



"Dime Cómo Evalúas y te Diré Qué Enseñas": Un Análisis Teórico sobre las Relaciones entre la Evaluación del Aprendizaje y la Enseñanza-Aprendizaje de la Justicia Social. [

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text (article)

Analítica

According to a life-practice perspective for teaching and learning values and their central position in the scholar culture, the learning assessment process represents an especial opportunity to teach and learn some of the diverse meanings associated with social justice. The paper explores this scenario through a theoretical analysis. We point out that it is possible to identify, following the work of Perrenoud, two logics around learning assessment which imply different conceptions of justice. On one hand, centered within the logic of differentiation and construction of hierarchies, we identify three basic principles of a liberal conception: equality of opportunities, impartiality, and the merit as the key element for distribution and differentiation. On the other hand, the logic of learning regulation denotes a notion of social justice with dissimilar principles in comparison to the previous perspective, these are: the recognition of differences (individual and collective), the recognition of social inequalities as a result of different historical and structural processes of oppression, and the dialogue between situated and partial views to construct the judgment. Thus, it is suggested that according to the logic to which our assessment tends to lean, we will be teaching different meanings around the idea of social justice

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