

The Synergy Between Cooperative Work and Participative Assessment: Towards a Dialogical and Democratic model in 21st-Century Education

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ABSTRACT

Contemporary university education and active learning pedagogies demand the development of autonomous students with critical thinking skills and complex social abilities. In this context, cooperative work emerges as a fundamental methodology; however, its effectiveness depends on the quality of the evaluative processes that support it. This literature review article analyzed the intersection between cooperative work and participatory assessment, suggesting that their systemic integration transforms learning dynamics in the classroom. Through a narrative literature review, the principles of positive interdependence and individual accountability were examined in contrast to the foundations of participatory assessment. It was concluded that involving students in self-assessment and peer assessment is not merely an administrative procedure, but an essential mechanism for enhancing metacognition and group cohesion. Finally, practical guidelines were offered for implementing this dialogic model, aimed at overcoming the limitations of traditional assessment in collaborative contexts.

Descriptors: Cooperative work; participatory assessment; self-assessment; peer assessment; educational innovation.

Biographical Sketch: Born on July 26, 1987, in Yaracuy, Venezuela. Graduated from the Rómulo Gallegos National Experimental University (UNERG) in 2011 with a Bachelor's degree in Comprehensive Education. He also earned a master's degree in education with a specialization in Educational Research from the same university. He is currently a contracted professor at the Libertador Experimental Pedagogical University (UPEL) and is pursuing a Doctorate in Educational Sciences.