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Dra María Fernández

Rómulo Gallegos National Experimental University of the Central Plains (UNERG) - Venezuela)

Orcid: <https://orcid.org/0000-0002-8138-5373> **Email:** marysi2010@live.com

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Theoretical Construction on a Comparative Study Based on Educational Quality from Different Points of International Level

ABSTRACT

This comparative study had as its main purpose to generate a theoretical construction on a comparative study based on educational quality from different perspectives at the international level, which initially emerged from the National Consultation for Educational Quality in Venezuela, in which it was compared with 6 researchers and educators at an international level, taking as a premise the interviews carried out by Dr. Luis Bonilla, President of the International Center, with different international actors, which were analyzed by the researcher, and then compared with 5 researchers from various universities nationwide. This study was based on the methodology of comparative education, which, as Schriewer (2002) points out, “is a social scientific method”, which allowed the comparison between the views of the different actors involved in the research process. The results indicated that educational quality must be accompanied by a teacher training process in which a new look and a rethinking of the vocation of these professionals is promoted, as well as a dignification of the role that the teacher must assume today. to teach in other ways, being protagonists of the educational, social, cultural and political process, which is woven at the national and global level. And it came to the reflection of the need to generate a fairer, more supportive education that eliminates competition, the insistence on tests that lead to passing an exam and not reflection, criticism of the surrounding reality, which leads to a teacher's commitment to learning results, as a social actor to achieve a fair, equitable, and meaningful education, the responsibility of the accompaniment of parents and the establishment by the State of a permanent evaluation of performance teacher.

Descriptors Theoretical construction, comparative study, educational quality international level

Biographical Review: Ordinary Associate Professor of the Rómulo Gallegos University, in the Education Sciences Area. Director of the Center for Studies and Research (CEIACERG), attached to the Curriculum, Training and Pedagogical Innovation research line of the Education Sciences Area, Director of the Interuniversity Network of Educational Innovation and Knowledge (REDINCOED). PEII Researcher Category A1. Innovative Doctor of Educational Sciences, Post-doctorate in Philosophy and Transdisciplinarity. Adjunct Researcher for Venezuela by CESPE