International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 08, 2020
ISSN: 1475-7192
DOI: 10.37200/IJPR/V24I8/PR281222

From traditional evaluation to evaluation with the Corubrics digital tool

José Reynaldo Zambrano Mendoza[1], Marcos Alejandro Yánez Rodríguez[2], María Rodríguez Gámez[3]

***Abstract*---**The use of Information and Communication Technologies together with their digital tools have evolved in all spheres of the current community while continuing to take into account the educational field and the use of a non-traditional methodology through digital rubrics. This advancement in technology has created environments that favor interaction between teacher and student. In recent years, new digital trends such as rubrics have emerged, based on a set of standards and parameters that improve individual assessment, among peers, strengthening collaborative learning. The use of the rubrics seemed to us a very opportune instrument for the evaluation of tasks, expositions, teamwork, since it measures the degree of performance of student achievements and facilitates the feedback process essential for learning. The research methodology used is the bibliographic review method related to the use of information and communication technologies in order to demonstrate the utility of the Corubrics tool for the design of digital rubrics for greater interactivity in the evaluation process.
***Keywords*---**Traditional evaluation, Rubrics, Information and communication technologies, Education, self-evaluation, coevaluation.

Introduction

There are two terms that are used very frequently in the educational field such as "theory" and "practice" but the meaning for each is not always shared. The new educational strategies with

[1] *Pontificia Universidad Católica del Ecuador Manabí, Portoviejo Manabí, Ecuador*
Email: jzambrano2013@pucem.edu.ec ORCID: https://orcid.org/0000-0001-8464-7933
[2] *Pontificia Universidad Católica del Ecuador Manabí, Portoviejo Manabí, Ecuador*
Email: myanez@pucem.edu.ec ORCID: https://orcid.org/0000-0003-3683-8481
[3] *Pontificia Universidad Católica del Ecuador Manabí, Portoviejo Manabí, Ecuador*
Email: mrodrigruez@pucem.edu.ec ORCID: https://orcid.org/0000-0003-3178-0946

***Corresponding author**: Mendoza, J.R.Z. Email: jzambrano2013@pucem.edu.ec*
Manuscript submitted: 09 March 2020, Manuscript revised: 27 April 2020, Accepted for publication: 29 May 2020

the advancement of technology aimed at teacher training to train in their professional and digital lives (Alvarez Alvarez, 2015). The educational system that governed in previous years, left many shortcomings, one of them was in the way knowledge was evaluated, memorizing content mechanically, and then being demonstrated to their teachers in the classroom, and thus, receiving a score or qualification that became superficial and erroneous knowledge (Concepción, 2020).

The management of ICT has caused accelerated changes in all spheres of today's society, from the economy and services in all its aspects, without leaving the educational context that cannot remain indifferent, changing with the appearance of these novelties, many of the concepts reveal how to take on these challenges by inserting them into teaching to achieve better results. (Concepción, 2020). On the other hand, the guidelines and design of procedures to be followed so that evaluative practices guarantee a positive impact must be transparent, following democratic principles but above all participative and inclusive in the teaching-learning process of students taking advantage of the multiple resources available on the internet (Araque Marín, Torijano Gutierrez, & Arango Londoño, 2019). The use of information and communication technologies is here to stay, debating the traditional model. Currently digital resources are essential for teaching, research, communication, they offer greater flexibility, generating self-learning to achieve the desired achievements (Ausin, Abella, Delgado, & Hortiguela, 2016).

From an institutional perspective, the digital tools promoted by the use of ICT are transforming the professional development of teachers, through virtual courses, webinars, web pages, bloggers. But despite the fact that these tools generate transformation, we must put them into practice with students in a critical and responsible way (Martinez Romera, Cebrian Robles, & Cebrian, 2016). The great transformations in the technological field allow us to propose remodeled qualitative and formative evaluation methods where the student will be able to self-evaluate himself, evaluate his classmates with a critical and very responsible capacity (Molina Gómez, et al., 2015). Therefore, the use of multimedia tools and other applications derived from ICT are very effective not only for teaching, but also for improving student assessment inputs, working together with theory-practice for the same training center (Concepción, 2020).

ICTs experience new training scenarios in terms of access to information through the internet, and digital tools that all they do is bet on an exchange of knowledge between teachers and students, obtaining a friendly, flexible, dynamic, multi-personal and multi-dimensional work environment (Pérez Cascante, 2012). In Latin America and particularly in Ecuador, university teachers and generally knowledgeable of the educational impact of social changes have been

participants in these new challenges trying to find ideas that improve educational practice, we must make radical decisions about the adoption of educational tools with the application of effective pedagogies in the classroom. (Alarcón, 2015).

Educational institutions and teachers have radically changed their eminently communicative information function, they have become a facilitator of knowledge since the use of ICT aims to demonstrate the feasibility of the educational process, basing collaborative learning and resolution of problems in extracurricular activities (Viñals Blanco & Cuenca Amigo, 2016). Teachers' responsibilities must change, encouraging students to develop better research habits (Alarcón, 2015). Currently, these experiences allow interaction in virtual contexts or with multimedia resources simulating situations or solving real problems and gaining a more satisfactory training experience (Fernández Medina, 2017).

ICTs offer new and remodeled assessment methods, in which it is about involving students in their own assessments and self-assessments in a critical, self-critical and conscious way, including having collaborative learning with their classmates (Fernández Medina, 2017). Educational processes seek to evolve new challenges through digital evaluations, innovate the learning environment, integrate pedagogy and didactics. Now, with digital channels such as Google Drive, Corubrics the student can comment, edit, share even if they are not in the same place (Fernández Medina, 2017).

The innovative role of ICT and its Corubrics tool allows improving the educational context in student assessment (Chancusig Chisag, Flores Lagla, & Constante, 2017). The present work is an innovative digital methodology that is being used by some primary and higher educational institutions. For this, the Corubrics complement of Google Drive is used for self-evaluation, coevaluation, among others.

Materials and Methods

The method used below was consulted in the article of the Uruguayan Association of Academic Magazines of (Valenzuela, 2018) as it is a descriptive bibliographic review, where it was considered as a detailed, selective and critical study, where the information corresponding to the last 5 years from reliable sources such as scientific articles, web pages and information platforms. This bibliographic review related to the use of ICT in the development of teaching processes in education taking into account the implementation of new advances in each of the

components of the teaching process, the changes were contextualized according to the various specialties.

In addition, programs (software) used by the large number existing at present were used, these being (Word, Excel) and the main one to carry out this research, such as Google, with its Corubrics complement, to carry out digital rubrics (Pérez Martinot, 2017).

Analysis and discussion of results

Students using ICT create study habits to favor the increase of their cognitive activity, developing responsibility for study, the ability to self-evaluate their achievements and difficulties in the learning process. All this in a dynamic process in which not only the teacher evaluates, but the participation of students is encouraged through group evaluation and self-evaluation (Hernández, et al., 2019).

Developing these principles presumes for the teacher a challenge in terms of their continuous training, dedication to the preparation, projection, adaptation to the curriculum and study plans, for the successful completion of evaluation activities and supplies. This implies greater commitment in the educational process, getting out of your comfort zone, in addition to replacing written evaluations through merely reproductive and memory tasks, with a significant one that enhances creative and developer thinking (Hernández, et al., 2019).

Simultaneous self-assessment, hetero-assessment and coevaluation

Corubrics is an add-on for Google that is integrated via email, spreadsheets and forms. This allows a rubric to be made and sent to all the evaluation participants: teachers and students. This involves receiving the information in form mode, in order to fill out the information and return the information to us, which in turn is stored in a spreadsheet, obtaining a graphic display of the different items chosen (Jimenez Gómez, 2019). Figure 1 shows the area of the working environment in Corubrics.

EVALUATION CRITERIA	EXCELLENT	SATISFACTORY	NEED SUPPORT	INSASTIFACTORY	TOTAL
	4	3	2	1	
DRAFTING OF THE BACKGROUND	100% of the indications for the Writing of the Background have been considered	It has been considered from 70 to 99% of the indications for the Writing of the Background	It has been considered from 40 to 69% of the indications for the Writing of the Background	Less than 40% of the indications for the Writing of the Background have been considered.	40%
DRAFTING OF THE EDUCATIONAL END	100% of the indications for the Writing of the End have been considered, especially the 3 Slopes of the end and the philosophical Conceptions of the different authors	It has been considered from 70 to 99% of the indications for the Writing of the End, especially the 3 Slopes of the end and the philosophical Conceptions of the different authors	40 to 69% of the indications for the Writing of the End, especially the 3 Slopes of the end and the philosophical Conceptions of the different authors	indications for the Writing of the End have been considered, especially the 3 Slopes of the end and the philosophical Conceptions of the different authors	25%
DRAFTING OF THE OBJECTIVES	100% of the indications for the Writing of the Objectives have been considered	70 to 99% of the indications for the Writing of the Objectives	It has been considered from 40 to 69% of the indications for the Writing of the Objectives	Less than 40% of the indications for the Writing of the Objectives have been considered.	15%
DRAFTING OF INNOVATIONS	100% of the indications for the Writing of Curricular Innovations have been considered	70 to 99% of the indications for the Writing of Curricular Innovations have been considered	It has been considered from 40 to 69% of the indications for the Writing of the Curricular Innovations	Less than 40% of the indications for the Writing of Curricular Innovations have been considered.	10%
ASPECTS OF FORM	Considers 100% of the indications of Form: Writes with clarity and order, goes to the point and is deep in his ideas, respects grammatical and orthographic norms, quotes correctly, writes the bibliography according to APA norms	It has been considered from 70 to 99% of the indications of Forma	It has been considered from 40 to 69% of the indications of Forma	Less than 40% of the indications of Forma have been considered	10%

Figure 1. Corubrics (Work area)

Presentation in the defense of projects using the CORUBRIC tool is a common practice in most universities and in all areas of knowledge. In these presentations, the students show their oral competences in the use of evaluative rubrics, having a very high percentage in the support parameters by the members of the examining court (Cabero, 2015). Corubrics presents several advantages over other tools as shown in Figure 2.

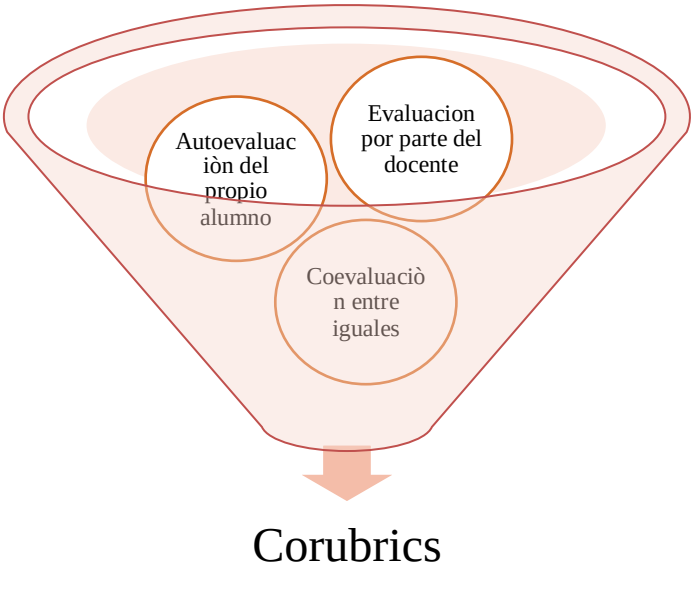


Figure 2. Corubrics Advantages

These advantages give the possibility that the evaluation is carried out to a certain group of teachers, students, as an advantage it allows to process the answers obtaining a quantitative qualification. Most online tools do not usually offer this feature as shown in Figure 3.

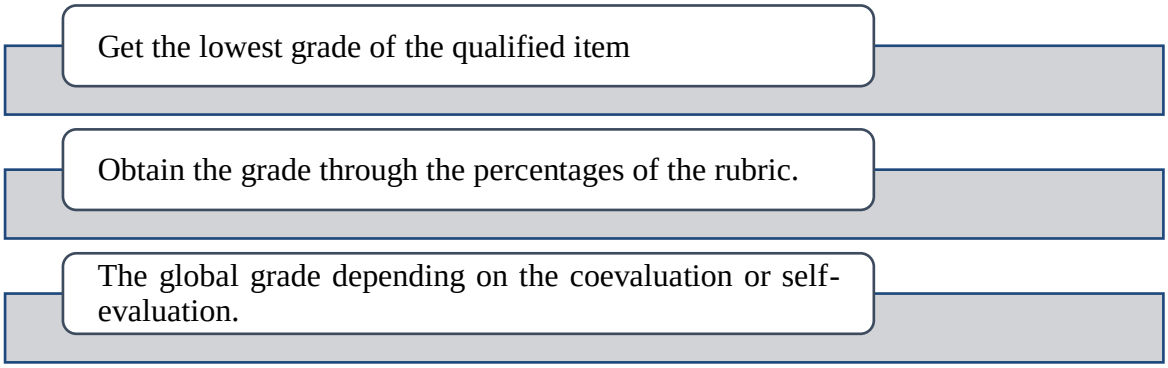
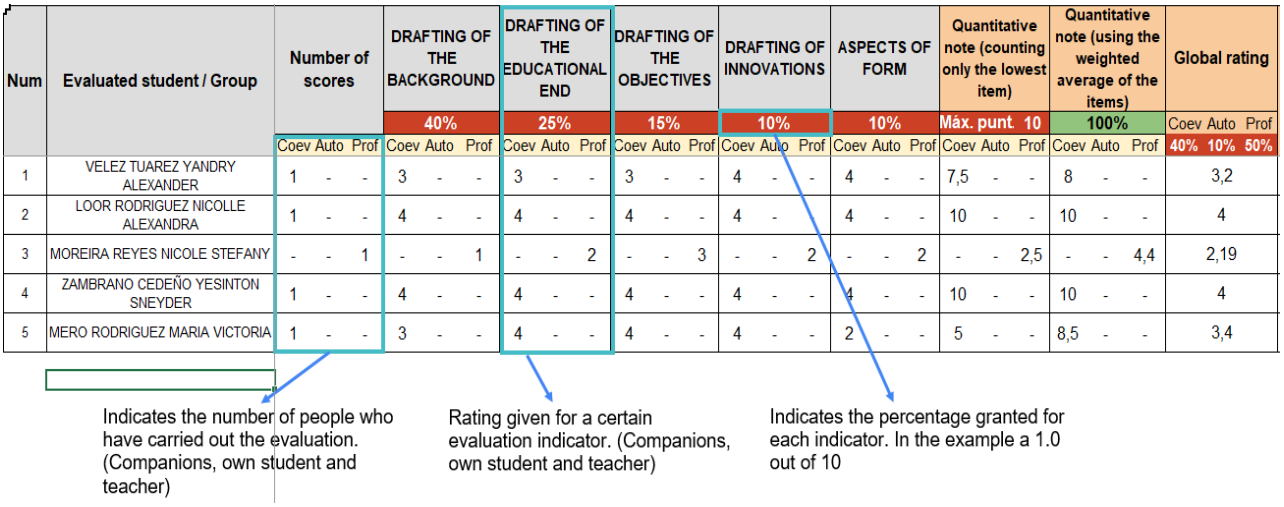


Figure 3. Corubrics Features

Source: (Menéndez, s.f.)

The above possibilities allow teachers to immediately have a record of the quality of the evaluation and even determine which of the topics covered within the study program presents greater difficulty. Figure 4 details the form where student responses are received.



Num	Evaluated student / Group	Number of scores			DRAFTING OF THE BACKGROUND			DRAFTING OF THE EDUCATIONAL END			DRAFTING OF THE OBJECTIVES			DRAFTING OF INNOVATIONS			ASPECTS OF FORM			Quantitative note (counting only the lowest item)			Quantitative note (using the weighted average of the items)			Global rating
					40%			25%			15%			10%			10%			Máx. punt. 10			100%			Coev Auto Prof
		Coev	Auto	Prof	Coev	Auto	Prof	Coev	Auto	Prof	Coev	Auto	Prof	Coev	Auto	Prof	Coev	Auto	Prof	Coev	Auto	Prof	Coev	Auto	Prof	40% 10% 50%
1	VELEZ TUAREZ YANDRY ALEXANDER	1	-	-	3	-	-	3	-	-	3	-	-	4	-	-	4	-	-	7,5	-	-	8	-	-	3,2
2	LOOR RODRIGUEZ NICOLLE ALEXANDRA	1	-	-	4	-	-	4	-	-	4	-	-	4	-		4	-	-	10	-	-	10	-	-	4
3	MOREIRA REYES NICOLE STEFANY	-	-	1	-	-	1	-	-	2	-	-	3	-	-	2	-	-	2	-	-	2,5	-	-	4,4	2,19
4	ZAMBRANO CEDEÑO YESINTON SNEYDER	1	-	-	4	-	-	4	-	-	4	-	-	4	-	-	4	-	-	10	-	-	10	-	-	4
5	MERO RODRIGUEZ MARIA VICTORIA	1	-	-	3	-	-	4	-	-	4	-	-	4	-	-	2	-	-	5	-	-	8,5	-	-	3,4

Figure 4. Corubrics (Results area)

Source: (Menéndez, sf)

Figure 5 shows the other ways of evaluating with the digital rubrics.

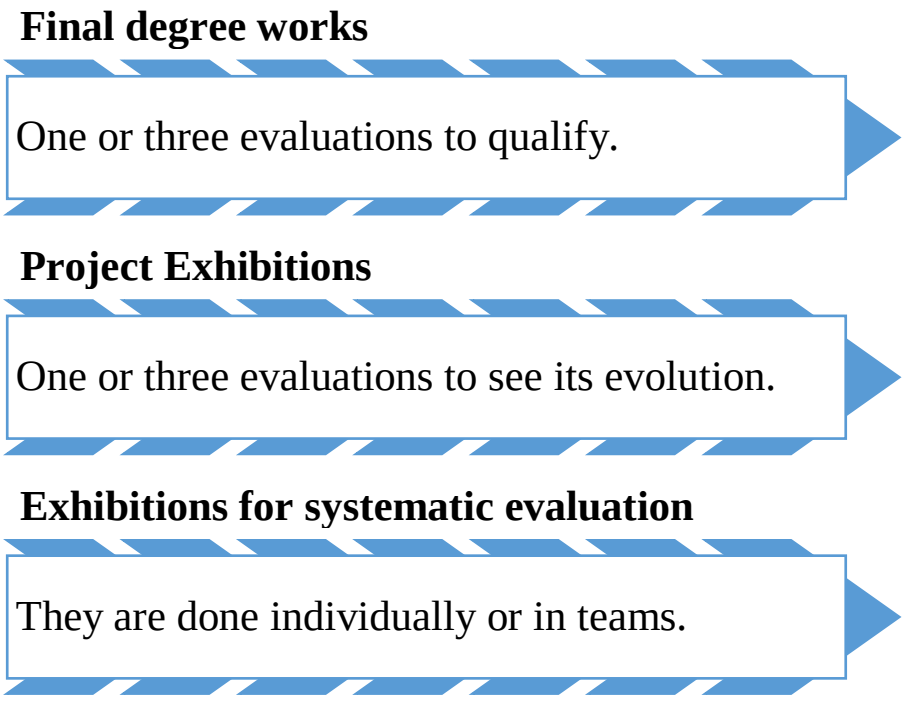


Figure 5. Other forms of evaluation with rubrics
Source: (Cano Garcia, 2015)

According to this author's criteria (Intriago Macías, 2017), they state that more and more teachers are choosing to change the evaluation practices that were leading to carried out, by alternatives, that allow evaluating less important aspects, so far, much importance has been

given to the operation of the teacher-student binomial. There is no doubt that through the rubrics students are oriented to meaningful learning, where they look for the most relevant aspects of a task or evaluation and can easily realize what the teacher's expectations would be to obtain a quality level improving their academic and cooperative performance (Fraile, Pardo, & Panadero, 2017).

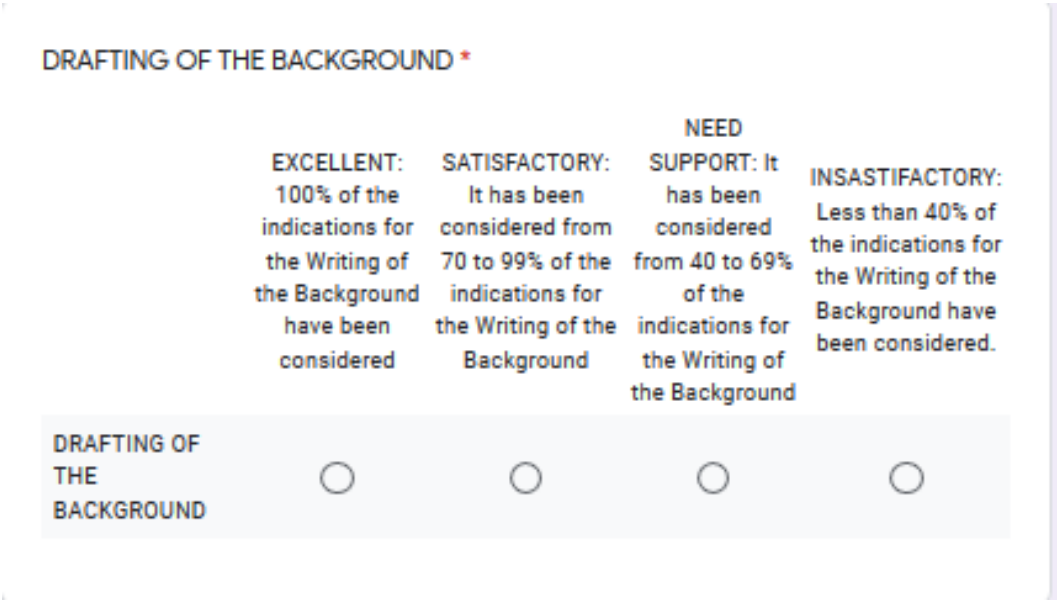
In addition, it includes in its perception the role of the teacher, regarding the contribution of the rubrics to clarify their own evaluation criteria. It recommends that, to achieve a more effective use of them, they should be elaborated or agreed with the students in order to achieve a better understanding. This represents a new challenge in the order of constructing the evaluation rubrics together with the students, especially when it comes to subjects that are objectives to be overcome by the students and that summarize the exit profile of the bachelor in a certain specialty (Cebrián-de la-Serna, 2018).

This digital tool allows teachers to delegate to students the choice and writing of criteria that will later be evaluated by themselves, by the teachers, or by both. Thus adapting to the needs of the group-class in general, allowing us to adapt to each individual, a very important aspect in the new evaluation methodology (Cebrián-de-la-Serna, 2018). According to the criteria of these authors (Cebrian de la Serna & Bergman, 2014) the use of ICT broadens the conceptual spectrum, placing the rubrics in a training concept that constitutes an interactive methodology and an improved tutoring model to establish ties and improve the quality indicators between theory and practice.

In the evaluation rubric, the following aspects can be taken into account: language, coherence, state of the presentation used to expose, use of technologies to support the exhibition and creativity, where in each one it can be indicated from the lowest level about it to the highest level they could reach. For example, in terms of coherence, they can select, depending on their own or another partner's exposure, if they had (in other words) poor, fair, good or excellent coherence in their speech; Thus, the is promoted same evaluative logic(Ferreiro, 2017).

Developing these principles is a challenge for teachers in terms of their continuous training, dedication to the preparation, projection, adaptation to the curriculum and study plans, for the successful completion of evaluation activities. This implies greater commitment to the educational process, getting out of your comfort zone, in addition to replacing the evaluation through merely reproductive and memory tasks, with a significant one that enhances creative and developer thinking (Marina, Pellicer, & Manso, 2015).

According to the criteria of (Raposo-Rivas & Gallego-Arrufat, 2016), the e-rubric is a methodological tool that favors the autonomy of students and enables the evaluation of the quality of the pedagogical process. The evaluation becomes an active methodology in itself, with the use of e-rubrics and as co-evaluation tools among students. The use of rubrics for peer evaluation and self-evaluation of individual or team work makes students more aware of assessment mechanisms and criteria. Assuming a series of advantages for learning, although some limitations can also be highlighted. The GOOGLE Corubrics complement also allowsto make a return or *feedback* students, either by qualifying or by expressing their progress in writing, so that they can see where they are and how they can improve. All this through electronic devices, thus developing digital competence, and making the evaluation functional for students. Figure 6 details the form to send to students and teachers for evaluation.


DRAFTING OF THE BACKGROUND *

	EXCELLENT: 100% of the indications for the Writing of the Background have been considered	SATISFACTORY: It has been considered from 70 to 99% of the indications for the Writing of the Background	NEED SUPPORT: It has been considered from 40 to 69% of the indications for the Writing of the Background	INSASTIFACTORY: Less than 40% of the indications for the Writing of the Background have been considered.
DRAFTING OF THE BACKGROUND	○	○	○	○

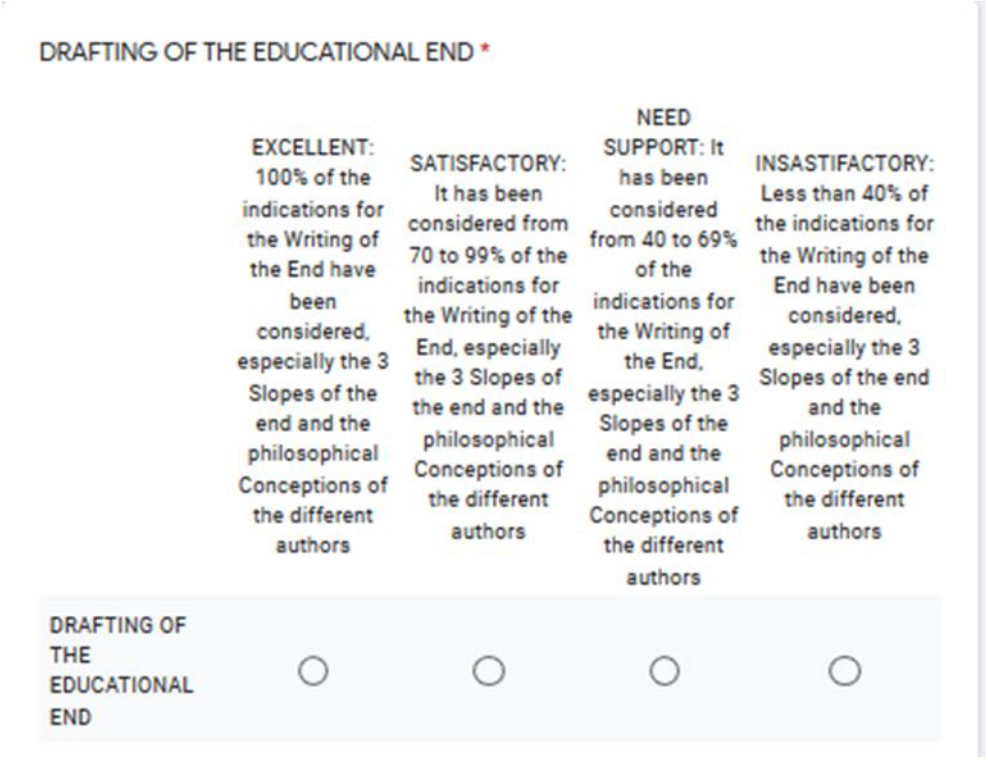


Figure 6. Digital evaluation form

This type of technological and functional tools will be a motivation for them, since they are used by people close to them (teachers, relatives) therefore, they will want to learn to use them, they will be useful in the future and will allow them to manage new digital technologies (mobiles, PCs, tablets) (Islas, 2017). According to (Gallego-Arrufat, Ibañez-Cubillas, Romero-Lopez, & Perez-Torregrosa, 2017), the use of the early rubric represents a significant improvement in the observation of a practice. Doing the rubric on paper and later in Corubrics multiplies the probabilities of cognitive success since the student goes through the same process twice differently, a first time in situ and a second time through memory.

Through the Corubrics system, the interactions that take place between teacher and student are more defined and individual. The only drawback in delivering the items to be observed prior to practice would be that the students direct their attention only to them and may not take into account other variables that the group that did not have a heading did observe (Gallego-Arrufat, Ibañez-Cubillas , Romero-Lopez, & Perez-Torregrosa, 2017). The motivation is not always present in the classrooms and it is that from the educational system sometimes models are proposed that could be perceived by the students as foreign to their need, thus decreasing their interest in acquiring the skills that are effectively necessary for the training of future professionals. The education demanded by this era requires a radical transformation of the

objectives, methods and content of our plans and programs, of our classes, of our role in the teaching process to place the student in the spotlight (Nolasco Vasquez & Ojeda Ramírez, 2016).

Conclusions

It can be said that the rubrics in a learning space that adapts to the needs of the students and are given to the requirements, criteria, achievements that we want to evaluate by improving our tutorial work and turning the educational practice into an innovation. The use of the Corubrics tool is very important since it encourages collaborative learning, being a great help in the learning process when evaluating our students quantitatively, since it generates flexibility and impartiality when generating a qualifying input. The methodology of evaluation by digital rubrics advances at an accelerated pace in educational institutions, that is why we put the Corubrics tool as a complement to Google for consideration since it generates a greater commitment of student responsibility and adapts them to our needs.

References

[1] Alarcón, R. (July 20, 2015). *The educational sciences in an integrated and innovative university.* Retrieved on April 21, 2020, from Retrieved from http://www.uh.cu/node/2671.

[2] Alvarez Alvarez, C. (2015). Theory versus educational practice: some problems and proposed solutions. *Science Direct, 37*(148). doi: https: //doi.org/10.1016/j.pe.2015.11.014

[3] Araque Marín, P., Torijano Gutierrez, SA, & Arango Londoño, N. (2019). Design and implementation of rubrics as an evaluation instrument for the General and Inorganic Chemistry course for engineering students. *Antioquia School of Engineering, 16*(31). doi: https: //doi.org/10.24050/reia.v16i31.1059

[4] Ausin, V., Abella, V., Delgado, V., & Hortiguela, D. (2016). "Project Based Learning through ICT. An Experience of Teaching Innovation from University Classrooms". *University Training, 9*(3). doi: http: //dx.doi.org/10.4067/S0718-50062016000300005

[5] Cabero. (2015). Information and Communication Technologies (ICT): training scenarios and learning theories. *Magazine Lasallista de Investigació.n, 12*(2), 186-193. Retrieved on May 23, 2020, from 1. Ferreiro Concepción, JF, Fernández Medina, CR "A look at the evaluation for 2020 rubrics through ICT" p.92-104 Available at: http: //mendive.upr .edu.cu / index.php / MendiveUPR / article / view / 1595.

[6] Cano Garcia, E. (2015). Assessment by competencies in higher education. *La Muralla, 19*(3), 224. Retrieved on May 23, 2020, from https://www.redalyc.org/pdf/567/56743410028.pdf

[7] Cebrian de la Serna, M., & Bergman, M. (2014). Formative evaluation with e-rubric: approach to the state of the art. *University Teaching Magazine, 12*(1), 1522. Retrieved on Saturday May 2020, from dialnet-EvaluacionFormativaMedianteErubricas-4691760.pdf

[8] Cebrián-de-la-Serna, M. (2018). Collaborative learning assessment model in the practicum through Corubric. *Practicum Magazine*, 62-79. Retrieved May 2020, from https://www.researchgate.net/publication/325988000_Modelo_de_evaluacion_colaborativa_de_los_aprendizajes_en_el_practicum_mediante_Corubric

[9] Chancusig Chisag, JC, Flores Lagla, GA, & Constante, MF (2017). ICT in teacher training. Retrieved on Monday May 2020, from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi226uh78_pAhWIm-AKHac1ANMQFjABegQIAxAB&url=https%3A%2 % 2Fdescarga% 2Farticulo% 2F6132058.pdf & usg = AOvVaw1UDOGwFet_DnN72RzzNbSC

[10] Concepción, F. (2020). A look at the evaluation for 2020 rubrics through ICT. *Mendive*, 92-104. Retrieved May 2020, from http://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/1595.

[11] Fernández Medina, CR (2017). Development of digital skills of teachers and students in formative evaluation processes with ICT. Atlante Magazine: Education and Development Notebooks. *Atlante Magazine: Education and Development Notebooks*. Retrieved on May 2020, from http://www.eumed.net/rev/atlante/2017/08/competencias-digitales-tic.html

[12] Ferreiro, J. (2017). Rubric for evaluating an exposure. Rubric prepared by the authors on the site corubric.com. Retrieved May 2020, from https://corubric.com/guide/rubrica-publica/

[13] Fraile, J., Pardo, R., & Panadero, E. (2017). How to use rubrics to implement a true formative assessment? *Complutense de Educación, 28*(4). doi: http: //dx.doi.org/10.5209/RCED.51915

[14] Gallego-Arrufat, MJ, Ibañez-Cubillas, P., Romero-Lopez, MA, & Perez-Torregrosa, AB (2017). Degree of satisfaction, utility and validity of the evaluation with electronic rubrics during the practicum. *Practicum Magazine, 2*(1), 60-79. Retrieved on May 2020, from https://dialnet.unirioja.es/servlet/articulo?codigo=6380674

[15] Hernández, RM, Sanchez Cáceres, I., Zarate Hermoza, JR, Medina Coronado, D., Loli Poma, TP, & Arévalo Gómez, GR (July 5, 2019). Information and Communication Technology (ICT) and its practice in educational evaluation. *Purposes and Representations, 2*(7), 1-10. doi: http: //dx.doi.org/10.20511/pyr2019.v7n2.328

[16] Intriago Macías, C. &. (2017). Science, technology and society seen from higher education in Ecuador. *San Gregorio Magazine, 19*, 46-153. Retrieved on May 2020, from https://dialnet.unirioja.es/descarga/articulo/6265804.pdf

[17] ISLAS TORRES, C. (2017). *The implication of ICT in education: Scopes, Limitations and Prospective. Iberoamerican Magazine for Educational Research and Development* (Vol. 8). doi: http: //dx.doi.org/10.23913/ride.v8i15.324.

[18] Jimenez Gómez, MA (2019). Can ICT improve evaluation. *Eco Education and Teacher Training No 16*. Retrieved May 2020, from http://revistaeco.cepcordoba.org/wp-content/uploads/2019/05/Jimenezgomez.pdf

[19] Marina, JA, Pellicer, C., & Manso, J. (2015). *White paper on the teaching profession and its school environment.* Retrieved May 2020, from http://www.funciva.org/wp-content/uploads/2016/11/Libro-blanco-de-la-profesi%C3%B3n-docente.pdf

[20] Martinez Romera, DD, Cebrian Robles, D., & Cebrian, DM (2016). Evaluation of teaching competences with e-Rubrics in Master of Teaching. *Journal for Educator, Teachers and Trainers, 7*(2), 120-141. doi: ISSN 1989-9572

[21] Menèndez Mozo, E. (sf). *Educational Technology Observatory*. doi: DOI (web) 10.4438 / 2695-4176_OTE_2019_847-19-121-5

[22] Molina Gómez, AM, Roque Roque, L., Garcés Garcés, BR, Rojas Mesa, Y., Dulzaides Iglesias, ME, & Selín Ganén, M. (2015). The communication process mediated by information technologies. Advantages and disadvantages in different spheres of social life. *Medisur, 13*(4). Retrieved on May 2020, from http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1727-897X2015000400004

[23] Nolasco Vasquez, P., & Ojeda Ramírez, MM (2016). The evaluation of the integration of ICT in higher education: foundation for a methodology. *RED-Distance Education Magazine*(48), 48-124. doi: 10.6018 / red / 48/9

[24] Pérez Cascante, L. (August 12, 2012). *https://educacion.gob.ec*. Retrieved on Wednesday May 2020, from https://educacion.gob.ec: https://educacion.gob.ec/wp-content/uploads/downloads/2013/03/SiProfe-TIC-aplicadas.pdf

[25] Pérez Martinot , M. (2017). Current use of information and communication technologies in medical education. Retrieved on Monday May 2020, from http://www.scielo.org.pe/pdf/rmh/v28n4/a08v28n4.pdf

[26] Raposo-Rivas, M., & Gallego-Arrufat, MJ (2016). University Students' Perceptions of Electronic Rubic-Based Assessment. (30), 220-233. Retrieved on May 2020, from https://dialnet.unirioja.es/servlet/articulo?codigo=5772434

[27] Romero Montero, S., & Torrebadella Flix, X. (2018). Google Drive CoRubrics: An Innovative Assessment for an Innovative School. *Practicum*, 79.

[28] Valenzuela, C. (2018). Review article: some notes. *Uruguayan Association of Academic Magazines*. Retrieved on Monday May 2020, from http://aura.edu.uy/wp-content/uploads/2018/12/articulo-revision.pdf

[29] Viñals Blanco, A., & Cuenca Amigo, J. (2016). The role of the teacher in the digital age. *Interuniversity Teacher Training, 30*(2). Retrieved on Thursday May 2020, from https://www.redalyc.org/jatsRepo/274/27447325008/html/index.html.