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4th International Congress: Education and Knowledge

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(Eds.)



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4th International Congress: Education and Knowledge
4º Congreso Internacional: Educación y Conocimiento
4t Congr s Internacional: Educaci  i Coneixement

Rosabel Roig-Vila, Jordi M. Antol  Mart nez, Carolina
Lorenzo  lvarez, Ver nica Onrubia-Mart nez &
Alejandro S nchez Ronco (Eds.)



Construyendo el conocimiento de forma colectiva

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Publicación en Acceso abierto – Open Access

Prácticas docentes en entornos virtuales de enseñanza y aprendizaje, en carreras de posgrado	
Sayago, Andrea Rossana; Pilili, María Dolores; Medina, Luisa Josefina	319
El uso de la IA evaluada por alumnado universitario: Grado de Historia	
Sebastiá Alcaraz, Rafael; Ferrero Punzano, Sara M; Santacreu Soler, José Miguel	320
Comparación del rendimiento académico entre estudiantes de ingeniería mecánica con diferente formación previa mediante análisis de varianza (ANOVA)	
Sebastiá Blanes, Georgina	321
Aplicación de la IA al desarrollo del pensamiento crítico en el aula de traducción literaria	
Serrano Bertos, Elena	322
Un relato para cada tema: una estrategia innovadora en los estudios universitarios	
Serrano Urrea, Ramón; Flores Fernández, María Elena; Zornoza Martínez, Alejandro	323
La clase invertida (flipped classroom) en la asignatura de Contactología Avanzada: experiencia práctica con el tema de queratocono	
Signes Soler, Maria Isabel; Tauste Francés, Ana.....	324
Escuchar para enseñar: mejora de la clase invertida a partir de los comentarios y sugerencias del alumnado	
Signes Soler, Maria Isabel; Tauste Francés, Ana.....	325
Evaluation training in university teaching. The experience of the University of Urbino	
Carlo Bo	
Susta, Mirko; Macri, Lucrezia; Salvucci, Marta	326
Tutoría entre iguales en educación superior: estrategia para el desarrollo de competencias sistémicas en alumnos de nuevo ingreso	
Vargas Hernández, Yadirnaci.....	328
Prácticas investigadoras automatizadas: género como variable interseccional al uso de IA en Trabajos Finales de Grado	
Villegas-José, Virginia; Delgado-García, Manuel.....	329
 LÍNEA 5. Educación y Áreas específicas	
Designing an Innovative doctoral programme in Architecture: from concept to accreditation	
Bordalo, Ana; Rainha, Ana Paula	330
La italianidad en los manuales de italiano como lengua extranjera	
Florio, Nicola.....	332
Música, pedagogía terapéutica y neuroeducación: una sinergia para la inclusión y el desarrollo integral del alumnado	
García Celdrán, María	333
The Student Growth Matrix (SGM): a hierarchical framework for understanding and facilitating educational achievement	
Gull, Neve Freyja	335
Technological innovations in supporting students with dyslexia: evaluating the role of assistive digital tools in inclusive classrooms	
Karantoni, Maria	337

Evaluation training in university teaching. The experience of the University of Urbino Carlo Bo

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University of Urbino

Evaluation plays a pivotal role in university education, shaping both learning outcomes and teaching effectiveness. However, despite its significance, formal training in assessment remains limited for many university faculty members. Evaluation is a recurring and problematic theme in university contexts, both for teachers and for students. Most of the students, as several international studies have pointed out, seem to have a negative relationship with evaluation, due to the difficulty of obtaining useful information on their real abilities and actual performance. The quality of learning is directly proportional to the quality of teaching, so we believe that a widespread training on assessment targeted at university teachers can have a positive impact on students. Our hypothesis converges on the identification of four fundamental cores which can constitute the framework for training design of courses aimed at acquiring increased teaching competence of university professors in the field of evaluation. In fact, the University of Urbino Carlo Bo has developed an innovative structured training program aimed at enhancing university faculty competencies in assessment. Structured around four key pillars—self-assessment, evaluation of teaching practices, feedback strategies, and e-portfolio utilization—the program encourages university faculty to critically reflect on their teaching methods, integrate rubric-based assessment techniques, enhance feedback mechanisms to foster a culture of continuous improvement, and leverage digital tools for student self-assessment. The program also incorporated innovative and participatory teaching strategies to enhance engagement and effectiveness. These included the use of a digital gamebook, task-based activities in small groups, practical exercises, and problem-based scenario analysis. By integrating these active learning methodologies, the program aimed to provide faculty members with hands-on experience in applying assessment principles in dynamic and interactive ways. Launched on September 20, 2024, and concluded in March 2025, the program consisted of nine online meetings, each lasting two hours, designed and delivered by pedagogical experts. Additionally, a final in-person session is scheduled for June 30, marking the 10th anniversary of the Teaching and Learning Center at the University of Urbino. To gather feedback on the perceived effectiveness of the program, a satisfaction questionnaire was distributed to participants. We received 59 completed questionnaires. We were surprised to find that the majority of respondents came from the Department of Law (36 faculty members), while only 10 were from the Department of Communication Sciences, Humanities, and International Studies. The results indicate a high level of satisfaction: 47 out of 59 respondents were very satisfied with the seminar, 6 were fairly satisfied, and 3 were moderately satisfied. In terms of effectiveness, 42 faculty members found the seminar very effective, 11 considered it fairly effective, and 4 rated it moderately effective. Regarding overall quality, 42 participants rated the seminar as excellent, 14 as good, and only 3 as average. Additionally, 28 participants expressed interest in exploring the topic of university assessment further through additional seminars. While this training initiative represents a pioneering effort in university teaching assessment for the University of Urbino, its effectiveness requires further refinements, redesign, and additional implementations to maximize its impact. Future iterations should focus on expanding university faculty participation, often limited due to work commitments, improving the design methodologies of training interventions to foster greater faculty engagement, and implementing evaluation methods that measure the program's effectiveness and potential im-

pact beyond merely collecting participant satisfaction. Nevertheless, a strong need and desire have emerged to equip university faculty with these essential competencies, not only to enhance teaching quality but, more importantly, to improve student learning experiences, thereby contributing to the advancement of higher education.

