

Evaluation in General Secondary Education: a Transdisciplinary Approach to Curricular Development

Author: Jesús Meza, MSc.

jesusalbertocheremos@gmail.com

Eduardo Delfín Méndez Educational Complex

ORCID Code: <https://orcid.org/0009-0001-4733-6279>

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ABSTRACT

This research aimed to conceptually define evaluation in general secondary education: a transdisciplinary approach to curriculum development. From a methodological perspective, it was approached from the paradigm of complexity with a complex dialectical approach, which describes the network of increasingly complex relationships that human beings establish among themselves and with their environment. These relationships must be analyzed based on the holographic, recursive, and dialogical principles. supported by the theories of Rogers' Humanistic Theory (1982), training of people capable of learning by themselves, Lev Vygotsky's Sociocultural Theory (1987), knowledge is a process of interaction between the subject and the environment, but the environment understood as social and Jürgen Habermas' Theory of Communicative Action (1989), allows us to analyze society as two forms: the substantive rationality of the world of life and the formal rationality of the system. In line with this, it is necessary to emphasize that evaluation and student monitoring are mandatory for teachers, an act that has a social impact on students, and, above all, a habit that traditionalist teachers have often believed to be repressive and inflexible. Taking a stance from the perspective outlined above, it is always necessary to provide information from different theories and methods, with greater breadth, in order to uncover, through the narratives of the actors, the complex evaluative management practiced by the institution, which has several curricula and serves 2,518 students.

Descriptors: Evaluation, general secondary education, transdisciplinarity, development, curriculum

Biographical Summary: Venezuelan, Master in Educational Management from UPEL, teacher at the Eduardo Delfín Méndez Educational Complex, coordinator of the Evaluation Department at the aforementioned institution, project coordinator in the Physiotherapy program at UNERG, Zaraza campus.