish in a specific way the main explanations of the texts and the systematic components that is analyzed with respect to the topic addressed in this research. In relation to this technique, (Hernández, 2017) expresses that this technique allows in a positive, effective and synthesized way, the basic arguments and reflections stored in the detailed texts. It is worth mentioning that this technique generates accurate information based on all the bibliographic findings reviewed.

Subsequently, we also have the necessary methods for the treatment given to the information, which will be the deductive-analytical method, which leads to examine the theory from the general to the individual, so the contents, precepts and postulates concerning the subject will be taken, from the main idea to the specific one, in a schematic, integrated way, keeping the essence of the information. This allows to give

an adequate treatment to the chosen sources of information. In addition, this is carried out in conjunction with a review of bibliographic indexes of texts, ideas provided by experts in the subject, exploration of articles and scientific papers.

Likewise, a general review is carried out systematically, together with reading and highlighting to extract the relevant ideas, considering the most significant contributions, using the underlining technique to emphasize the erudite nature of the topic in the selected documents, quoting and highlighting the author of each idea to give formality and effective basis to the data analyzed. During the process.

Figure 2 Matrix pre-reading

Amount	Authors	Qualification	Date	Description
	Anijovich, R.	Guidelines for Teacher Training and Classroom Work: Formative Feedback	2019	Article
1	Anijovich, R. & Cappelletti, G	Formative feedback: An opportunity to improve learning and teaching	2020	Article
1	Avila, P.	The importance of feedback in evaluation processes.	2017	Article
1	Canabal & Margalef, L.	Feedback: the key to a learning-oriented evaluation.	2017	Electronic magazine. Article Curriculum and Teacher Training

1	Decree 2566 .	They establish the minimum quality conditions and other requirements for the offer and. Colombia: President of the Republic of Colombia.	2003	Official document
1	Decree 3963	Decree by which the State Quality Examination of Higher Education is regulated. Colombia: Ministry of National Education	2009	Official document
1	Decree No. 1295	It regulates the qualified registration referred to in Law 1188 of 2008 and the offer and development of higher education academic programs. Colombia .	2010	Official document
1	Espinoza, E.	Importance of formative feedback in the teaching and learning process	2021	Investigation article

1	Garcés Bustamante, José, Labra Godoy, Pamela, & Vega Guerrero, Laura.	Feedback: a reflective strategy on the learning process in renewed higher education careers	2020	Electronic document
1	Guzmán Sarmiento, L. Á., Páez Ayala, LD, & Velásquez Rodríguez, E	Higher Education and Development: Discourse and Reality of Education in Colombia 1990-2002.	2018	Documentary degree work
1	Harks, B., Rakoczy, K., Hattie, J., & Besser, M.	“The effects of feedback on achievement, interest and self-evaluation: the role of feedback's perceived usefulness”,	2015	Document analysis
1	Hattie, J. & Timperley, H.	The power of feedback. Review of Educational Research	2007	Investigation article
1	Garza, TJ & Patiño, GS	Education in values	2000	Book

1	Martin, C.J.	Educational quality in Colombian higher education: a theoretical approach.	2018	Monograph
1	Martínez, B.	University teaching feedback: a practice of self-regulation of learning	2022	Article. uniminuto magazine
1	Martínez Martín, M.	What does it mean to educate in values today?	2004	Book
1	Ministry of National Education	Teacher training in Colombia	2022	Technical note
1	Moreno, LA	Learning better: public policies for the development of skills.	2017	Book
1	Parra et al, B.O.	University teaching feedback: a practice of self-regulation of learning. Inclusion & Development	2022	Investigation article
1	Vázquez, G. (2015).	The quality of education. Educational reforms and social control in Latin America.	2015	Article

Source matrix: *Made by own.*

Data collection procedures and data analysis

In this section of the methodological process, the analysis of the is carried out by applying the appropriate techniques for the management of the various insights derived from the research procedures, this process generates the necessary insights for the discussion and results, which it provides the necessary derivations to draw the conclusions based on the findings.

To achieve the development of the specific objectives, the analytical summary was used, which allowed the synopsis based on the revised content outline, which is established a written description of the procedures and their derivations (Figueroa, 2020). Through this, they will shape the ideas that will be presented later, manifesting a systematic control so that the result presented is as legitimate and fair as possible.

Convincingly, critical analysis is applied, which involves the review of a quantity of information described in a given text, which allows to make arguments, inferences, criticisms, derivations, comparisons and exegesis. (Figueroa, 2020). In the same way, the analysis of document contents is carried out, with the purpose of studying in a deeper way different literary and normative resources that support the developed work. By means of these techniques, the information is interpreted and finally presented.

RESULTS

This section presents the results of the research process, making an exhaustive analysis of how feedback has been conceived as a formative strategy for the optimization of the quality of higher education in Colombia from 1992 to 2022. For this purpose, a documentary review was carried out taking into account different criteria for the inclusion of the sources investigated. Providing information to respond to each of the specific objectives that were designed, with the intention to deploy the general purpose of the study.

Through the development of the research the first specific objective was achieved, identifying the importance of feedback as a formative strategy to improve the quality of higher education in Colombia:

It was observed that feedback has been seen as a relevant process that has been glimpsed in the activities carried out by international organizations, where notable

opinions and ideas have emerged in reference to higher education in Latin America. In a comparative analysis on Latin nations, it was visualized that Colombia showed a different reality from other Latin-American nations since in the results obtained, it was shown what was related to the academic gap in some cases, which refer to the low coverage presented by various Latin countries, and the little business participation in terms of investment aimed at improving the quality and conditions of university studies (Ricardi, 2017).

The feedback is important because it is done through a continuous process. It acts as a kind of loop that helps support and improve education. It is a comprehensive evaluation of all the aspects checked, allowing us to address the issues we find in a harmonious way. This process is repeated in cycles, ensuring that we do not miss any opportunity to correct mistakes and improve. We are supported by clear opinions so that those involved can evaluate each other in a balanced way. (Avila, 2017).

It was identified that it has been employed to facilitate programs and strategies, framed in policies that will lead to achieve a high educational level, with the intention of progressing convincingly in the development and disposition of higher education, reducing discrimination to consent the most appropriate direction in view of optimizing educational institutions with transformative and effective processes to know the strengths and weaknesses of higher academic training. (Cruzado, 2022).

In the same way, it was possible to identify that the feedback has been divided for a long time and a commitment has been created, protected by Law 30 of 1992 in its article 32, to establish the application of evaluable processes and an adequate training, assessed through instruments designed to be able to monitor the quality, the performance of its objectives, an unbeatable respectable, instructed and face-to-face alignment of the students with the convenient provision of the educational service.

In the same way, it was observed in the above mentioned law that in its article 1 determines the conception of Higher Education, as an intact process that facilitates the advancement and progress of the capacities of an individual in an integral way, it is carried out with follow-up to the middle or secondary educational levels, which possesses the object the full impulse of the students and their correct and professional formation. Here it is understood that to carry out this purpose it must be in constant

revision and evaluation to achieve a feedback, that throws the segregated derivations of the educational process where the teachers and the students are immersed, that can indicate the deficiencies of part and part.

Article 2 states that Higher Education is seen as a formative public service, inseparable from the social purpose of the State. Article 3 highlights that the State must guarantee the independence of the university space, ensuring the quality of education at the higher level through the outstanding examination and observation of this level, ensuring its effectiveness in accordance with the provisions of the Political Constitution of Colombia and Law 30.then the essence of feedback is highlighted as a positive tool, which originates at the moment of summoning the student to reflect, in relation to what has been carried out correctly, in an objective, clear and precise manner during their academic training.

Article 4 then states that higher education is intended to be established without detriment to the specific objectives of each field of knowledge, to be used for students to develop a reflective spirit, aimed at achieving an autonomous and particular thinking of each independent person, framed in the ideal pluralism based on the integrity of knowledge and the characteristic of the historical pedagogical conventions of the country, monitoring and evaluating that the educational process is fulfilled in this way.

In article 5 of the same Law 30, it states that higher education will be viable for those who expose their competencies and capabilities requested, to achieve the academic conditions required in each case, and this merits a feedback process to evaluate those who meet these requirements. There, feedback is perceived to know what students have learned and the quality of the contents taught during their period of study.

Moreover, within this context, the (Law 749, 2002) which in its article 8, speaks of the commitment and progress of the academic programs of higher education, which are evaluated to comply with a technical, professional undergraduate, or specialty training, new or in exercise, which must be registered through a feedback process to be qualified. Thus, the National Government is involved in regulating the monitoring and registration of the various academic training programs, the minimum guidelines, and the quality analysis aimed at higher education students. This is an important tool

for the verification and appreciation of quality and instrumental processes of examination and care of higher education.

In the Article 9 outlines progressive quality and discernment standards for evaluating information. This process involves direct intervention from the National Government and active participation from the academic community, collaborating with the productive sectors of the country. Together, they establish the quality benchmarks that training programs offered by higher education institutions must complied. Additionally, the judgments used for evaluating these programs are assumed by the institutes of higher education providing the service, as well as those formalizing the assessment of information presented by the institutions themselves.

Through these instruments, we seek to retrospectively evaluate the educational processes by comparing their contents and evaluating the scope of the same, always seeking quality and feedback through the scope of learning obtained by students, in addition to allowing them to know the teaching ability of teachers, which is used to optimize the educational processes in all aspects. In short, based on this idea, feedback is perceived as a formative strategy, which works in a descriptive way of the information given by the teacher to the student, with the intention of effectively or practically converting his ideas and tendency, or his procedure to improve the learning process.

The derivations found allowed us to see that feedback is applied with the intention of going far beyond just a numerical grade, because it provides theoretical information showing the students precise and proportionate informative data, which contribute to form a much clearer idea about their academic performance, forming an unknown judgment perhaps through the feedback, which shows how transcendental is the moment where this exchange of information takes place.

Continued with the previous law, Article 11 was interpreted as speaking of the importance of applying a feedback, since the professional technical and technological institutions are considered by nature higher education establishments, which are invoked to lead this level of training in the country, to be able to respond socially to the request for this kind of training with high quality standards. It can be said that the only way to know if they comply with the minimum quality requirements demanded by the

competent bodies is by evaluating the knowledge acquired in the first two cycles by the National Council of Endorsement.

And in the Article 12, it is clarified that the accreditation of program excellence is achieved through an event where the government supports, conceptualizes, and publicly evaluates the assertion of academic content. Additionally, the productive sector of the country contributes an argumentation accrediting the institution for the quality of its programs, their organization, performance, and commitment to social occupation. This process highlights the importance of feedback in accrediting these training programs.

Within this context, the (Decree 1279, 2002) where it is established in its article 16 the usual evaluation of productivity that the main objective is to evaluate and determine grades for academic production, suitable for accreditation in all official or public university institutes, all of which must be directed by this evaluative system. This evaluation system must be instituted by the authorized entity in the university.

It should be noted that decree 1279 states that the periodic evaluation of productivity must be carried out by external peers taking into consideration certain criteria. These criteria must be grouped in such a way that allows the joint evaluation of results coming from institutions, assigning them the respective scores while taking into account the characteristic production of the teacher, as well as the aggregated production related to the academic entity. Likewise, the evaluation must be carried out in periods not less than one calendar year, according to the guidelines, lines and judgments established by the authorized entity, in order to guarantee the homogeneity, integrity and connection of the research obtained at national level, established by the Minister of National Education.

Likewise, observed how the essence of feedback is perceived as a formative strategy, by stating in Article 18 in (Decree 1279, 2002) with the appreciable exercise of the teacher's work and extension, in addition to the qualified practice. This strategy is applied with the purpose of motivating the work of the excellent career teachers, and the most notorious in the extension activities, the University Superior Councils manage

to establish the appropriate evaluation mechanism, with transparency based on rigorous criteria for the affirmation of salary and benefit scores.

Therefore, through this feedback process, the stimulus will be granted only to those educators who carry out significant outreach activities that have not been recognized by the academic productivity factors. The importance of feedback can be seen here, positively demonstrated the work of teachers so that they can be rewarded according to their performance.

Likewise, the (Decree 2566, 2003) Article 10 establishes the need for educational means to provide diverse methodologies, using feedback that leads to the development e-learning, for which it is relevant that institutions have the strategies and resources suitable for this methodology. They must create permanent access to all teachers and students so that there is an exchange of knowledge, knowing their performance and performance by all participants, so that they can apply the necessary corrective measures to improve the learning process. At the same time, it is important to have procedures and mechanisms available for the production and evaluation of study contents, pedagogical supports and specialized digitalized and telecommunication resources.

On the other hand, the (Decree 3963, 2009) determined a feedback process to know the learning of students who were finishing their studies to opt for their degree, based on the presentation of an exam for the recognition of quality of higher education, this applied as an additional requirement of degree in 2009, fulfilling all the requirements demanded and were certified in higher education institution.

Next, In the (Decree 3963, 2009) in its article 1 talked about feedback process, when it is defined and the objectives are set, in relation to the test that is established to examine the quality status of higher education, being this a generalized tool to externally evaluate the effectiveness and the level of quality of higher academic training. This process is part of a series of methods and operations, which form a linked instrumental applied by the National Government, for the evaluation of the public formative service to know its quality through its intervention and surveillance.

In short, through the literary journey carried out identifying the importance of feedback as a formative strategy to improve the quality of higher education in

Colombia, it could be noted that it is applied as a fundamental process that allows analyzing the scope and achievements of academic training, both in students and to evaluate the training of teachers, since with the results obtained from this process they can correct the failures and errors found in educational matters. This makes it a strategic way to train resources adequate to the demands of the labor market and the needs of society.

The second specific objective is presented with the results, categorizing feedback as a formative strategy to optimize the quality of higher education in Colombia:

When categorizing the discernments found in relation to feedback, it was possible to determine this was first encountered in the early 1990s, giving rise to processes applied in the Colombian higher education training system, perceived as a process to evaluate the programs and contents available for the training of professionals, giving autonomy to universities and technological institutes to implement programs developed by the education institutions.

It is important to emphasize feedback means the one is providing the information should address the receiver, in this case the teacher to the student, in a concrete way then the communication is effective and well understood. Giving rise to an interaction that allows to evaluate the quality of the educational processes.

In this regard, (Anijovich, 2019) considers that feedback is intrinsic in the valuing environment within the classroom, allowing students to take these criticisms in a positive way, conceiving learning as a matter that happens in conjunction with practice. If this idea can be created as part of the culture, the feedback will allow the classroom to claim and value the indications for improvement. Through this process, the students will be able to project, get feedback and elaborate various steps to achieve progress; it is important the suggestion of the author, who points out the importance of constructive criticism, and these criticisms should never be used against the student.

At the same time, feedback for teachers could be observed in the review, which leads them to measure where they are with reference to the desired objectives, (Canabal & Margalef, 2017) consider that this is directly related to the purpose of the formative process, because to achieve the purpose it is relevant to go through a

process of programming and choice, being called this pre-evaluation phase, where each teacher carries out a selection of the guidelines taking into account the needs of their students and social environment. Through this feedback process, students can self-evaluate, apply self-regulation and reflect on what has been achieved.

It is considered a tool that helps in the renewal of action as it allows its collaboration with the peer support process. It takes the endorsed, incorporating other types of tools to achieve the designed objectives, being considered as a strategy that provides different professional advantages, suitable for socialization, interaction among those involved (Cabrera, 2020).

In the (Law 1188, 2008) talks about the conditions of the programs, the certification between the designation of the program, the curricular implicit issues and the scope of the goals for the process it is necessary and it is related to the professional title are evaluated. Also, it can comply as a formative strategy, the relevance or justification of each program is examined, looking for it to be proportionate with the social demands and insufficiency that exist in the country, the pedagogical and scientific progress. Always with the intention of achieving the objectives and their corresponding goals.

Following the same line of action, feedback was specified as a formative strategy, which is perceived as a reasonable action, through which an interaction and communication is developed between the products involved in this academic scenario, providing a support to perform the tasks in the middle of a training process or reciprocal learning, which seeks to improve the techniques by self-regulating the capabilities for future activities (Harks et al, 2015).

It was found that the feedback according to (Alfonso, 2019), it is observed as a reflective way that benefits the search for a human resource with great capacity to understand the deepest processes, with a high level of reflection when generating their particular perceptions on the theoretical and practical professional contents. This is very appropriate as a formative strategy being an adequate way to check the principle of the various failures or errors that may hinder the progress in the learning process. Thus, they will be able to reach the appropriate corrective measures to optimize the

quality of higher education by improving the performance of the actors involved and be able to achieve the designed and desired objectives.

Likewise, there is a perception of the use of the feedback process as a refocused tactic, where teachers transform and provoke the necessary changes for the benefit of an examining and thoughtful tendency in students, in addition to making, in some cases illogical reasoning as a way of correcting mistakes, thus creating opportunities to improve their learning, of course, guiding them through questions to be answered and reflective comments that help them to find the origin of their faults or errors.

In the same way, it was observed that feedback is categorized as a tool that has been used in different processes in the global and regional sphere by various organizations, with the purpose of being established the importance of executing evaluative processes that lead to positive effects, such as providing timely information to each country, about the failures found in the educational systems (Escribano, 2017). This with the intention that each nation takes the appropriate corrective measures to continue improving the quality of education, while continuing to educate professionals capable of competing with the unprecedented requirements of international and national companies.

The following are the institutional conditions established in (Law 1188, 2008) a formative strategy based on feedback, where it is determined that they must comply with the appropriate devices of choice and appreciation aimed at students and teachers, to ensure the selection on merit and prevent any discrimination based on aspects such as sex, race, religion, disability or social circumstance.

Subsequently, in this same law in its Article 2 the foundations for developing a culture of self-evaluation are appreciated, in order to originate an examining and productive spirit of continuous improvement. There were some norms established for a graduate program, which could be used to follow up in an extended period of time to know the institutional derivations as a way to feedback the processes and optimize through the experience of the graduates in relation to the university practice, to make it reflective that learning should be continuous always in the life. At the same time, this feedback process is used to categorize a model of university welfare, which generates an attractive daily routine at retirement and provides support to the needs resented in

relation to health, knowledge, harmony, recreation and economic and labor circumstances.

Likewise, this feedback process seeks to obtain resources foreseen to support the fulfillment of the purposes with efficiency, willingness, joy and ability to plan ideas based on the results obtained from this process to improve the quality of higher education with a view to an innovative future, basing decisions on the failures and needs found during the process. Taking into account the institutional viability and the programs of each higher education institution to be always funded by the State. (Law 1188, 2008).

As a result, this feedback process is used as a strategy or tool that helps the institutions to evaluate their internal functioning, to make the respective corrections that will allow them to obtain the approval of the State and to obtain the financing that will allow them to continue with their activities, based on the results obtained from this process. Then, the function of feedback and the way it is developed in the institutions to appreciate the internal activities of all the processes, besides the review of the legal instruments where this strategy is intrinsic, it is notorious that it has a usefulness and purposes that characterize it in a formative way, to improve the quality of higher education. (Canabal & Margalef, 2017).

On the other hand, (Espinoza, 2021) his consideration is understood for the student, feedback is categorized as a mechanism that leads them to consider their heterogeneous strengths or limitations, allowing them to self-reflect on the failures to be assumed in order to improve their performance. In addition, this can be used as motivation to inquire about relevant strategies for their training process, strengthening self-esteem and self-management in a positive way, with the appropriate support of teachers, generating an exchange of ideas which is fundamental at the moment of planning the questions about the tasks executed, achieving progress in their performance.

Then, it is perceived as a formative strategy because it helps students to forge their own ideas, guiding them towards reflection so that they know their limitations or strengths, thus achieving self-management and accommodating their training by internalizing the knowledge acquired. This also helps them to create the necessary

questions to get answers to their doubts regarding the contents, all this with the help and guidance of teachers which generates an exchange and feedback.

It was found that the purpose of this process as a formative strategy facilitates a frequent feedback to optimize education and learning, because it is carried out in the midst of a guided knowledge, in addition, there is student participation and stimulation, it is personal, because it is focused on the reflection achieved by the student, where the role played by the teacher is to provide concrete data, contiguous and corrective education, so this is also a formative strategy for all, as it will be evaluated by the results obtained.

The foregoing is supported by the provisions of the (Decree 1279, 2002) where it is stated that feedback is perceived as a formative strategy, because this official instrument determines the requirement of an evaluative and follow-up process that must be carried out to the work of teachers, to qualify their exercise in the usual teaching practice. Then, this strategy is applied with the purpose of producing an incentive for the work performed by career teachers, and to the most notorious in the extension activities. The University Superior Councils created the appropriate evaluation mechanisms, with rigorous criteria for the affirmation of salary and remuneration points.

In this regard, it was observed that these forms of evaluation are intervened through feedback as an assessment strategy. At the same time, the formative orientation of the evaluation based on this training exchange, is conducive starting from the use of evaluation matrices, supported in the (Decree 1075, 2015) which in its article 1.1.1.1.1 section 6, talks about the quality of education must be guarded, complying with the functions of organization, registration, caution and evaluation, with the purpose of achieving the decent, spiritual, cordial, intellectual and in Colombia.

Thus, feedback is understood as a way of evaluating teachers based on criteria established in official documents, to fulfill a function that seeks to improve the training processes, observing and recording all contents through different actions focused on learning failures and gaps.

In this sense, the evaluation is seen as a matter, transcendental to originate reliable information that consents the application of a formative feedback for the

student, without circumscribing the results only to consider the failures or identify the achievements made by them, it is also applied since it allows it to fulfill the function of guiding, in a timely manner, throughout the pedagogical process producing decision making by providing the focus of the educational action of the teacher (Avila, 2017).

Likewise, Decree 1079 establishes an intrinsic feedback process in the orientation of higher education, through an independent context at the university level, self-evaluative, to guarantee access with equanimity to Colombian citizens, provoking the academic quality, the maneuver of the quality strengthening procedure, the effectiveness of the programs, the intact and systematic evaluation, the validity and clarity of the mission to provide the evolution of the higher education institutions and to carry out a model adequate to the needs of the formative system.

In short, the actions involved in feedback advance from the perspective of a process that seeks to evaluate strategically, through the comments of all the actors involved, since they will be exposed to questions, reflections, searches for information and comparisons that will yield significant data. In addition, it aims to encourage students' independence, such ability as an effect of the reflections and judgments students arrive at from the comments collected. In this way, the results will be used to strengthen means, point out errors and strategies that will make it possible to optimize the quality of higher education, with the intention that students develop their abilities and continue to improve progressively.

The third specific objective is presented with the results, delineating the perceived characteristics of feedback as a formative strategy in Colombia from 1992 to 2022.

Within all the theoretical journey made, it could be observed that one of the main particularities perceived about feedback, is that its development in the educational processes is focused on working as a formative strategy seeking reflection, with respect to the student's role in the whole teaching-learning process; At the same time, the teacher gives the opportunity to evaluate efficiently, thus becoming a formative process, used to measure the scope of his own work as a teacher, and how much adaptation progress has been achieved by his students, taking into account the procedural and attitudinal issue. In this way, the information collected is relevant to

rethink the accuracy of the methods and techniques used in the development of the classes.

In this regard, it can be said that there are particularities that make feedback a formative strategy, since it transforms it into a powerful tool for the development of the classes. These are questions and answers, with which it is achieved to motivate for a participation induced by questions that have, with the purpose of provoking the learned instructions, in this way, it can be demonstrated if the student is perceiving the clarifications, in addition, to relate the knowledge and facilitated elements; then through this strategy the teacher will be able to clarify the uncertainties and give possibilities or guidelines that favor the student in his process of achieving the learning. (Martínez et al, 2022).

In the midst of this feedback process, particularities also emerge, which are established in the (Law 30, 1992) Article 10 offer and deploy a higher education academic program, it is necessary to have a structured educational entity that qualifies it. This entity is an instrument belonging to the system that supports the search for the Quality of Higher Education, through which the State verifies the compliance of the higher education institutes with the quality conditions. This corresponds to the Ministry of National Education, being the only one that can grant the qualified registration through an administrative act, properly organized in which the affiliation in the Sistema Nacional de Información sobre la Enseñanza Superior (SACES) is established.

Article 6 establishes objectives aimed at higher education, with which it seeks to deepen the comprehensive alignment of Colombians, internally in the properties and qualities of higher education. This with the intention of training students to be able to perform professional occupations, research, and community or social service demanded by society or the nation.

Likewise, it is characterized by promoting the progress and transfer of knowledge in all its forms and words, in addition, it has the peculiarity of promoting its application in all areas of knowledge to improve the inadequacies that may arise in the country. Through well-applied feedback, it seeks to correct any failure in the training process, so that graduates can provide support through a quality service and quality wisdom, which allows to see the derivations of the academic training.

Also, in the (Law 30, 1992) establishes particularities that allow to see how effective are the processes and means used, the institutional foundations, the quality and quantitative attributions of the training process, showing the contexts in which each institution develops. All this is characterized by seeking to be a strategy or element focused on scientific, formative, monetary, political, moralistic progress in all dimensions of Colombian society, creating harmony between educational and pedagogical structures.

It is understood that, through this official document, forms with specific purposes are presented, which seek to promote the quality of higher education, pointing out requirements that lead to the creation of qualified contents and programs to train human talent capable of intervening effectively in the development of the country, avoiding that higher education is based on theoretical and practical structures of little scope, always seeking to optimize the academic training of society in general in various aspects, necessary for everything to work properly.

Within the same framework of ideas, there is the finding in the (Law 1188, 2008) in its article 20, which refers to the quality conditions that academic programs must meet in order to be registered and qualified, this feedback is characterized by giving the opportunity to higher education institutions to show the designation of the program, everything included in the curricular matters and the benefit of the process. It will also evaluate the justification of the program, that it meets the requirements of the country's needs and its progress in different aspects.

Then we can understand feedback process is characterized by acting as a formative strategy that it seeks to know whether the provisions of the law are being complied with, such as the establishment of the curricular comprehensions in accordance with the program that was established, seeking to ensure the achievement of the goals and objectives, ensuring the organization of all those academic actions that invigorate the theoretical postulates and facilitate the fulfillment of the goals of the academic matter.

In the same way, in the (Law 1188, 2008) seeks to apply processes characterized by achieving an appropriate instruction in research, which establishes the fundamental compendiums to deploy a more critical procedure, making them capable of getting

involved in the search for alternatives for the nation's innovation. In addition, it must present an appropriate correlation between higher education institutions and society in general, projecting the former.

It It's worth noting that through the mentioned, it is possible to carry out a feedback characterized by seeking to strengthen the quality and quantity of teachers, with the intention of ensuring the most appropriate form of instruction, such as inquiry and amplification. Also, it has the particularity of seeking to improve the most pertinent application of educational resources, to provide optimal learning, allowing the teacher to do his job in guiding and orienting the student to be autonomous, participating in a spontaneous way.

Another aspect that describes feedback as a formative strategy is that through the application of this, the conditions of institutional representation can be evaluated, where it should be reviewed if there is an appropriate application of the mechanisms used to select and evaluate teachers and students, ensuring that it is a process that guarantees the selection based on virtues, preventing any type of discrimination. (Law 1188, 2008).

Observing the above, it is understood that feedback is present in the legal instruments, to ensure an adequate application of the same, since it provides great benefits when trying to improve the quality of higher education, because information is obtained that can be used to correct any failure presented by the institutions in terms of their operation, evaluating the products formed in higher education institutions.

Likewise, it helps to review how the administrative and academic distribution is, if it is flexible, light and effective to act, in order to achieve the mission of service in higher education institutions. Developing a self-evaluation thinking, which leads to create a qualifying and profitable spirit of continuous progress. In order to continue with the feedback process, in (Law 1188, 2008) the proposal of a programmed structure of graduates arose to make a long term tracking of the institutional effects, involving the practice of the graduate in his life as a student of higher education.

Through this review, a feedback is achieved that seeks to estimate the type of administration that is managed in higher education institutions, seeking an exchange of knowledge to show the failures or errors that must be improved to achieve the quality

of higher education, awakening interest in reflection and self-evaluation that raises awareness among those involved so that they are responsible for implementing better strategies that make the institutions efficient and effective establishments for the training of professionals, who will also be evaluated through their long-term practices, knowing the quality of the talent trained.

The same line of action is followed, through the provisions of article 2 of the (Decree 3963, 2009) where it stipulates what will be the essence of the evaluation through the exploration of quality, estimating the competitivities of the students who are contiguous to finish the different undergraduate programs, of course, in the possibility that they can be judged with exams externally of representation, containing the generic ones that are considered essential to be deployed as professionals, academic or free of the program that course that course. What is evaluated in these tests, is determined by the Ministry of National Education, with the intervention of the academic community, experts and the productive sector, through structures defined by the same ministry, based on the compendiums underlying primarily to higher education.

Similarly, another characteristic that manifests this constant feedback was observed, the motivation for students to seek to improve their performance and academic performance in Decree 3963 establishes incentives such as scholarships. In Article 6 as similar case, the national administration will make public the affirmation obtained by students and institutions, publishing those who achieve the most outstanding results annually in order to motivate the students. Delivering certificates and recognitions based on their achievements in the higher education quality exam.

In this way, both students and institutions are encouraged to seek ways to optimize the quality of learning, this is a feedback where the competencies learned and developed during their training process are exposed and presented by the institutions because the achievement of the students reflects the attributes and effectiveness of the contents developed during the courses from which they graduated; this is how the feedback works as a training strategy, stimulating them to seek ways to improve their performance.

It is observed above, all this process originates a reality on the pretension of the institutions in relation to the preparation of human talent, leading these to investigate

options that allow the development of continuous evaluation tools, to be aware of the training of their students, deploying strategies to agree on the reflection on the contents that they consider inappropriate and low in foundation, which may prevent the formation of graduates with an academic level according to the demands of the labor market. All in order to provide a quality education, giving these professionals the possibility to work with great knowledge.

then, the entity in charge of evaluation, which in this case is the national government, provides information to the institutions and students about the processes taught and their scope, originating a feedback that triggers this exchange of information, necessary to reflect on the learning imparted and received, which will lead to a self-evaluation by all the actors involved in order to take the necessary measures to optimize the quality of education.

Based on the texts and official documents reviewed, it was possible to refer to the characteristics perceived in the feedback as a formative strategy to optimize the quality of higher education, which is specifically made to do easily comments, and correspond to the objectives of defined and measurable usefulness. Including clear perspectives to the student and teacher on their performance.

Likewise, it presents a good disposition in the articles so that the results obtained are correctly delivered to those involved or interested parties, as close as possible to the dates of completion of the examination or test applied. This is supported in article 1 of Decree 3963, which establishes that the exam of the state of quality must be a source of inquiry for the foundation of estimation indicators on the quality of higher education programs and institutions; leading to the disclosure of qualities and qualification obtained during the institutional processes, enunciating policies and support to the decision making process.

Also, it is understood that it is a process characterized by being effective and positive, it is a process based on the behavioral part and not subjective, the information must be fair without any discrimination. Thus it is stipulated in Decree 1079 that allows feedback like a specific process with a disposition towards higher education, through an autonomous context at university level, self-evaluative, to endorse the path with equity to Colombian citizens.

Likewise, feedback should be evidenced with the use of an understandable language that describes, the affectation of the performance of each person facilitating the comprehension. In addition, it will concentrate the question on the procedure rather than peculiarities of individuals. In addition, it will develop the possibility that the results obtained are received objectively and based on visible facts. It should be emphasized that the stipulated will allow to provoke a scenario of continuous feedback and professional improvement.

At the same time, feedback is characterized as a formative strategy based on article 6 of the (Decree 2566, 2003) which states that research training by higher education institutions is important, and they must also present in a concrete way the way in which research knowledge is developed, the examining and autonomous thinking that leads teachers and students towards innovative knowledge, keeping in mind the educational modality. Thus, feedback should be focused on key result areas, linking their derivations towards the achievement of academic objectives.

It can be inferred from the above that feedback is a strategy used to guide the information provided to those involved in the process, with the intention of revalidating or optimizing the performance of the persons being evaluated. In addition, it should provide key information that encourages the subjects' interest in further research on how to improve their training, to specify the direction they should take to achieve their goals and objectives.

Following the same line of action, it can be recognized another characteristic of feedback is, those responsible for applying the process must always have a willingness to guide the person, and this know exactly how to develop their reflective potential to increase their performance, this is accompanied by an action plan to achieve the proposed goal.

This particularity of feedback as a formative strategy is immersed in the Decree 2566 in its article 8, which stipulates that it is necessary to inform and use the regime of evaluation of learning and the progress of the students' competencies, making evident the intentions, judgments, strategies and methodologies. Emphasizing that the evaluation mode must be congruent with the training objectives, the training strategies and the desired competitiveness.

In this way, it can be seen that there are specific particularities in which the tools or resources used for evaluation through the feedback process can be adapted to the context and needs of teachers and students become them as the focus of attention, oriented towards the progress of their skills. At the same time, it allows teachers to supervise how the student receives the feedback, without focusing their attention only on how it is implemented. In this way, a quality exchange will be established to open the door to learner autonomy.

In short, effective feedback is characterized by benefiting the student to reach a more dynamic and integrally focused role in their academic process, because it provides instant support to pay attention to their performance, making them aware of what relates to their learning and, finally, the way they learn. In this way, students become more emancipated and reflective before their work, filtering the approaches to establish the most convenient way to optimize their performance.

In conclusion, it can be said that feedback is perceived as a strategy that helps to provide concrete comments on the strengths or limitations that have been observed or evaluated in the process of academic education training, allowing to adapt the official instruments that stipulate the guidelines and canons, which will promote the optimization of quality in higher education and provoke the necessary transformations in the Colombian system.

DISCUSSION

Through the analysis and evaluation of texts, official documents and articles in a systematic way, it is asserted that feedback has been conceived as a formative strategy to optimize the quality of higher education in Colombia from 1992 to 2022. It is considered an effective alternative to assess the performance of students, it is executed when the teacher collects the evidence concerning the formative process achieved by students, and then it is considered and elucidated, with the intention of knowing if the purpose of teaching was achieved, and thus to know the nonconformities to apply the necessary corrective measures, finally making comments detailing the discernments and shortcomings of the student. (Anijovich, 2019).

It can be understood, there is a reality found in the review of the literature that shows, firstly, that through different processes, feedback has been carried out as a tactic to improve higher education in Colombia from the nineties to the present, through the application of a case evaluates the performance of students and thus knowing the deficiencies and strengths of the educational system and its contents.

In this sense, it is essential to have a factor that would help to reach the idea of achieving the standards required by companies and organizations worldwide, providing the individual with a strategy to evaluate their progress and learning during their academic training, where the feedback. As this is a strategy that has been known by teachers for decades, its beginnings date back to the middle of the last century in the midst of behaviorism, since it was an imperative psychological paradigm in training at that time. Then, feedback was thought of exclusively, instituting a transfer of knowledge. (Moreno, 2021).

In the midst of this feedback process, there are also peculiarities that arise and are established in the (Law 30, 1992) Article 10 states to offer and deploy a higher education academic program, it is necessary to have a structured educational entity that qualifies it. This entity is an instrument belonging to the system that supports the search for the Quality of Higher Education, through which the State verifies the compliance of the higher education institutes with the quality conditions.

Through this path, academic achievement and formative improvement are benefited and reinforced, because it shows the right judgments and mistakes of the actors involved, in this case students and teachers, offering support to encourage the search for improvements in their education. (Canabal & Margalef, 2017). In this way, feedback focuses on guiding the students to seek opportunities to minimize the distance that may occur in terms of their present educational level and the objectives to be achieved, allowing the pedagogue to adapt his educational maneuvers and academic requirements.

In this same line of action, it was found that in order to achieve student autonomy it is essential that they maintain developed self-regulation of academic processes, accepting the particular formative insufficiencies in addition to the strengths and the intervention of the student should be encouraged in the educational places where the

training process is provided. (Anijovich & Cappelletti, 2020). These authors point out feedback as a formative strategy should be applied in a responsible and committed manner at all levels, adjusting the proposals for each of these, in the case of higher cycles, exams, rubrics or interpellations can be used, among others.

It is understood from the above, that there must be a process where self-regulation acts as a guide that directs the reactions motivating as a benefit to be put in place, after visualizing the path to follow to reach the goal with an established route. This is understood and acts as a controller of the thoughts or actions, as there were like a norm or rule that allows to minimize or increase the reaction of a person in front of a reality influencing the relation of the human being and his reality to optimize it.

Through the application of assessment tools and adequate feedback, learners can be placed at the center of the learning process, guiding the progress of their metacognitive skills. In addition, these instruments can be adapted according to specific scenarios or to the teacher's shortcomings. According to (Anijovich & Cappelletti, 2020) teachers should consciously understand that the feedback process should also focus on how the student receives it and not only on how it will be applied. thus it is necessary the active participation of the educational actors, assuming the purpose of generating a quality interaction that founds a high formative amount, causing effects both in learning to benefit the student's autonomy and the collaborative work of the participants.

It can be seen that the tools or resources used to evaluate through the feedback process can be adapted to the context and needs of teachers and students, allowing to be the main topic, focusing on the progress of their skills. Likewise, it is essential for teachers to be aware of how the student receives the feedback and not only pay attention to how it will be executed. In this way, a quality exchange will be created to facilitate the learner's autonomy.

It should be noted, there are different approaches to apply feedback as a formative strategy, these are based on the importance of determining consistent arrangements that include all educational actors, developing a part of feedback that denotes what has been done previously for necessary adjustments, students will be able to discuss with the teacher, having an exchange of ideas. The objective is to

provide useful feedback that motivates students to use the information to improve their learning. (Canabal & Margalef, 2017).

Therefore, this process should be applied not only with the intention of informing the student about his performance or some school activity, but also to exert some positive transformation to influence his achievements and progress, thus becoming a formative strategy. The estimations must happen continuously, with the intention that the student can execute changes in his action. Quality feedback has to act in a pertinent, legitimate and advantageous way for the students. In short, (Veras, 2022) in his study highlighted the importance of positive feedback and how indispensable this strategy is for quality education, allowing to increase and enhance the learning levels of students.

In this regard, (Saiz & Susino, 2018) express that on several occasions there are teachers who habitually employ teaching and methodological strategies to achieve cognitive, attitudinal and procedural development but there are also those who argue that the evaluation is not perceived as a formative instrument, it is only used in a habitual way. This means that it is used to qualitatively weight or quantitatively qualify the student's discernment.

However, there are authors who recognize evaluation as a tool used in feedback processes, which not only allows to qualify with numerical or quantitative amounts, the learning achieved by students, but is taken as a reference to provide information necessary to improve the failures, weaknesses and effectively use the strengths observed according to the results obtained, all in an assertive manner to motivate the learner to seek ways to optimize their teaching and learning process, correcting the teacher's deficiencies as well.

Immersed in the formative process, feedback is a fundamental element of the issue related to the evaluation submerged in the formative dilation, being settled in numerous studies as a cause that genuinely influences in favor of learning (Contreras & Zúñiga, 2017). Due to this, it is also considered as a tool of dogmatic representation that allows transforming the work and the student's current of thought, with the purpose of correcting the failures in the learning process, achieving the correction of judgments, knowledge, tactics and skills. (Fuente & Trujillo, 2020).

These include (Avila, 2017) who considers that it is relevant to think of evaluation as a important matter to produce legitimate information that allows a formative feedback to the student, without limiting itself only to appreciate the failures or identify the scope achieved by them because the feedback has a transcendence that allows to achieve the function of guiding in a relevant way throughout the instructional process arousing the taking of dispositions facilitating the focus of the educational action of the teacher.

This author reflects on the importance of incorporating appreciation in the feedback process as a formative strategy giving the relevant role it has in the educational processes, providing the opportunity to achieve significant learning, where the student internalizes what has been learned to put it into practice, overcoming the limitations that at some point could have been presented without leaving.

In this line of action, (Chaves A. & Ceballos, 2019) consider in their study that stable feedback in teacher-student interactions, generate a significant contribution to the learning process, feedback, stimulation and continuation of learners. Highlighting that feedback comes out as a dialogic and constant issue that keeps the actors of this educational process, directed towards their goals and reflective of their performance, of the progress in learning and the progress of skills.

On the other hand, (Medina & Mollo, 2021) point out as a recommendation to apply feedback as a formative strategy, through practice by means of reflection, because this provides a thorough and intentional process where emotional, bodily and cognitive skills of a person are managed in order to effectively observe in a retrospective and prospective way the actions executed, whether planned or predicted, with the aim of perceiving and educating oneself for progress. This involves the relevance of the educator being positioned as an expert trained to produce instructions and discernment, drawing from practice and experience, allowing the adaptation of feedback to the difficulties of each student, eliciting input that drives the development of self-regulation skills and informed decision making.

Based on the above, it is understood that formative feedback takes advantage of reflective practice, because it involves a consistent and thoughtful process in which different skills are used, seeking to understand and educate oneself to achieve

significant advances in the training process, with the support of a teacher who considers himself a professional capable of producing discernments from his routines and deliberations. Definitely for (Harvey & Vlachopoulos, 2020) reflective practice makes formative feedback more integral, by invigorating its certainty and favoring active learning and towards student independence, through self-reflection and understood dispositions.

Continuing with the reflective practice that according to (Porras, 2020) is a systematic, general, premeditated, premeditated, ethical, remembering and allowed way, which assumes as a purpose the competitive and particular development, in addition, it places the educator in a perspective of facing his practice to rethink about himself and thus think about what actions to apply. In relation to this, a series of studies come to agree that this tool effectively helps in the student's academic process, since it emphasizes two aspects, firstly, the transformation of the trend processes and on the other hand, the importance of the research conducted is highlighted. (Anijovich, 2019).

In this way, it is understood that this reflective practice is part of the many tools that work in a way linked to feedback, since it allows in an orderly manner to recapitulate on the processes carried out, both for the student and for the teacher, allowing to innovate with new thoughts adapted to the training processes, and thus help to reduce the gap between knowledge and each individual, thus fulfilling an important and formative role.

This tool has an effect on the students, on the family group and on educational institutions, showing that the multiplicity and complexity of the learning directed to the student can often surpass the evaluations applied in written documents (Anijovich & Cappelletti, 2020). Consequently, there is a need to optimize evaluation through formative feedback; to encourage the autonomous and reflective attitude of the students in order to achieve the outlined objectives (Cabrera, 2020).

Thus, feedback emerges again as an important tool that will allow an effective evaluation, creating scenarios where all the educational actors participate, facilitating an environment of autonomy for everyone to reflect, knowing in a specific and particular way the failures, mistakes and strengths of the teaching processes, so that everyone will know if they achieved their objectives.

At the same time, it is suggested to align the perception on feedback, to a significance that completes the formative unit as the center of the reflective practice of the teacher, originating the talk in a reflective way in the different spaces of feedback, because for many the reflection leads to teachers being innovative, with intention, with ethics and examiner; being this persistently observing their practice and seeking the feedback of their judgments, facilitating the processes of feedback and accompanying effectively in this environment (Medina & Mollo, 2021).

It can be inferred from the above, that we are always looking for ways to create feedback processes that inquire about ways to improve the quality of academic training, in order to provide an education that leads the student to self-regulation and get positive knowledge, which make the human talent graduated from higher education institutions, suitably qualified professionals to compete in the labor market.

On the other hand, (Falcón et al, 2021) indicates that it is necessary for pedagogues to have structured contents in a disciplinary way in their theoretical seats, with the purpose of executing the analysis of the information collected through feedback, so that they can expose value judgments based on equanimous records on the data. In this way, new models of formative feedback were proposed, composed and focused on the strategic reflective and the axiological operant feedback, being these able to create a dynamic in the methods of meta-reflection of those involved in the pedagogical issue (Mollo & Deroncele, 2022).

Thus, committing that the feedback process should reside in a guiding talk, which is determined by analyzing, observing, reflecting and discerning through useful and reformatory comments in a fair manner, as close as possible to what has been assimilated in the practice of the work, pointing out the insufficiencies that persist and that do not admit an optimal work and effect.

It can be deduced from the above, that due to the importance and laboriousness of applying feedback as a formative tactic seeking to improve the quality of education, new ideas have arisen for this to be carried out in a more complex way and achieving results expected by those who apply it, thus allowing to have a dynamic and grounded theoretical framework to support the implementation of this process that for many is already a known practice.

In this regard, (Canabal & Margalef, 2017) consider it necessary to guide this process with a meditation or reflective idea, on the various compendiums and elements that should be kept in mind about the independence, self-regulation and self-management of the learner for improvement as one of the main actors in the educational process. In this way, it would be a legitimate formative feedback practice because this communication between the teacher and his student favors the foundation of significant knowledge.

Thus, it is understood that the feedback applied in this way will not only be providing the possibility of reflecting on the student's performance during the academic process but will also lead the teacher effectively assess his work as a pedagogue, observing objectively whether his methodology is adequate and proportionate to the needs of the students so that they develop the cognitive, attitudinal and procedural aspects. Thus, this information collected will serve as a starting point that will allow the approximate reflection of the methods and strategies that the teacher applies in class.

With this journey, it is appropriate to certify that the feedback is of benefit to all educational actors involved, as it allows the student to be aware of their performance and performance, and teachers put before a reality where they can know directly if the methodologies applied are provided with the requirement to achieve the academic objectives, then it is necessary to award simultaneously among the actors involved, the derivations emanating from the feedback, so they can delve into various components to promote educational process. (Moreno, 2021).

In this sense, (Moreno, 2021) states that the situation of extending the formative feedback, admits the permanent collection of realities regarding the student's performance and progress, thus providing help and preeminence of the necessary actions to reorient and improve the educational process. (Cabrera, 2020) The present formative strategy applied in an adequate way symbolizes a great tool for the teacher, because it leads to the student's reflection on his strengths and weaknesses, flourishing as a primary requirement for the construction of the formative process.

In this regard, (Caviedes, 2019) pointed out that the feedback of supervising teachers intervened in a proposition, with the intention of optimizing the tactics of instructional estimation and feedback in academic practices. The methodology was

based on incorporating a permanent element in the methods applied in the operations of self-estimation and peer appreciation, in a lapse of one semester of practice. Conclusively, it was considered to be a positive and effective study, since the results allowed the trainees to become autonomously aware of the knowledge acquired and of their professional capacities. Likewise, it was possible to observe the shortcomings present in the accompaniment provided by the teachers, which highlights the relevance and transcendence of an efficient feedback.

On the other hand (Altamirano et al, 2020) pointed out in a study cited as antecedent, that formative feedback leads the teaching-learning process to be more effective by providing the student learner with resources and materials, for the expansion of his independence and autonomy, acquiring awareness regarding the learning process.

The feedback is characterized as a process where the teacher and the student are involved in a continuous communication that allows them to clear up doubts and motivate them to participate more actively in their educational process, for an exchange of knowledge that will make the teaching process meaningful, because in this way the students will internalize what they have learned, and they will realize if the training received during their academic journey is of high quality.

In short, some of the perspectives previously shown highlighted that formative feedback is part of the new guidelines given to align teaching as a teacher. This aims to exert control focus on skill development and encourage reflective teaching practices. The objective is to empower teachers to optimize education through reflection on their teaching methods.

CONCLUSIONS

First, it was possible to identify the importance of feedback as a formative strategy to improve the quality of higher education in Colombia, this process is relevant because it allows the visualization of the learning achieved in real time. In addition, the different strengths and limitations that may occur during the academic formative matter can be evidenced.

The effectiveness of higher education took by storm a significant place in the synopsis of different international organizations, immobilizing the multilateral banking

system. Such reality was confirmed when observing the quality of the higher education level immersed in the most developed issue of the field concerning the educational policies of wide national transcendence. This gives to understand how education represents an instrument that must be used to benefit the different changes, with which social schemes will be adjusted, in order to surround and sensitize the same society to provide a world in line with the needs of society.

In the same way, the relevance given to the feedback could be noted that it is related to the current demands of the labor market, producing a competition in the educational institutions, since the institutes of higher education were obliged to look for ways to apply processes that make clear the quality of their level of education.

Feedback has been a relevant topic since decades ago and continues to be a precise topic nowadays, so there is a need for a reconfiguration of the strategies used in the training process, involving educational policies. In accordance with the analysis of the articles, documents and texts related to the present study, it is predominant that the feedback given by the teacher positively favors the training process.

In this same regard, it has been determined that applying feedback is fundamental. Technical, professional and technological institutions are considered by nature, centers of higher education. They are called to lead training at this level at the national level, responding in a social manner to the growing demand for this type of education with high quality standards.

This official document presents specific cases of feedback designed to enhance the quality of higher education. It outlines requirements aimed at evaluating content and establishing qualified programs to develop competent human talent capable of effectively contributing to the country's development. The goal is to prevent higher education from relying solely on theoretical and practical structures. Instead, the emphasis is on continuously seeking ways to optimize academic training for Colombian society at large, addressing various aspects necessary for the overall well-functioning of the system.

For this reason, applying feedback as a strategy is a fundamental issue to make teaching and learning more efficient, based on a constructivist point of view, being essential to comprehensively evaluate the process. In this case, feedback should be

supported by constant observation and recognition, for the development and progress of decision making within the classroom.

In this context, it was discovered that this strategy is essential not only in developmental areas but also in various learning environments. Therefore, it would be beneficial for teachers to use it during assessments to establish explanations, guidelines, observations and more importantly to monitor the ongoing progress of their students.

Likewise, its importance lies in the fact that this process is not applied in a single moment, it is also used during the whole process. Thus asserting the improvement for the teacher and his expertise; thus showing that the process does not end when you assign a grade. Through feedback, you can analyze information about the progress in the study background. At the same time, it allows the teacher to take the necessary actions to improve the process.

Next, when classifying ideas about feedback as a teaching strategy, we note that it is perceived as a reasonable action. It is an exchange of opinions and knowledge between people involved in the educational environment that functions as a support to carry out the activities of the learning process, seeking to improve methodologies and adjust skills and processes for future activities. Thus, feedback is used in education because it has long been seen as a way to improve knowledge by providing the opportunity to transform educational participants and institutions into autonomous entities for the development of the educational process.

Likewise, it was found that feedback is perceived as a reflective way that benefits exploration to develop people with great capacity to understand the deepest processes allowing a high level of reflection, generating knowledge about theoretical and practical professional contents.

Therefore, it is very appropriate as a formative strategy being a convenient way to demonstrate the principle of the different failures or weaknesses that may hinder progress in the learning process. Therefore, feedback is necessary to achieve the appropriate corrective measures to optimize the quality of higher education by correcting the performance of the educational actors and to achieve the objectives set and expected.

Finally, in the development of the third objective, it was possible to describe the characteristics of feedback, where one of the main particularities of feedback was perceived, is that it focuses on working as a formative strategy seeking reflection, in relation to the student's actions during his teaching-learning. It also stands out because it gives the teacher the opportunity to evaluate effectively, making it a learning tool. This is used to measure the impact of their own work as a teacher and to observe how students are progressing, taking into account both practical and attitudinal aspects.

In the same way, feedback is determined by the constant achievement of the whole learning process, offering a permanent inquiry that can be used to address the failures that could diminish the effectiveness of the educational process. Therefore, it is important to consider feedback as a strategy that allows the evaluation of what the students have learned, verifying their achievements and the goals reached, taking as a reference the assigned activities; favoring cognition, feedback and autonomy of the student.

It also defends the teaching and learning process in different environments, in fact, it should be reflected on the fact that students demand that their teacher formulate the results in an assertive way when evaluating them, and complete with a relevant supervision that allows reducing the discrepancies between the desired situation and the present scenario.

Then, feedback is used as a useful tool to improve classes. It motivates teachers to intervene with questions that allow understanding to verify if students are understanding explanations and applying knowledge. In addition, it is considered a strategy that helps the teacher address insecurities by providing resources and beneficial examples to the student learning process.

Feedback was understood as a process where the teacher and the student are involved in a continuous dialogue that allows them to clear doubts and originate a more active participation in their educational process, for a compensation with knowledge that will transfer the educational process to a meaningful one, because it gives the students the possibility to internalize what they have learned recognizing educational quality

In short, feedback is understood as a strategy that helps to manifest delimited comments on the strengths or conditions that have been visualized and appreciated in the process of academic formation, admitting the search for resources and official tools that are agreed upon in the guidelines and canons, which lead to the optimization of quality in higher education and induce the necessary innovations to optimize the higher education system in Colombia.

RECOMMENDATIONS

In this section, the recommendations that are considered relevant to carry out this feedback process, seeking to fulfill the purpose of the same in order to optimize the quality of higher education, are pointed out in an equitable manner. These were developed on the basis of the postulates, theories and antecedents cited in the study:

- Institutions must take into account that feedback is essential since it fulfills the role of evaluating the performance of students, thus revealing the deficiencies and strengths of the educational actors involved in the educational system and its contents.
- It is essential that all educational actors perceive that feedback has aspects that help to comply with the idea of reaching the standards demanded today by companies and organizations worldwide, providing the individual with a strategy to evaluate his progress and learning during his academic background.
- It is recommended institutions highlight the formative feedback models composed and focused on strategic reflective and axiological operant feedback, because they are designed to create a dynamic in the methods of meta-reflection involved in the pedagogical case.
- It is advisable for teachers to apply reflective practice because it makes formative feedback more integral, strengthening evidence and favoring active learning that leads students to autonomy through self-reflection.
- Take into account that stable feedback generates teacher-student interactions, which contribute significantly to the learning process, to feedback, stimulation and continuation of the processes.

- It is fundamental that the institutions visualize the evaluation as a formative instrument, not only for qualitative weighting or quantitative qualification of the students' discernment.
- Evaluations should be continuous, with the intention that the student can execute permutations in their processes and actions, in a pertinent, legitimate and favorable way for the students.
- Finally, it is recommended that higher education institutions recognize feedback as a formative strategy, which should be applied in a responsible manner, adjusting the proposals for each level; in the case of higher education, exams, rubrics or interpellations, among others in other to achieve quality processes.

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ANNEXES

Fecha	Lugar	Título	Concepto
28/12/1992	Bogotá	Ley 30 de 1992	**Artículo 1.** La Educación Superior es un proceso permanente que posibilita el desarrollo de las potencialidades del ser humano de una manera integral, se realiza con posterioridad a la educación media o secundaria y tiene por objeto el pleno desarrollo de los alumnos y su formación académica o profesional. **Artículo 2°** La Educación Superior es un servicio público cultural, inherente a la finalidad social del Estado. **Artículo 3°** El Estado, de conformidad con la Constitución Política de Colombia y con la presente Ley, garantiza la autonomía universitaria y vela por la calidad del servicio educativo a través del ejercicio de la suprema inspección y vigilancia de la Educación Superior. **Artículo 4°** La Educación Superior, sin perjuicio de los fines específicos de cada campo del saber, despertará en los educandos un espíritu reflexivo, orientado al logro de la autonomía personal, en un marco de libertad de pensamiento y de pluralismo ideológico que tenga en cuenta la universalidad de los saberes y la particularidad de las formas culturales existentes en el país. Por ello, la Educación Superior se desarrollará en un marco de libertades de enseñanza, de aprendizaje, de investigación y de cátedra. Artículo 5° La Educación Superior será accesible a quienes demuestren poseer las capacidades requeridas y cumplan con las condiciones académicas exigidas en cada caso. **Artículo 36.** Son funciones del Consejo Nacional de Educación Superior (CESU) proponer al Gobierno Nacional: d) Los mecanismos para evaluar la calidad académica de las instituciones de Educación Superior y de sus programas. **Artículo 38**. Las funciones del Instituto Colombiano para el Fomento de la Educación Superior (Icfes). son:

			e) Colaborar con las instituciones de Educación Superior para estimular y perfeccionar sus procedimientos de autoevaluación. **artículo 55.** La autoevaluación institucional es una tarea permanente de las instituciones de Educación Superior y hará parte del proceso de acreditación. El Consejo Nacional de Educación Superior (CESU), a través del Instituto Colombiano para el Fomento de la Educación Superior (ICFES), cooperará con tales entidades para estimular y perfeccionar los procedimientos de autoevaluación institucional. **Artículo 75.** El estatuto del profesor universitario expedido por el Consejo Superior Universitario, deberá contener, entre otros, los siguientes aspectos: c) Establecimiento de un sistema de evaluación del desempeño del profesor universitario. **Artículo 81.** Créase el Sistema de Universidades del Estado, integrado por todas las universidades estatales u oficiales el cual tendrá los siguientes objetivos: c) Crear condiciones para la realización de evaluación en las instituciones pertenecientes al sistema.
25/04/2008	Bogotá	Ley 1188 de 2008	**Por la cual se regula el registro calificado de programas de educación superior y se dictan otras disposiciones.** **Artículo 1.** Para poder ofrecer y desarrollar un programa académico de educación superior que no esté acreditado en calidad, se requiere haber obtenido registro calificado del mismo. El registro calificado es el instrumento del Sistema de Aseguramiento de la Calidad de la Educación Superior mediante el cual el Estado verifica el cumplimiento de las condiciones de calidad por parte de las instituciones de educación superior. Compete al Ministerio de Educación Nacional otorgar el registro calificado mediante acto administrativo debidamente motivado en el que se ordenará la respectiva incorporación en el Sistema Nacional de Información de la Educación Superior, SNIES,y la asignación del código correspondiente. **Artículo 2.** Condiciones de carácter institucional 1. El establecimiento de adecuados mecanismos de selección y evaluación de estudiantes y profesores, en donde se garantice la escogencia por méritos y se impida cualquier discriminación por raza, sexo, credo, discapacidad o condición social. 3. El desarrollo de una cultura de la autoevaluación, que genere un espíritu crítico y constructivo de mejoramiento continuo. El Ministerio de educación Nacional con los docentes y directivos docentes fijará mediante resolución las características específicas de calidad de los programas de educación superior. En el proceso de definición de dichas características se identificarán los elementos generales de cada programa, sin perjuicio de que las instituciones de educación superior puedan incluir en sus currículos elementos que los particularicen, en virtud de no afectar la potestad constitucional en materia de la autonomía universitaria.
8 de febrero de 1994	Bogotá	Ley 115 de 1994	**-Articulo 80.** Evaluación de la educación. De conformidad con el artículo 67 de la Constitución Política, el Ministerio de Educación Nacional, con el fin de velar por la calidad, por el cumplimiento de los fines de la educación y por la mejor formación moral, intelectual y física de los educandos, establecerá un Sistema Nacional de Evaluación de la Educación que opere en coordinación con el Servicio Nacional de Pruebas del Instituto Colombiano para el Fomento de la Educación Superior, ICFES, y con las entidades territoriales y sea base para el establecimiento de programas de mejoramiento del servicio público educativo. El Sistema diseñará y aplicará criterios y procedimientos para evaluar la calidad de la enseñanza que se imparte, el desempeño profesional del docente y de los docente directivos, los logros de los alumnos, la eficacia de los métodos pedagógicos, de los textos y materiales empleados, la organización administrativa y física de las instituciones educativas y la eficiencia de la prestación del servicio, determinados en este artículo **Artículo 81**. Exámenes periódicos. Además de la evaluación anual de carácter institucional a que se refiere el artículo 84 de la presente ley, los educadores presentarán un examen de idoneidad académica en el área de su especialidad docente y de actualización pedagógica y profesional, cada seis (6) años según la reglamentación que expida el Gobierno Nacional. El educador que no obtenga el puntaje requerido en el examen, tendrá la oportunidad de presentar un nuevo examen. Si presentado este segundo examen en el tiempo máximo de

			un año no obtiene el puntaje exigido, el educador incurrirá en causal de ineficiencia profesional y será sancionado de conformidad con el estatuto docente. **Artículo 82**. Evaluación de directivos docentes estatales. Los Directivos Docentes Estatales serán evaluados por las Secretarías de Educación en el respectivo departamento, de acuerdo con los criterios establecidos por el Ministerio de Educación Nacional. Si el resultado de la evaluación del docente respectivo fuere negativo en aspectos administrativos que no sean de carácter ético ni que constituyan causales de mala conducta establecidas en el artículo 46 del Estatuto Docente, se le dará un año para que presente y aplique un proyecto que tienda a solucionar los problemas encontrados; al final de este período, será sometido a nueva evaluación. Si realizada la nueva evaluación el resultado sigue siendo negativo, el directivo docente retornará al ejercicio de la docencia en el grado y con la asignación salarial que le corresponda en el escalafón.
19/07/2002	Bogotá	Ley 749 de 2002	**Artículo 8°**. Del ofrecimiento y desarrollo de programas académicos de educación superior. Para poder ofrecer y desarrollar un programa de formación técnica profesional, tecnológica, y profesional de pregrado, o de especialización, nuevo o en funcionamiento, se requiere obtener registro calificado del mismo. El Gobierno Nacional reglamentará: el registro de programas académicos, los estándares mínimos, y los exámenes de calidad de los estudiantes de educación superior, como herramientas de medición y evaluación de calidad e instrumentos de inspección y vigilancia de la educación superior. **Artículo 9°**. De la definición de estándares mínimos de calidad y criterios de evaluación de la información. El Gobierno Nacional con la participación de la comunidad académica y el sector productivo del país, definirá en un término no mayor de un año, los estándares mínimos de calidad de los programas de formación técnica profesional y tecnológica y los criterios para la evaluación de los mismos, los cuales serán tenidos en cuenta, tanto por las instituciones de educación superior que los ofrezcan, como por quienes efectúen la evaluación de la información presentada por las mismas **Artículo 10.** De los programas actuales. Las instituciones técnicas profesionales y las Instituciones Tecnológicas podrán seguir ofreciendo y desarrollando los programas académicos que a la expedición de la presente ley tengan registrados en el Sistema Nacional de Información de la Educación Superior, o que encontrándose en trámite obtengan el respectivo. Una vez se expidan los respectivos estándares mínimos de calidad deberán someter los programas al cumplimiento de los mismos. **Artículo 11.** Las instituciones técnicas profesionales y tecnológicas son por su esencia y naturaleza las instituciones de educación superior llamadas a liderar la formación técnica y tecnológica en el país, y a responder socialmente a la demanda de este tipo de formación con altos niveles de calidad. No obstante lo anterior, las instituciones técnicas profesionales y tecnológicas podrán ofrecer programas profesionales solo a través de ciclos propedéuticos, cuando se deriven de los programas de formación técnica profesional y tecnológica, siempre que cumplan con los requisitos mínimos de calidad y una vez obtengan la acreditación de excelencia de los dos primeros ciclos por el Consejo Nacional de Acreditación. En concordancia con lo señalado en el inciso anterior, de cancelarse un programa de nivel técnico profesional por motivación institucional quedarían consecuentemente cancelados aquellos de nivel tecnológico y profesional a los que el técnico profesional diera origen a partir del desarrollo curricular por ciclos propedéuticos. **Artículo 12.** De la acreditación de excelencia de los programas técnicos y tecnológicos. La acreditación de los programas técnicos profesionales y tecnológicos es el acto por el cual el

			Estado adopta y hace público el reconocimiento que los pares académicos y el sector productivo del país hacen de la comprobación que una institución efectúa sobre la calidad de sus programas técnicos y/o tecnológicos, su organización, su funcionamiento y el cumplimiento de su función social. La acreditación tiene carácter voluntario y temporal. Se requiere una comprobación periódica ante pares académicos, nombrados por el Consejo Nacional de Acreditación CNA, con la participación del sector productivo del país, de la capacidad de autorregulación y de la calidad de la institución y sus programas para continuar gozando de la acreditación. La acreditación de excelencia de los ciclos técnico profesional y tecnológico será presupuesto indispensable para que las instituciones técnicas profesionales y tecnológicas puedan ofrecer y desarrollar el ciclo profesional. **Artículo 15**. De los requisitos para el reconocimiento del nuevo carácter académico de instituciones técnicas profesionales y tecnológicas, o su redefinición y sus criterios de evaluación. La reglamentación que para tal efecto expida el Gobierno Nacional deberá contemplar como mínimo los siguientes requisitos o criterios de evaluación: c) Existencia de políticas académicas que integren en el proceso formativo la docencia, la investigación y la extensión; i) Procesos de autoevaluación y autorregulación permanentes;
19/06/2002		Decreto 1279 de 2002	**Artículo 16.** Evaluación Periódica de Productividad Para evaluar, analizar y asignar puntos a la productividad académica susceptible de reconocimientos salariales, todas las universidades estatales u oficiales deben adoptar un sistema de Evaluación Periódica de Productividad. El sistema de Evaluación Periódica de Productividad debe ser establecido por el respectivo Consejo Superior de cada universidad, utilizando los criterios de agrupación definidos por el Grupo de Seguimiento. La evaluación periódica de productividad se realiza por pares externos de conformidad con lo dispuesto en el presente decreto. Los criterios de agrupación deben definirse de tal manera que permitan que los pares externos puedan hacer una evaluación comparativa de los diferentes productos, para que en la asignación de puntajes se tenga en cuenta tanto la producción individual del docente como la colectiva de la respectiva comunidad académica. La Evaluación Periódica de Productividad debe realizarse en períodos no inferiores a un año calendario, durante las fechas que determine el respectivo Consejo Superior, de acuerdo con las pautas, directrices y criterios que, para garantizar la homogenidad, universalidad y coherencia de la información a nivel nacional, defina el Ministro de Educación Nacional, con el apoyo del grupo de seguimiento de que trata el artículo 62 de este decreto. **Artículo 18°.** El desempeño destacado de las labores de docencia y extensión, y la experiencia calificada. I. El desempeño destacado de las labores de docencia y extensión Con el propósito de estimular el desempeño de los mejores docentes de carrera y a los más destacados en las actividades de extensión, los Consejos Superiores Universitarios pueden establecer un mecanismo de evaluación trasparente y con criterios exigentes y rigurosos para el reconocimiento de puntos salariales y de bonificación. Se debe determinar claramente los casos en que se conceden puntos salariales y en que se otorgan puntos de bonificación, sin que en ninguna circunstancia el mismo docente se beneficie simultáneamente por ambos conceptos en el mismo año. Este estímulo solo se concede a los docentes que realicen actividades destacadas de extensión que no hayan sido reconocidas por los factores de productividad académica, en salario o bonificaciones, de este decreto. Tampoco se consideran para estos reconocimientos las actividades de extensión que le generen ingresos adicionales al docente.
10/09/2003	Bogotá	Decreto 2566 de 2003	**Artículo 6.** Formación investigativa. - La institución deberá presentar de manera explícita la forma como se desarrolla la cultura investigativa y el pensamiento crítico y autónomo que permita a estudiantes y profesores acceder a los nuevos desarrollos del conocimiento, teniendo en cuenta Is modalidad de formación. Para tal propósito, el programa deberá incorporar los medios para desarrollar la investigación y para acceder a los avances del conocimiento. **Artículo 8**. Selección y evaluación de estudiantes. 3. Dar a conocer y aplicar el sistema de evaluación de los aprendizajes y el desarrollo de las competencias de los estudiantes, haciendo explícitos los propósitos, criterios, estrategias y técnicas. Las formas de evaluación deben ser coherentes con los propósitos de formación, las estrategias

			pedagógicas y con las competencias esperadas. **Artículo 10.** Medios educativos. - El programa deberá garantizar a los estudiantes y profesores condiciones que favorezcan un acceso permanente a la información, experimentación y práctica profesional necesarias para adelantar procesos de investigación, docencia y proyección social, en correspondencia con la naturaleza, estructura y complejidad del programa, así como con el número de estudiantes. **Artículo 13.** Autoevaluación. De conformidad con el artículo 55 de la Ley 30 de 1992, el programa deberá establecer las formas mediante las cuales realizará su autoevaluación permanente y revisión periódica de su currículo y de los demás aspectos que estime convenientes para su mejoramiento y actualización. **Artículo 28.** De los convenios para ofrecer y desarrollar programas: 3. Los compromisos de la institución o instituciones en el seguimiento y evaluación del programa académico. Parágrafo 1º. Cualquier modificación al convenio relacionada con los elementos señalados en el artículo anterior deberá ser informada para su evaluación y autorización al Ministerio de Educación Nacional. Si de la evaluación se determina que con la modificación se desmejoran las condiciones básicas de calidad del programa o los derechos de la comunidad hacia la cual este va dirigido, el Ministerio no la autorizará; por lo tanto, la institución no la podrá aplicar. **Artículo 47.** Plan de mejoramiento para programas con registro provisional. Cuando a un programa se le otorgue registro simple y de su evaluación se establezca que presenta deficiencias en la calidad en alguna de las áreas académicas, la institución de educación superior deberá diseñar y ejecutar un plan de mejoramiento aprobado previamente por el Ministerio de Educación Nacional, con objeto de garantizar condiciones mínimas de calidad para su desarrollo.
14/10/2009	Bogotá	Decreto 3963 de 2009	**Por el cual se reglamenta el examen de estado de calidad de la educación superior.** **Artículo 1.** Definición y objetivos. El Examen de Estado de Calidad de la Educación Superior, es un instrumento estandarizado para la evaluación externa de la calidad de la Educación Superior. Forma parte, con otros procesos y acciones, de un conjunto de instrumentos que el Gobierno Nacional dispone para evaluar la calidad del servicio público educativo y ejercer su inspección y vigilancia. **Artículo 2.** Objeto de la evaluación. Serán objeto de evaluación del Examen de Estado de Calidad de la Educación Superior las competencias de los estudiantes que están próximos a culminar los distintos programas de pregrado, en la medida en que éstas puedan ser valoradas con exámenes externos de carácter masivo, incluyendo aquellas genéricas que son necesarias para el adecuado desempeño profesional o académico independientemente del programa que hayan cursado. Artículo 6. Incentivos. El Gobierno Nacional haré público reconocimiento a los estudiantes e instituciones que obtengan anual mente los mejores resultados en el Examen de Estado de Calidad de la Educación Superior, mediante un calificado que acredite tal condición, de acuerdo con los criterios establecidos por el Ministerio de Educación Nacional. La excelencia académica en el Examen de Estado de Calidad de la Educación Superior de los estudiantes de los programas de pregrado, será uno de los criterios para otorgar las becas de cooperación internacional, becas de intercambio y demás nacionales o internacionales que

			se ofrezcan en las distintas entidades públicas De igual manera dichos estudiantes tendrán prelación en el otorgamiento de créditos para estudiantes en el país y en el exterior.
20/04/2010	Bogotá	Decreto 1295 de 2010	**Por el cual se reglamenta el registro calificado de que trata la Ley 1188 de 2008 y la oferta y desarrollo de programas académicos de educación superior.** **Artículo 5**.- Evaluación de las condiciones de calidad de los programas. La institución de educación superior debe presentar información que permita verificar: 5.1.- Denominación. - La denominación o nombre del programa; el título que se va a expedir; el nivel técnico profesional, tecnológico, profesional universitario, de especialización, maestría o doctorado al que aplica, y su correspondencia con los contenidos curriculares del programa. Los programas técnicos profesionales y tecnológicos deben adoptar denominaciones que correspondan con las competencias propias de su campo de conocimiento. Los programas de especialización deben utilizar denominaciones que correspondan al área específica de estudio. Los programas de maestría y doctorado podrán adoptar la denominación genérica o especifica de la disciplina o profesión a la que pertenecen o su índole interdisciplinar. Los títulos académicos deben corresponder a la denominación aprobada en el registro calificado para el programa. 5.7 Personal docente. - 5.7.3. Un plan de formación docente que promueva el mejoramiento de la calidad de los procesos de docencia, investigación y extensión. **Artículo 6.-** Evaluación de las condiciones de calidad de carácter institucional. La institución de educación superior debe presentar información que permita verificar 6.3.- Autoevaluación. - La existencia o promoción de una cultura de autoevaluación que tenga en cuenta el diseño y aplicación de políticas que involucren a los distintos miembros de la comunidad académica, y pueda ser verificable a través de evidencias e indicadores de resultado. La autoevaluación abarcará las distintas condiciones de calidad, los resultados que ha obtenido en matrícula, permanencia y grado, al igual que el efecto de las estrategias aplicadas para mejorar los resultados en los exámenes de calidad para la educación superior.
26/05/2015	Bogotá	Decreto 1075 de 2015	**Artículo 1.1.1.1**Orientar la educación superior en el marco de la autonomía universitaria, garantizando el acceso con equidad a los ciudadanos colombianos, fomentando la calidad académica, la operación del sistema de aseguramiento de la calidad, la pertinencia de los programas, la evaluación permanente y sistemática, la eficiencia y transparencia de la gestión para facilitar la modernización de las instituciones de educación superior e implementar un modelo administrativo por resultados y la asignación de recursos con racionalidad de los mismos. **Artículo 1.1.3.2.** Consejo Nacional de Acreditación - CNA. El CNA, creado por el artículo 54 de la Ley 30 de 1992, es un organismo cuya función esencial es la de promover y ejecutar la política de acreditación adoptada por el Gobierno Nacional con el asesoramiento del CESU, y coordinar los respectivos procesos; por consiguiente, orienta a las instituciones de educación superior para que adelanten su autoevaluación; adopta los criterios de calidad, instrumentos e indicadores técnicos que se aplican en la evaluación externa, designa los pares externos que la practican y hace la evaluación final. **Artículo 1.1.3.3.** Comisión Nacional Intersectorial de Aseguramiento de la Calidad de la Educación - CONACES. Tiene como funciones la coordinación y orientación del aseguramiento de la calidad de la educación superior, la evaluación del cumplimiento de los requisitos para la creación de instituciones de educación superior, su transformación y redefinición de sus programas académicos y demás funciones que le sean asignadas por el Gobierno Nacional. Lo anterior, sin prejuicio del ejercicio de las funciones propias de cada uno de sus miembros. **Artículo 1.2.2.2.** Instituto Colombiano para la Evaluación de la Educación - ICFES. Tiene por objeto ofrecer el servicio de evaluación de la educación en todos sus niveles y adelantar investigación sobre los factores que inciden en la calidad educativa, con la finalidad de ofrecer información para mejorar la calidad de la educación. **Artículo 2.3.1.5.2.** Funciones de las dependencias de coordinación. La dirección de núcleo educativo o la dependencia que haga sus veces, de conformidad con la forma de organización que adopte cada entidad territorial certificada, tendrá funciones de coordinación y apoyo en la

			planeación, seguimiento y evaluación de los procesos propios de los establecimientos educativos de su jurisdicción, orientadas a mejorar la calidad y pertinencia del servicio educativo, aumentar la cobertura y promover su eficiencia. **Artículo 2.3.3.1.4.1.** 5. La organización de los planes de estudio y la definición de los criterios para la evaluación del rendimiento del educando.

Fuente: *Elaboración propia*