

Escalante, E. (2016). *Pedagogical assessment of the teaching of General Criminal Law: a commitment to active and collaborative learning*. Bogotá: National University of Colombia.

Reconstruct, design, apply and validate qualitative practices and strategies that allow for a pedagogical approach to understanding within the framework of constructivism and significant learning of General Criminal Law.

Review topics such as the teaching of General Criminal Law; the educational act in the teaching of General Criminal Law; educational action in the classroom teaching law; and the conclusions on the educational act in General Criminal Law.

Teachers, in the legal field, do not always ask themselves about their work as university professors and limit their action to the exercise of the profession as an input for the chair, sometimes far from reality, based on manuals, concepts, precepts, categories, among others. Thus, pedagogical reflection is necessary, which implies the understanding of the educational act as a complex act in the teaching and learning of Law, from a critical, constructivist, communicative and understanding perspective, in perfect dialectic with the context from which it arises and from where the research problem is based.

The pedagogical foundation based on teaching for understanding and constructivism in General Criminal Law was oriented to the formulation of a toolbox for its implementation and assessment, as a way to overcome the traditional teaching that dominates the educational practice of law. in general and criminal law in particular. In this sense, the predominance of traditional teaching without a reflection on the execution of the educational act generates an absence of communities of practice that constantly reflect on the teaching task.

The qualitative challenges of the pedagogical transformation pose to overcome the simple conceptions of the educational act related to the expression of dictating class, doing a small workshop, analyzing a film, moving towards constructivist learning processes by natural discovery. In this sense, educational action is a complex act that involves reflecting on communication as a communicative and dialogical action in the classroom on the ethical content of the educational act.

Educational action is more than giving a class, preparing a conference, transmitting knowledge or teaching positive law: it is a complex act that requires the teacher's commitment to forge his ethos as an educator beyond the exercise of the profession, with the ability to transform how to analyze, apply and understand the law of crimes and penalties.