



Constructive alignment in the teaching-learning process: suggestions on how to face it responsibly

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The poor results that are attained in the acquisition of knowledge, the development of skills and above all, in the results of the exams, are in most occasions considered the fault of the students, because no matter how much they are taught, using the most innovative and interesting strategies, they do not learn. Is this really so? It is true that the expected teaching results are not always achieved in the teaching-learning process, but is it only the fault of what the students do wrong or fail to do? How much of the blame do the students bear for their failure? How responsible are the teachers? Despite what is programmed in teaching institutions as preparation from the methodological point of view, it is not true that all teachers adequately follow the didactic, pedagogical and methodological procedures that would guarantee deep and not superficial or strategic learning of their students. The article analyzes what constructive alignment is and what it is for, what learning approaches are, the types that exist, how they should be encouraged or eradicated in daily pedagogical work and how to handle them in teaching terms to achieve better results in the evaluation process, with the

usual recognition of the work done. The Historical–Logical, Analytical–Synthetic and Documentary Analysis methods were used to prepare the article. The objective of this article has been to demonstrate the incidence of constructive alignment in the achievement of a more integral, effective and efficient process within the educational environment.