

# Comparative Method of Countries Based on Evaluation and Its Effect on University Teacher Training

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## Abstract

A study of four countries reveals that each has a higher education system characterized by its own unique structure and organization for university education. A comparison of the evaluation and training processes for teaching staff is warranted, with these comparisons being based on clearly defined and operational concepts. The present study utilizes a comparative method based on a documentary analysis, which facilitated the identification of transnational experiences and best practices, as well as the identification of challenges common to the evaluation and training of university teaching staff. The objective of this analysis is to rethink these training processes and confront them within the education system and the environment in which it takes place. The preliminary conclusion indicates a necessity to reduce the existing gaps between theory and practice, propositional knowledge and practical knowledge, and between technical-instrumental rationality and the epistemology of the practice of knowledge. This reduction of gaps is intended to facilitate a focus on training from the beginning of academic life—the professorial career, attending to novice teachers—towards training in the fields of knowledge and senior teaching performance. The present preliminary documentary analysis is based on categories contained in the procedural operations such as: the evaluation approaches, the instruments used, the evaluation criteria, the evaluation results, and the impact on teacher training.

**Keywords:** Comparative study, teacher evaluation, teacher training.

The enhancement of educational quality is achieved through the formulation of effective policies and the establishment of an institutional culture that fosters the ongoing training and professional development of teachers. This multifaceted approach encompasses various aspects (Abidin, 2021; Espino et al., 2023). A critical component of this endeavor is the provision of pedagogical, didactic, and critical discursive instruments, which are indispensable

for tailoring educational programs to the diverse needs and characteristics of students while aligning with the evolving demands of academic disciplines (Jeréz et al., 2016; Vera et al., 2023). This issue has emerged as a pivotal focal point in educational reforms, mobilizing social and educational discourses across diverse nations. It has been a catalyst for legislative changes and the development of systems for evaluating teacher

performance (Gómez and Valdés, 2019; Reyes et al., 2021).

The present comparative study, which focuses on Colombia, Brazil, Chile, and Mexico, aims to analyze the current state (2023-2024) and trends in evaluation, as well as its relationship with university teacher training. This analysis is intended to preliminarily identify lines and possibilities aimed at strengthening policies on such training in the respective universities of each country, or at least of those of which the research team is part: four international experts and two doctoral students in Education from the Catholic University of Manizales, Colombia. Furthermore, the necessity of reevaluating these training processes is underscored, with the aim of addressing the challenges that emerge within the educational system and the environment in which it operates. In this regard, socio-educational researchers have been mobilizing actions and reflection. In this sense, Reyes et al. (2019) argue that the educational reality in Latin America demands a critical analysis of the positioning of research practices and pedagogical practices to build socially relevant knowledge in each region and educational context. Conversely, Bonilla et al. (2020) conceptualize the processes of evaluation-training as a transformative issue, with an awareness of educational practice. The present preliminary documentary analysis is based on categories contained in the procedural operations such as: the evaluation approaches, the instruments used, the evaluation criteria, the evaluation results, and the impact on teacher training. The following paragraphs present all theoretical reflections.

#### **Institutionalization of Initial and Continuing Teacher Training**

The institutionalization of initial and continuing teacher training requires the establishment of regulatory frameworks, policies, and organizational structures within the education system to support and regulate it. This implies the creation of formal programs, either in universities or in teacher training institutions,

that offer specific degree and training programs for future and current teachers (Lagar and Perrotta, 2022; Alliaud and Vezub, 2015). The institutionalization of teacher training entails the allocation of resources, both human and material, to ensure the ongoing viability and enhancement of these programs. The concept of institutionalization aims to ensure that teacher training becomes an integral and sustainable component of the education system, thereby guaranteeing the quality and continuity of educators' training processes.

In the field of education, many scholars have examined the institutionalization of initial and continuing teacher training. For instance, Darling-Hammond (1996; 2007) asserts that institutionalization during the initial training stage is imperative for future teachers to acquire the knowledge, skills, and competencies necessary to confront the challenges of teaching in the 21st century. This necessitates the development of socially relevant curricula, the integration of research-based teaching practices, and the incorporation of practical experiences in authentic school settings. Conversely, the institutionalization of initial teacher training must ensure that programs are subject to continuous review and update to adapt to the evolving needs of the educational context (Camargo et al., 2004).

Conversely, Fullan (2002) asserts that the institutionalization of continuing teacher training is imperative to maintain the quality of teaching and to perpetually enhance its practice. This assertion suggests that educational institutions should provide training opportunities that are designed to foster the professional development of practicing teachers. Such opportunities may include workshops, courses, study groups, and conferences. In addition, the institutionalization of continuing teacher training necessitates the support and commitment of school leaders to cultivate a school culture that values and promotes meaningful learning. In this regard, Cochran-Smith (2008) asserts that the institutionalization of initial and continuing

teacher training (process) must be predicated on collaboration between educational institutions and schools. That is to say, support, cooperation, and the exchange of knowledge between universities and school systems engender greater integration between educational theory and practice. Furthermore, Cochran-Smith (2008) asserts that the diversity of educational contexts and the needs of teachers must be considered when designing programs and opportunities for professional development.

In accordance with the aforementioned approaches, the institutionalization of initial and continuing teacher training engenders a reflection that seeks to contribute to the quality of education and the professional development of teachers. From this perspective, the present research contributes to the achievement of a meaningful process in teaching and, ultimately, to the disciplinary and educational success of students, because it is a commitment to strengthening the training of education professionals.

## Theoretical background

### Concept of professional evaluation

The assessment of university teaching is a fundamental and necessary process for guaranteeing the quality of higher education and the optimal academic development of students. This practice has gained significant prominence in the contemporary academic environment due to several factors. These include the mounting demand for quality education, the necessity to enhance efficiency in disciplinary teaching, and the aspiration to cultivate a culture of professional qualification among educators (Corona and Montoya, 2018; Mula et al., 2021). Prominent authors such as Seldin (2006) and Vaillant (2016) posit that faculty evaluation offers feedback on teaching performance, enabling educators to comprehend their strengths and weaknesses in the classroom, adapt their teaching methods, and optimize their effectiveness. This, in turn, translates into a more enriching learning experience for students.

In this regard, Vaillant (2016) has made significant contributions to the development of evaluation systems and to the understanding of their impact on higher education. He argues that evaluation should go beyond the simple collection of data and grades and focus instead on the constructive analysis of teaching practices. Furthermore, he asserts that it should be an equitable process, taking into account multiple perspectives to offer a complete and accurate picture of the teacher's performance. Vaillant's (2016) proposal emphasizes formative assessment, which prioritizes the development and refinement of teaching skills rather than merely evaluating past performance. This conception of assessment as a catalyst for growth and ongoing enhancement has garnered substantial adoption in numerous educational institutions.

Centra's (1993) studies underscore teacher evaluation as a catalyst for fostering responsibility and accountability within the academic environment. By establishing criteria and objectives for evaluating their performance, teachers are encouraged to strive to achieve high educational standards and maintain a high level of commitment to their responsibilities, which, in turn, benefits the institution by increasing its recognition and reputation and attracting quality students and academics. The underlying philosophy is that proper evaluation can have a positive impact on both the teacher and the educational institution, enriching the quality of teaching and ultimately improving the learning experience for students.

Concurrent studies posit that faculty evaluation plays a pivotal role in professional development. By receiving constructive feedback on their work, teachers can identify areas for improvement and take action to strengthen their pedagogical skills. This, in turn, benefits students and contributes to the enrichment and professional development of the teaching staff. Consequently, it favors academic prestige and the quality of the institution. Conversely, they underscore the notion that the

quality of education in higher learning institutions is inextricably linked to the evaluation of faculty. In this regard, they posit that faculty evaluation serves as a pivotal instrument in facilitating the identification of areas that necessitate enhancement and the subsequent implementation of measures to fortify pedagogical competencies. In this regard, they propose evaluation as a continuous and reflective process through which teachers analyze their own teaching methods and look for opportunities to grow and overcome their weaknesses. These approaches underscore the significance of evaluations that not only provide teachers with information about their performance but also motivate them to enhance their effectiveness as professionals and to demonstrate commitment to their educational work.

In accordance with these approaches, the evaluation of university professors is a practice that facilitates feedback processes to qualify pedagogical practices, promotes responsibility and accountability in educational management, and contributes to professional development. It is also a tool for the academic and personal success of students, as well as for the recognition of the actors involved in the educational process.

#### Quality systems

Quality systems in teacher evaluation processes can be approached from various perspectives, which provide conceptual and practical frameworks to ensure teacher evaluation. The present research underscores the contributions of seminal figures in the field, offering their perspectives on the subject and providing a foundation for the study within this category. For instance, Seldin (2006) acknowledges feedback as a pivotal element in the evolution of teacher evaluation systems within higher education, thereby fostering educators' professional advancement. Centra (1993) offers a distinctive perspective on teacher evaluation in the context of accountability (educational management), proposing objectives to assess teacher performance and motivate them

to attain high educational standards. The present study's reflection on Centra's approach underscores the significance of teacher evaluation in higher education, particularly in terms of its role as a catalyst for professional growth. Conversely, Darling-Hammond (2003) proposes the establishment of evidence-based evaluation systems that acknowledge the multifaceted nature of teaching and encompass diverse dimensions of teacher performance.

The present research is anchored in the concept of reflection, intertwined with the institutionalization of initial and ongoing teacher training. Studies by Stronge and Tucker (2003) recognize the development of teacher evaluation models and practices based on measurable standards. They advocate for the implementation of specific criteria to identify teachers' strengths and areas for improvement. Their evaluation models are predicated on meticulous observation of classroom work, as well as on the collection and analysis of evidence of student learning. This multifaceted approach enables evaluators to comprehensively understand teacher performance, thereby facilitating the management of socio-constructivist feedback processes. Additionally, they underscore the significance of integrating teacher evaluation with professional development, advocating for customized strategies to enhance pedagogical competencies.

In this way, the authors, theories, and experiences of researchers are conceptually related to the implications of the institutionalization of initial and continuing teacher training, the notion of teacher evaluation, and quality systems in the framework for teaching and in critical discursive positions. This commitment of referents to reflect from the observation and feedback of an objective evaluation focused on professional growth is achieved through the following: through observation and the gathering of evidence, evaluators can identify the level of mastery in pedagogical, disciplinary, and didactic dimensions, among others. From this vantage

point, the enhancement of teaching and learning within the educational community is promoted through the cultivation of two key elements: self-reflection and collaboration among educators.

### **The comparative method**

The research employs a comparative study perspective of a trans-contextual nature, situates its study reference among the following nations: Colombia (Caldas), Brazil (Federal District), Chile (Ñuble Region), and Mexico (State of Oaxaca). The selection of these nations is based on the current state (2023-2024) and the trends in the evaluation and training or development of university teachers. To define the position of comparative studies as a methodological approach, it is imperative to promote them as a scientific procedure in the social sciences. According to Marradi (1991), this is achieved through the selection and definition of objects, taking into account their properties and dimensions, to systematize the procedures of data production and analysis. From this standpoint, comparisons are made between variables (properties: faculty evaluation) and cases (objects: Colombia, Brazil, Chile, Mexico).

The trans-contextual nature of comparative studies is defined by the consideration of the nation as the context of study. That is to say, the focus is placed on the generalizations referring to the way in which certain higher education institutions operate in terms of faculty evaluation, and the ways in which certain educational policies impact the training or development of teachers.

For the design of the matrix, according to Piovani (2013), it is recommended to present information related to the countries (horizontal dimension) and the properties relevant for comparison (which were located in the vertical dimension). The matrix that has been adapted to suit the particular requirements of the present research is presented: (1) in order to clarify certain conceptualizations, it is necessary to explore the current national regulations, policies, or plans for university teacher evaluation and training, as well as the programs implemented in the last five years (2020–2024) in the countries under study; (2) the study will be supported by secondary sources (documents, guidelines, regulations, national plans and programs) and information from the official websites of the ministries of education of each country; (3) the comparative study is based on two dimensions of analysis, which are identified as a pretext for systematizing the information. A comparative table (Table 1) is designed with the aim of identifying good practices, common recurring points, and trends in each country; and (4) the analysis of Table 1 will inform the subsequent design of another table, which aims to elucidate common challenges and promote collaboration. This subject will be addressed in subsequent publication, as the present publication focuses on the design of a comparative method based on a discussion of a preliminary analysis of the documents. The documents are analyzed based on categories contained in the procedural operations, such as: evaluation approaches, instruments used, evaluation criteria, evaluation results, and the impact on teacher training.

Table 1. Field of knowledge: “Comparative study between Colombia (Caldas), Brazil (Federal District), Chile (Ñuble Region) and Mexico (State of Oaxaca) based on the current state (2023-2024) and trends in evaluation and its relationship with the training or development of university teachers.

States Comparison act	Colombia	Brazil	Chile	Mexico	Special considerations
Objects					
Object properties (dimensions)	<b>Defining concept</b> Teacher assessment (TA) Teacher training (TT)				
State of the objects of said property ( <b>Properties</b> )	<b>Procedural operative</b> <b>EP:</b> evaluation approaches, instruments used, evaluation criteria, feedback processes, impact on teacher training. <b>FP:</b> training programs, teaching methods, support resources				
Point in time	Synchronic / Diachronic				

In order to respond to the proposed objective (i.e., "Identify: transnational experiences, good practices and addressing common challenges between teacher evaluation and training"), the following research instrument has been designed. This instrument enables a preliminary analysis of the documents based on categories contained in the procedural operative, which includes the following categories: evaluation approaches, instruments used, evaluation criteria, evaluation results, and impact on teacher training. Finally, this analysis will explore the relationship of all these factors with the three guiding questions, which are listed in the following paragraphs.

Documentary analysis matrix

The study enabled the exploration of the regulatory frameworks and educational policies in effect in each country under investigation. The matrix necessitated thorough review and feedback from an expert in the field of education and evaluation:

- Identify the sources of relevant documents for each country under study. These sources may include educational legislation (government policies, reports from educational institutions, academic documents).

- Select the relevant documents: once the sources have been identified, the most relevant documents for the comparative study are selected. Initially, the following criteria are identified: current relevance, importance in the subject of evaluation and teacher training, and the representativeness of educational policies and practices, among others.

- Analyze and compare the documents: comparative analysis to identify similarities, differences, strengths and weaknesses in the policies and practices of evaluation and training of university teachers in each country. For this, comparison matrices are used in order to visualize the results.

Preliminary guiding questions

- What are the current laws and regulations in the country (specific to the analysis) regarding the evaluation and training of university teaching staff?

- Which institutions or entities are responsible for establishing and supervising policies related to the evaluation and training of university teaching staff?

- What are the fundamental principles and objectives of the evaluation and training policies for university teaching staff in your country?

Table 2. Summary of the documentary analysis matrix.

Documentary sources	Colombia	Brazil	Chile	Mexico
Education legislation	Ley 1151 de 2014. Decreto 1083 de 2015. Decreto 1278 de 2015	Lei de Diretrizes e Bases da Educação Nacional (LDB 1996)	Ley General de Educación (LGE 2009). Estándares Pedagógicos Nacionales. Sistema Nacional de Evaluación del Desempeño Profesional Docente	Ley General de Educación (LGE 2013). Reforma Educativa 2019. Modelo Nacional para la Evaluación del Desempeño Docente
Entities supervising policy related to teacher evaluation and training	Ministerio de Educación Nacional. Comisión Nacional del Servicio Civil	Ministério da Educação (MEC). Conselho	Ministerio de Educación. Agencia de Calidad de la Educación. Superintendencia de Educación	Secretaría de Educación Pública (SEP). Instituto Nacional de Evaluación de la Educación (INEE). Sistema Nacional de Servicio Profesional Docente (SNSPD).
Fundamental principles of university teaching staff policy	Mérito. Calidad. Equidad. Autonomía. Responsabilidad	Democracia. Autonomía. Responsabilidad social. Valoración de la diversidad. Compromiso con la calidad	Profesionalización. Excelencia. Innovación. Colaboración. Compromiso Social	Pertinencia. Calidad. Equidad. Vinculación. Actualización

In Colombia, Law 1151 of 2014 establishes the framework for evaluating teaching performance, incorporating continuous training as a strategy to enhance said performance. In essence, the Ministry of National Education (MEN) is responsible for proposing and developing continuing education programs for university professors, with a particular emphasis on ensuring full autonomy in adapting the principles for the respective training.

In Brazil, the Lei de Diretrizes e Bases da Educação Nacional of 1996 establishes a framework for the initial and continuing training of university professors, recognizing that for university professors there is no obligation for teacher evaluation, and evaluation based on research criteria is paramount.

In Chile, the National System for the Evaluation of Professional Teaching Performance assesses the performance of

university teaching staff against national standards, which include continuous training as an evaluation criterion. The National Accreditation Agency has established mandatory quality standards for the initial and continuous training of university teaching staff.

In Mexico, the Educational Reform of 2019 introduced changes to the evaluation of teaching performance, with a focus on the development of teaching skills. Continuing education is recognized as a pivotal component in the cultivation of these competencies. In this regard, the Ministry of Public Education has formulated continuing education programs targeting university professors, a notable example being the National Postgraduate Program in Education.

### Preliminary analysis

The following preliminary documentary analysis is intended to respond to a specific

objective (namely, to explore the regulatory frameworks and educational policies in force in each country studied, related to the evaluation and training of university teachers) in the present research. The following studies are recognized, and, by way of synthesis, they are related to the operational process: A comparative study of teacher evaluation policies in Latin America (2019), led by the Latin American Laboratory for Assessment of the Quality of Education (LLECE), and coordinated by the UNESCO Regional Bureau for Education in Latin America and the Caribbean. A comparative analysis of teacher evaluation policies in several countries in the region was conducted, revealing significant disparities in certain aspects of published data. These disparities included variations in coverage and the number of teachers trained, investment in training, and the presence of fees or free courses.

Thematic priorities were also identified as a point of concern. The importance of addressing these discrepancies through training programs that promote collaborative peer learning, reflection on practices, and situated training was emphasized, thereby establishing a link between evaluation and teacher training. The research study titled *Comparison of teacher training programs in Colombia and Spain*, developed by Suárez et al. (2021), examined the curricula of teacher training programs in both countries. The analysis focused on the content, areas of knowledge, and competencies developed in the training of future teachers.

The authors identified both commonalities and divergences in the subjects addressed, and the educational priorities established. The pedagogical approaches employed in these contexts were also subjected to thorough evaluation, encompassing the utilization of teaching methods, active learning strategies, the integration of educational technology, and other

specific pedagogical approaches. Furthermore, an analysis of the evaluation practices in teacher training programs was conducted, encompassing the measurement of teachers' progress, the utilization of evaluation strategies, and the establishment of evaluation standards in various countries. The analysis of the study: A comparative analysis of teacher development policies in Colombia and Chile, carried out by Agudelo (2018), who investigated teacher development policies in both countries based on their characteristics, evaluation processes, and associated benefits, was considered.

The integration of these three pieces of research provided a foundation for addressing the comparative study on the evaluation and training of university teachers in four Latin American countries. There is a consensus that the training of university teaching staff is a pivotal factor for research, academic, and teaching development in higher education. It is imperative to enhance the articulation between the socio-historical, the socio-institutional, the political-ideological, the ethical, and the subjective, as constituent elements for comprehensive training of teaching staff. The analysis of teachers' personal histories, encompassing their professional, occupational, and disciplinary backgrounds, is identified as a pivotal component of training, constituting a multifaceted journey that integrates theoretical underpinnings with practical applications. This process entails the mobilization of reflection, thereby transcending the mere accumulation of data and numerical grades. Instead, it emphasizes the constructive and qualitative evaluation of teaching practices, fostering a comprehensive and nuanced understanding of pedagogical effectiveness. Considering the considerations, Table 3 is delineated as follows.

Table 3. Matrix of preliminary analysis of relationships between current regulations and investigations.

<b>Institutional documents and research</b>	<b>Colombia</b>	<b>Brazil</b>	<b>Chile</b>	<b>Mexico</b>
Regulations	Strengthen initial and continuous training, improve working conditions, promote research.	Strengthen the evaluation of teaching performance, promote research.	Increase investment in teacher training, diversify evaluation mechanisms, strengthen professional autonomy.	Link teacher training to the needs of the productive sector, improve the quality of continuing education programs, reduce the teaching workload.
Approaches to evaluation	Performance-based assessment. Self-assessment, co-assessment, hetero-assessment.	Optional process, generally not regulated for the University.	Standards-based assessment. Evaluation of teaching portfolio. Class observation.	Competency-based assessment. Performance evaluation. It is optional for the University.
Instruments used	Formats for reflecting on practice. Evaluation designed by teams of experts.	Optional process, not regulated for the University.	National Pedagogical Standards.	Feedback questionnaires. Optional for the University
	Observation rubrics. Teaching portfolios.			
Evaluation criteria	Effectiveness of teaching. Mastery of content. Pedagogical skills. Commitment to students.			
Feedback processes	Formative and Summative			
Impact on teacher training.	To identify areas for improvement in the initial and ongoing training of teachers.			

In Colombia, Brazil, Chile and Mexico multiple data sources are used in teacher evaluation, which is consolidated as an important practice that transcends classroom observations to include a variety of evidence, such as documents, publications, pedagogical innovations and classroom research. The integration of standards and competencies in the evaluation processes also emerges as a key aspect to guide expectations and ensure the quality of teaching work. Similarly, a gap is identified between assessment practices and their influence on the professional development of teachers and student learning.

Although in Brazil and Mexico the relationship between assessment and training of university teachers is an optional matter for the

university, the previous gap persists. Also, there is clearly insufficient systematized information on actions that seek to enhance the professional development of in-service educators. Thus, the importance of addressing these gaps in order to effectively guide training programs and improve their quality and relevance is highlighted. The above represents an evolving panorama, according to the educational developments of each country.

This preliminary analysis, carried out from the documents based on the categories, allows to highlight the following aspects:

- Manifest relationship between evaluation, training and the pedagogical practices that teachers develop to strengthen the principles of educational quality. However, it is

recognized that there is no specific training for teaching, because university teaching as a profession is a recent and possibly incipient development.

- The importance of teacher training analyzed from its context that it should start from experiential scenarios of university training life, and be complemented by strategies in the evaluation systems, with the purpose of identifying roles: teacher-professor, curriculum specialist, researcher or school manager, in which disciplinary and pedagogical knowledge and teaching practices are articulated.

- They emphasize that university teacher training has responded to disjointed situations of the conception of education as a process of professional and human training, which does not respond to the specific needs of the population.

This evidence indicates that university teaching cannot remain anchored in tradition. We need teachers capable of building a culture of training for the education of citizens of the global world, of the information age and of technological development. For this reason, it is essential in the present comparative research to analyze the current state (2023-2024) and trends in teacher evaluation, and its relationship with the training of university teachers in four Latin American countries.

## Discussion and conclusions

This article presents a discussion based on a preliminary analysis of documents using categories contained in the procedural operations. These categories include the evaluation approaches, the instruments used, the evaluation criteria, the results of the evaluation, and the impact on teacher training. The ensuing discourse, derived from this comparative inquiry, unveils a series of trends and lacunae pertaining to the evaluation and training of university teachers in Colombia, Brazil, Chile, and Mexico. This comprehensive perspective illuminates the methodologies employed by each nation and the domains necessitating attention and ongoing enhancement.

A notable trend across all four countries is the adoption of formative assessment approaches, signifying a shift in the perception of faculty assessment. This shift is characterized by a transition from a purely summative approach to one that fosters the continuous professional development (of process) of teachers and the enhancement of teaching quality. This evolution is particularly evident in the diversity of data sources utilized in evaluation, which extend beyond classroom observations to encompass documented evidence, publications, and pedagogical projects, among others. However, despite this positive trend, there is a gap in terms of consistent evidence demonstrating the impact of evaluation practices on professional development and student learning.

Cultural diversity, socioeconomic contexts, and differences in resources often create challenges in implementing evaluation processes for all teachers. This lacuna underscores the necessity for a more profound examination of how evaluation strategies can be designed and implemented to take these variations into account, with the overarching objective of fostering equity in professional development. In this regard, Bonilla and Muñoz (2022) have proposed a potential solution through technological mediations, which facilitate the promotion of field facilitators for the implementation of instruments and the enhancement of digital portfolios.

Preliminary conclusions indicate that evaluation has emerged as a critical issue of university autonomy, necessitating greater attention and study to ensure equitable evaluation processes for teachers, irrespective of their contexts and resources. This emphasis on evaluation is pivotal in promoting educational quality and fostering the professional development of teachers. The necessity for multidimensional comparative research in this domain is underscored. Despite significant advancements, a conspicuous dearth of research exists that systematically analyzes the

methodologies, practices, and ramifications of teacher evaluation and training across diverse nations, particularly in relation to the qualitative standards in education.

The following premises are thus considered as preliminary contributions to the final report of this research:

(1) Teacher training must make an epistemic shift from disciplinary practices and control mechanisms typical of teacher training, towards issues such as historical awareness, cultural action and enunciation, promoted by the subjectivation of the teacher. This implies sitting the teacher as an ethical-political, pedagogical-intellectual, socio-legal, historical-cultural and communicative-aesthetic agent.

(2) Evaluation processes are insufficiently explored topics, they require greater attention to ensure that the systems are impartial and consider the cultural, contextual and resource particularities that define the substantive dimensions of universities. Furthermore, comparative research in this domain still has shortcomings, with few studies examining the approaches, practices and impacts of evaluation in different countries, and how these dynamics relate to teacher training and development.

(3) Preliminary analysis from the comparative study enables progress in the evaluation and training processes predominant in each country and, consequently, in each institution, which currently focus on pedagogical training isolated from discipline and educational practices.

(4) There is a recognized need to strengthen skills in the use of technologies in the classroom or in activities focused on scientific or technical specialties, which allow for articulation with research in the teaching profession, as a possibility.

(5) Guidance should be sought from comprehensive teacher development processes that consider the political, cultural, social and educational complexity of university academic life in the world, expressed in the contingency and complexity of the 21st century.

(6) With the above sense of recognition, the incorporation of educational innovation as pedagogical support is a possibility for dissemination processes from educational research that articulates evaluative dynamics with continuous teacher training. This will make it possible to inspire discussion and collaboration to mobilize a quality education that prepares students and teachers for the challenges of the 21st century. The above motivates the need to identify conceptual, theoretical and methodological tensions and gaps from transcontinental studies to recover, reconstruct and reflect a critical view of education in rural contexts.

As stated throughout this article, this is a preliminary analysis that responds to the specific objective of “identifying transnational experiences, good practices and addressing common challenges between teacher evaluation and training, based on the comparative study” in which a basis is offered for understanding the dynamics of evaluation and training of university teachers in the contexts studied.

## Declaration statements

### Conflicts of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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Data availability

The data supporting the findings of this study are available from the corresponding author, upon reasonable request.

Generative AI statement

The authors declare that no Gen AI was used in the creation of this manuscript.

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